



Sri Lanka

Best Energy Efficient School Award

2026

Award for Excellence in Energy Conservation and Management

Guide Book



Sri Lanka Sustainable Energy Authority (SLSEA)

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Chapter

1

1. INTRODUCTION & GENERAL GUIDE

Best Energy Efficient School Award

Award for Excellence in Energy Conservation and Management

1.1. Sri Lanka Sustainable Energy Authority

Sri Lanka Sustainable Energy Authority (SLSEA) established under the Act No.35 of 2007 of Democratic Socialist Republic of Sri Lanka functions under the purview of the Ministry of Power & Energy. SLSEA has the **Vision** to make an energy secure Sri Lanka and functions with the **Mission** to guide the nation in all its efforts to develop indigenous energy resources and conserve energy resources through exploration, facilitation, research & development and knowledge management in the journey of national development by protecting natural, human and economic wealth by embracing best sustainability practices.

In the journey towards an energy secure Sri Lanka, SLSEA has set six primary goals as increase the renewable share in the primary energy supply, reduce energy waste across all sectors by energy efficiency improvement and conservation, create an environment conducive for a robust pipeline of sustainable energy programmes to make those a strength to the economy, contribute to reduce GHG emissions from energy sector, create a policy framework to provide a fertile soil for sustainable energy programmes and transform the society to an energy conscious society.

1.2. Best Energy Efficient School Award

The Best Energy Efficient School Award is a program aimed at recognizing efforts made towards energy conservation and the creation of environmentally friendly attitudes within school systems registered in Ministry of Education. Through the award, schools are encouraged to incorporate successful energy management strategies and to engage their students and teachers in energy conservation activities, hence increasing awareness about the need for energy efficiency.

This award is intended for recognition of schools that have been able to conserve energy through the implementation of energy saving techniques, integration of energy sources, promoting environmentally friendly practices, and carrying out sustainability programs in an effort to build a sustainable future generation.

1.3. Purpose of the Guide Book

The purpose of this Guide Book is to provide the necessary application forms, questionnaires, instructions and guidelines for those entities who wish to apply for the Best Energy Efficient School Award. Detailed information is provided on the Award Application Process. Information on the key dates in the award cycle is also given. It also includes the energy efficiency criteria, the award examination and the scoring system, scoring guidelines and the basis for submitting an award application. Organizations could use the check list for self-assessment of their energy efficiency status and other energy management and conservation purposes.

1.4. Applicant

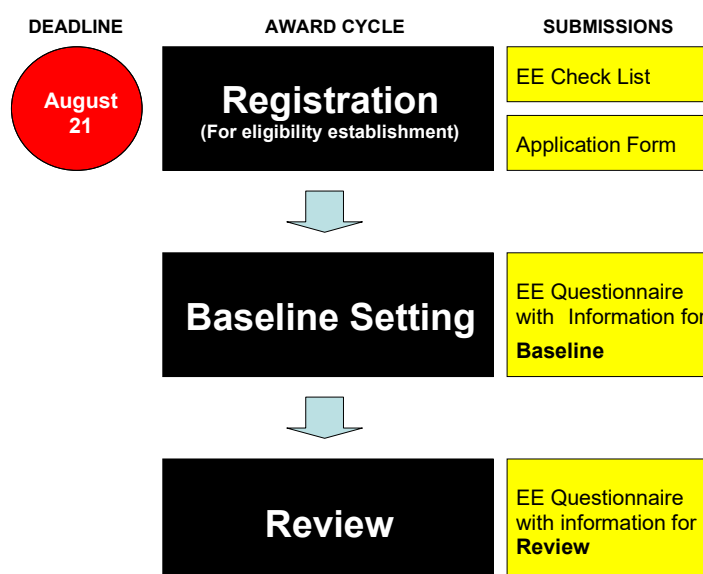
An applicant for Best Energy Efficient School Award shall be considered as an individual school operating within defined physical boundaries. Even if the school functions under a larger network, group, or educational authority, each school must submit its application independently. Where multiple schools under the same group or administration apply for Best Energy Efficient School Award, each school will be evaluated and treated as a separate applicant.

1.5. Eligibility Criteria of Applicants & Award Categories

To be eligible for the programme, a school must have been in continuous operation for a minimum period of three years prior to the application, ensuring that sufficient historical data is available for evaluation. The school should maintain accurate and verifiable records of its energy consumption, such as electricity bills and related documentation, to support performance assessment. In addition, the school is expected to demonstrate active and ongoing participation in energy-saving initiatives, including the implementation of energy efficiency measures, awareness programmes, or student-led activities that contribute to reducing energy use and promoting sustainability within the school community.

1.6. Award Cycle

Depicted below is the award cycle for the applicants with documents to be submitted along with applicable deadlines.



Award cycle commences with the registration of applicants. The purpose of registration is to establish the eligibility of applicants for the awards for which they are expected to submit three documents; Energy Efficiency Checklist (see Chapter 5), the Application Form (see Chapter 6) and the Energy Efficiency Questionnaire (see Chapter 7) on or before deadline mentioned. All relevant evidence documents are required to submit along with the EE questionnaire.

All applicants are required to submit the three documents, Energy Efficiency Checklist, Application Form and the Energy Efficiency Questionnaire as a hard format and a soft format.

All applicants shall be notified in writing of their eligibility (or otherwise with reasons for non-eligibility) by SLSEA.

1.7. Award Ceremony

Award will be presented by H.E. the President of Sri Lanka at a ceremony to be held at a venue and date to be determined.

Details of the winners will appear in a special supplement being published in national newspapers on a day after the award ceremony.

1.8. The Award Examination

The award examination is based upon energy conservation and energy management excellence criteria. In responding to these criteria, each applicant is expected to provide information and data on the entity's energy efficiency processes and results through the Energy Efficiency Questionnaire (see *Chapter 7*). Information and data submitted must be adequate to demonstrate that the applicant's approaches could be replicated or adapted by other entities.

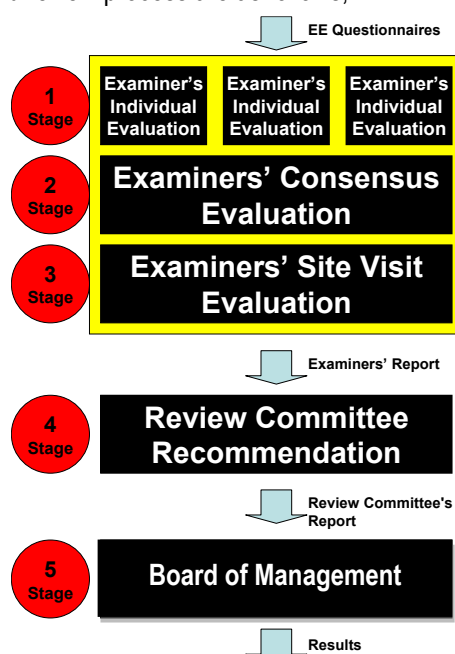
The award examination is designed not only to serve as a reliable basis for making awards but also to permit a diagnosis of each applicant's overall energy efficiency status.

1.9. Application Review

Applications are reviewed and evaluated by members of the **Board of Examiners**, **Review Committee** and the **Board of Management** in a five-stage process.

Examiners are assigned from the Board of Examiners to evaluate applications taking into account the nature of the applicants' businesses and the expertise of the Examiners. Assignments are made in accordance with strict rules regarding conflict of interest.

Five-stage evaluation and review process are as follows;



1.10. Feedback to Applicants

All applicants will receive feedback reports at the conclusion of the review process commenting on their strengths and areas for improvement. The feedback is based upon the applicant's responses to the energy conservation and energy management excellence criteria.

The team of examiners prepares a feedback report and submits to the applicant. Applicants could use the feedback reports as a guidance document in their future energy conservation and management activities.

1.11. Award Recipients' Responsibilities and Contributions

Award recipients are required to share information on their successful performance with other Sri Lankan organizations. However, recipients are not required to share proprietary information, even if such information was part of their Energy Efficiency Questionnaire. The principal mechanism for sharing information is the Quest for Excellence in Energy Efficiency Conference.

1.12. Quest for Excellence in Energy Efficiency Conference

Quest for Excellence in Energy Efficiency, the official conference of the National Energy Efficiency Award, provides a forum for SLNEEA recipients to share their exceptional performance and practices with other organizations. Quest for Excellence in Energy Efficiency will showcase the sublime features of the award recipients and will provide learning points for future aspirants.

Participants will have the opportunity to ask questions from the award recipients. This one day conference is designed to maximize learning and networking opportunities.

1.13. Future Eligibility for Re-awards

There is no restriction whatsoever for award winning organizations to re-apply for awards in subsequent years as the evaluation is mainly based on the incremental improvement of specific energy consumption with respect to the baseline conditions established. However, evaluation criteria and the scoring system have been designed in such a way that due consideration will be given to past energy efficiency performance too.

1.14. Non-Disclosure

Names of applicants, individual applications, commentary, and scoring information developed during the review of applications and questionnaires are regarded as proprietary and are kept confidential. Such information is available only to those individuals directly involved in the evaluation and application distribution processes. Board of Examiners are assigned to applications following strict conflict of interest rules and receive no information regarding the content or status of applications to which they are not assigned. Even after the completion of the evaluation process, the names of the applicants will not be disclosed unless they win an award or a merit certificate.

Chapter 2

2. EVALUATION CRITERIA

Best Energy Efficient School Award

Award for Excellence in Energy Conservation and Management

2.1. Rationale

The evaluation criteria have been formulated to comply with the underlying theme of the award scheme, "the improvement of energy management within the organization should be a result of a self-motivated effort influenced by the competitive advantage and positive image bestowed by the SLNEEA to the organization". The purpose of evaluation criteria is not only to serve as a reliable basis for making awards but also to permit a diagnosis of each applicant's overall energy efficiency status.

1	Criteria	Score	Energy Policy	Energy Club	
	Management Commitment	100	Energy Leader	Energy Audits	
2	Student Awareness and Training	200	Systematic Training	Knowledge Enhancement	
3	Planning, Monitoring, Evaluation & Reporting	150	Energy Performance	Trends	450
			Comparisons (Bench marking)	Integration with other systems	
4	Energy performance (EE Improvements – SEC reduction)	200	Electrical Thermal	New Projects / Innovations	550
5	Renewable Energy Share in Energy Source Portfolio	130	Biomass Solar, Wind	Biogas & Other Cleaner E sources	
6	Outcomes (Non- Energy)	120	Student-led Energy Conservation		
			Waste reduction	Water reduction	
7	Contribution to Sustainability	100	CO2 emission reduction & monitor carbon footprint	Trend of reduction & extra commitment	

Process
(Methodology)

Results
(Outputs & Outcomes)

2.2. Rationale for Score Allocation

A score of 450 has been assigned to the process and a score of 550 has been assigned to the results which makes the total score of 1000.

In process criteria, the 2nd and 4th criteria has been assigned the highest with 200 score in view of its relative student awareness and training, energy performance are considered as the key to success in energy efficiency.

In results criteria, the 3rd criteria has been assigned with 150 score in view of its much greater importance. Also, the 5th criteria has been assigned a higher score of 130 considering the increasing trend of the country for renewable energy. The criteria no 7th has been introduced with 100 score considering the importance of carbon foot print.

2.3. Energy Efficiency Questionnaire

Energy Efficiency Questionnaire (see Chapter 7) has been designed by taking the evaluation criteria described before as the basis and with the objective of obtaining the sufficient information of applicants on their energy efficiency projects and programmes enabling the Board of Examiners to conduct a rigorous evaluation.

Chapter

3

3. SCORING SYSTEM

Best Energy Efficient School Award ***Award for Excellence in Energy Conservation and Management***

The scoring of responses to Criteria and award applicant feedback are based on two evaluation dimensions: (1) Process and (2) Results. Award applicants need to furnish information along with the evidence documents relating to these dimensions. Specific factors for these dimensions are described below. Scoring guidelines are given on pages 15 & 16.

3.1. Process

"Process" refers to the methods your organization uses and improves to address the Criteria 1 - 4. The four factors used to evaluate process are Approach, Deployment, Learning, and Integration (ADLI).

"Approach" refers to

- the methods used to accomplish the process
- the appropriateness of the methods to the criteria
- the effectiveness of the use of the methods
- the degree to which the approach is repeatable and based on reliable data and information (i.e., systematic)

"Deployment" refers to the extent to which

- the approach is applied in addressing criteria relevant and important to your organization
- the approach is applied consistently
- the approach is used by all appropriate areas or work units

"Learning" refers to

- refining the approach through cycles of evaluation and improvement
- encouraging breakthrough change to the approach through innovation
- sharing refinements and innovations with other relevant work units and processes in the organization

"Integration" refers to the extent to which

- the approach is aligned with the organizational needs in other Process Criteria
- the measures, information, and improvement systems are complementary across processes and work units
- the plans, processes, results, analyses, learning, and actions are harmonized across processes and work units to support organization-wide goals

3.2. Results

"Results" refers to the organization's 'outputs' and 'outcomes' in achieving the Criteria 5 - 7. The four factors used to evaluate results are Levels, Trends, Comparisons, and Integration (LeTCI).

"Levels" refers to

- the current level of energy efficiency performance

"Trends" refers to

- the rate of the energy efficiency performance improvements or the sustainability of good energy efficiency performance (i.e., the slope of trend data)
- the breadth (i.e., the extent of deployment) of the energy efficiency performance results

"Comparisons" refers to

- the energy efficiency performance relative to appropriate comparisons, such as competitors or similar organizations
- the energy efficiency performance relative to benchmarks or industry leaders

"Integration" refers to the extent to which

- the results measures address important customer, product and service, market, process, and action plan of energy efficiency performance requirements identified in the Results Criteria
- the results include valid indicators of future energy efficiency performance
- the results are harmonized across processes and work units to support organization-wide goals

3.3. Criteria Classification and Scoring Dimensions

Criteria are classified according to the kinds of information and data expected to furnish relative to the two evaluation dimensions given above.

The two types of Criteria are designated as

- 1 Process
- 2 Results

In Process Criteria, Approach, Deployment, Learning, and Integration are linked to emphasize that descriptions of approach should always indicate the deployment-consistent with the specific requirements of the Criterion. As processes mature, their description also should indicate how cycles of learning (including innovation), as well as integration with other processes and work units, occur. Although the ADLI factors are linked, feedback to award applicants reflects strengths and opportunities for improvement in any or all of these factors.

Results Criteria call for data showing energy efficiency performance Levels, Trends, and relevant Comparisons for key measures and indicators of organizational energy efficiency performance, and Integration with key organizational requirements. Results Criteria also call for data on the breadth of the energy efficiency performance results reported. This is directly related to deployment and organizational learning; if improvement processes are widely shared and deployed, there should be corresponding results. A score for a Results Criterion is thus a composite based on overall energy efficiency performance, taking into account the four results factors (LeTCI).

3.4. Importance as a Scoring Consideration

The two evaluation dimensions described previously are central to evaluation and feedback. A critical consideration in evaluation and feedback is important for the reported processes and results.

3.5. Assignment of Scores to the Responses

The following guidelines should be observed in assigning scores to Criteria responses.

- All areas to address should be included in the Criteria response. Also responses should reflect what is important to the organization.
- In assigning a score to a Criterion, first decide which scoring range (e.g. 50 percent to 65 percent) is more descriptive of the organization's achievement level as presented in the Criterion response. "Most descriptive of the organization's achievement level" can include some gaps in one or more of the ADLI (Process) factors or the LeTCI (Results) factors for the chosen scoring range. An organization's achievement level is based on a holistic view of either 4 processes or 4 results factors in aggregate and not on a tallying or averaging of independent assessment against each of the 4 factors. Assigning the actual score within the chosen range requires evaluating whether the Criterion response is closer to statement in the next higher or next lower scoring range.
- A Process Criterion score of 50 percent represents an approach that meets the overall requirements of the Criterion, that is deployed consistently and to most work units, that has been through some cycles of improvement and learning, and addresses the key organizational needs. Higher scores reflect greater achievement, demonstrated by broader deployment, significant organizational learning, and increased integration.
- A Results Criterion score of 50 percent represents a clear indication of good level of energy efficiency performance, beneficial trends, and appropriate comparative data for the results areas covered in the Criterion and important to the organization's business or mission. Higher scores reflect better trends and levels of energy efficiency performance, and broader coverage and integration with the requirements of the business or mission.

Chapter

4

4. CALENDAR OF EVENTS

Best Energy Efficient School Award *Award for Excellence in Energy Conservation and Management*

Event No	Year	Date	Event
1	2026	21 August	Deadline for calling applications
2		31 August	Selection notice for eligibility
3		01 -04 Sep	First sitting of evaluation committee
4		07 Sep	Commencement of the examination process
5		10 Sep – 30 Oct	Site visit evaluations
6		02 Nov – 06 Nov	Finalizing marks with evaluation committee
7		09 Nov - 12 Nov	Presenting to the review committee
8		12 Nov - 17 Nov	Review Committee approval
9		by 23 Nov	Final approval from Board of Management
10		December	Award Ceremony
11		December	Post-award special paper supplement publishing award winners
12		January	Conference-Quest for excellence in Energy efficiency
13		Dec - Jan	Feedback report to applicants
14		Jan	Review of the award process and making recommendation for the next year award

In case of a date falls on a holiday or a weekend, very next working day shall be treated as the date in lieu.

Chapter

5

5. ENERGY EFFICIENCY SELF-ANALYSIS CHECK LIST

Best Energy Efficient School Award

Award for Excellence in Energy Conservation and Management

Instructions for the applicant

- Please tick (✓) the appropriate cage ☐
- Please see the abbreviations at the end of this checklist

The check list below shall enable you to make a self assessment about the present status of energy efficiency in your facility and would guide you to achieve higher efficiencies.

5.1. Electrical energy

	Possibility for energy saving	Yes	No	N/A
1	Do you have a proper house keeping programme (minimizing idle time, etc.) with respect to the electricity consuming appliances and equipment?			
2	Do you have a proper maintenance programme with respect to the electricity consuming appliances and equipment?			
3	Do you have a programme to replace inefficient electricity consuming appliances and equipment?			
4	Do you have an idea about the efficiencies of electricity consuming appliances & equipment (light bulbs, ceiling fans, refrigerators, Air Conditioners etc.)?			

5.2. Lighting

	Possibility for energy saving	Yes	No	N/A
1	Do you still use incandescent bulbs?			
2	Do you still use T12 linear fluorescent lamps?			
3	Do you use T8 linear fluorescent lamps?			
4	Do you use T5 linear fluorescent lamps?			
5	Do you use compact fluorescent lamps (CFL)?			
6	Do you still use Electromagnetic Ballasts for linear fluorescent lamps?			
7	Do you use Electronic Ballasts for linear fluorescent lamps?			
8	Do you use Metal Halide lamps (MH)?			
9	Do you use High Pressure Sodium lamps (HPS)?			
10	Do you use Low Pressure Sodium lamps (LPS)?			
11	Do you use LED lamps?			
12	Do you match the light level to visual requirements?			
13	Does your switching arrangement & switch locations allow the individual control (on/off) of lamps?			

14	Do you have a proper maintenance and house keeping arrangement (regular fixture cleaning, etc.) for the lighting system?			
15	Do you use natural lighting?			
16	Do you use time, occupancy, daylight based control mechanisms?			
17	Do you use task lighting?			
18	Do you use efficient lighting fixtures / Luminaires?			
19	Do you de-lamp after retrofitting of reflectors?			
20	Are bulbs left on even when lighting is no longer essential?			

5.3. Air Conditioning

Possibility for energy saving		Yes	No	N/A
1	Did you consider the requirements for air conditioning at the time of building design?			
2	Do you have a control of Solar radiation (direct and indirect) into your air conditioned space?			
3	Have you either eliminated or reduced the glazed window areas on the west exposure?			
4	Did you consider the requirements for air conditioning at the time of deciding your building orientation?			
5	Do you have either thicker or insulated walls on the west exposure?			
6	Do you have double glazed windows?			
7	Do you have shading devices for glazed areas?			
8	Do you have insulated roofs?			
9	Do you have lighter colours for roof and walls?			
10	Have you ventilated the attic spaces of your building?			
11	Have you avoided the possibility of thermal bridging?			
12	Do you have proper sealing arrangements to minimize air infiltration?			
13	Have you controlled inflow of outside air into your air conditioned space?			
14	Have you minimized the leakage of conditioned air to the external environment?			
15	Do you have air-locking arrangements at main entrances?			
16	Have you controlled the internal heat gains due to office equipment such as computers, Photo copiers, Fax machines, Refrigerators, Cooking & heating equipment, Motors, etc. in your air conditioned space?			
17	Do you know the Coefficient of Performance (COP) or the Energy Efficiency Ratio (EER) of your air conditioners?			
18	Is the COP of your air conditioners below 2.7?			
19	Is the EER of your air conditioners below 9.2?			
20	Do you have Central Air Conditioning systems that are more energy efficient than small individual systems?			
21	Do you have Water Cooled Air Conditioning systems that are more energy efficient than air cooled systems?			
22	If you have a water cooled system, do you control the pH of water?			
23	If you have a water cooled system, do you control the hardness of water?			
24	Do you use individual air conditioning units for air conditioning needs with shorter & different period of operating time?			
25	Do you use central air conditioning units for air conditioning needs with uniform loading & same operating hours?			
26	Is there a possibility to reduce the condenser temperature of air conditioning units?			
27	Is there a possibility to increase the temperature of the air conditioned space without compromising the human comfort?			
28	Are your air conditioners equipped with Energy Efficient Inverter Technology?			

5.4. Classroom Practices and Students Engagement

	Possibility for energy saving	Yes	No	N/A
1	Do Students follow energy-saving practices?			
2	Are there awareness posters/notices are displayed?			
3	Do Teachers encourage energy conservation habits for students?			
4	Do Teachers encourage energy conservation habits outside school for students?			
5	Do classrooms are properly ventilated			
6	Are the windows and doors in air-conditioned spaces are properly sealed?			
7	Are students involved in renewable energy projects?			
8	Do School promotes use of clean energy?			

5.5. Declaration

I declare that the information provided herein are true and correct to the best of my knowledge and understanding.

.....
Date

.....
Signature of Highest-Ranking Official

☐ Mr ☐ Mrs ☐ Ms ☐ Dr

Name:

Title:

Address:

.....

Telephone Number:

Fax Number:

E-mail:

Submission: Completed Energy Efficiency Check List must be post marked or hand delivered along with the Application Form no later than the specified date in the calendar in Chapter 4, to SLSEA. This check list may be copied and attached to, or bound with, other application materials.

Abbreviations

CEB	-	Ceylon Electricity Board
CFL	-	Compact Fluorescent Lamp
HEM	-	High Efficiency Motor
kWh	-	Kilo Watt Hour
LF	-	Load Factor
N/A	-	Not applicable
VSD	-	Variable Speed Drive

Chapter

6

6. APPLICATION FORM

Sri Lanka National Energy Efficiency Award (SLNEEA) Award for Excellence in Energy Conservation and Management

(See Chapter 8 for detailed instructions)

This form may be copied and attached to, or bound with, other application materials

Instructions for the applicant

- Please fill in the blanks where applicable
- Please attach the relevant support documents
- Please strike-off inappropriate word/s where applicable
- Please tick (✓) the appropriate cage or cages where applicable ☐

6.1. Applicant

Name of School :

(in English)

(in Sinhala)

(in Tamil)

School Address:

6.2. Highest-Ranking Official

Name:

☐ Mr ☐ Mrs ☐ Ms ☐ Dr

Title:

Address:

Telephone Number:

Fax Number:

E-mail:

6.3. Contact Point

Name:

☐ Mr ☐ Mrs ☐ Ms ☐ Dr

Title:

Address:

.....

.....

Telephone Number:

Fax Number:

E-mail:

6.4. Alternate Contact Point

Name:

☐ Mr ☐ Mrs ☐ Ms ☐ Dr

Title:

Address:

.....

.....

Telephone Number:

Fax Number:

E-mail:

6.5. Applicant Status (Check one)

Has the applicant officially or legally existed for at least three years prior to the Award Application date?

☐ Yes ☐ No

6.6. Size and Location of Applicant

a. Total number of Students :

b. Total number of teachers :

Non academic

c. In the event the applicant receives an award, can the applicant make available sufficient personnel and documentation to share its practices at the Quest for Excellence in Energy Efficiency Conference?

☐ Yes ☐ No

d. Attach a line and box organization chart for the applicant. In each box, include the name of each subsidiaries and its head.

6.7. Commitment, Self-Certification Statement & Signature of the Highest-Ranking Official

We understand that this application will be reviewed by the members of the Board of Examiners.

Should our school be selected for a site visit, we agree to facilitate an open and unbiased examination.

If our organization is selected to receive an award, we agree to share non-proprietary information on our successful energy efficiency performance with other Sri Lankan organizations.

I state and attest that;

- 1 I have reviewed the information provided by my school in this application.
- 2 To the best of my knowledge, no untrue statement of a material fact is contained in this application, and no omission of a material fact has been made in this application.
- 3 Based on the information herein and the current eligibility requirements for the SLNEEA, my organization is eligible to apply.
- 4 I understand that at any time during the award process cycle, if the information is found not to support eligibility, my organization will no longer receive consideration for the award and will receive only a feedback report.
- 5 In the event my organization wins the Award/Merit Certificate, I will tag the year of the Award / year of the Merit Certificate whenever I brand the winning the award in activity of any nature in relation to my company.

.....
Date

.....
Signature of Highest-Ranking Official

Name:

☐ Mr ☐ Mrs ☐ Ms ☐ Dr

Title:

Address:

Telephone Number:

Fax Number:

E-mail:

Submission: Completed Application Form must be post marked or hand delivered no later than the specified date in the calendar in Chapter 4, to SLSEA. This form may be copied and attached to, or bound with, other application materials.

Chapter 7

7. ENERGY EFFICIENCY QUESTIONNAIRE

Best Energy Efficient School Award (SLNEEA) Award for Excellence in Energy Conservation and Management

(See Chapter 9 for detailed instructions)

This questionnaire may be copied and attached to, or bound with, other application materials

Instructions for the respondent

- Please fill in the blanks where applicable
- Please provide the support documents where applicable
- Please strike-off inappropriate word/s where applicable
- Please tick (✓) the appropriate cage or cages where applicable ☐
- Please see the abbreviations at the end of this questionnaire

7.1. Energy Utilization Equipment

Indicate the energy utilization equipment in your facility.

Electrical		Thermal	
Lights		Stoves	
Air conditioners		Generators	
Fans, blowers & other ventilation equipment		Others (Please specify)	
Office equipment such as computers, photo copiers, etc.			
Fridges, freezers, etc.			
Kitchen equipment			
Laundry equipment			
Lifts, escalators, etc.			
Pumps		.....	
Heaters		.....	
Motors		.....	
Others (Please specify)		.....	
			
			

7.2. Source of Energy

Indicate the sources of energy used in your facility (excluding transport)

1	Electricity	☐	
2	Fossil Fuel	☐	
			Diesel ☐
			Furnace Oil ☐
			Kerosene ☐
			LPG ☐
			Coal ☐
			Other ☐
3	Biomass	☐	
			Firewood ☐
			Saw dust ☐
			Paddy husk ☐
			Bagasse ☐
			Coconut shell ☐
			Other ☐
4	Hydro	☐	
5	Solar	☐	
6	Wind	☐	
7	Other	☐	.....

7.3. Management Commitment to Energy Efficiency

Provide the answers to the below questions by checking the appropriate cage

Question		Baseline Stage Date: 31.12.2024			Review Stage Date: 31.12.2025		
		Yes	No	N/A	Yes	No	N/A
1	Do you have an Energy Efficiency Policy in School?						
2	Does your school have an Energy Club?						
3	Have you appointed an Energy Leader?						
4	Do you carry out Energy Audits in your school?						

If 'Yes' is the answer to Question 1, attach a copy of the energy policy.

Baseline Stage	Review Stage
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Describe if 'Yes' is the answer to Question 2

Baseline Stage	Review Stage
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.....	
.....	

Describe if 'Yes' is the answer to Question 3

Baseline Stage	Review Stage
.....	
.....	
.....	
.....	

Describe If 'Yes' is the answer to Question 4

Baseline Stage				Review Stage			
Date of Audit	Recommendations given	Implementation		Date of Audit	Recommendations given	Implementation	
		Yes	No			Yes	No
.....							
.....							
.....							
.....							
.....							
.....							

7.4. Awareness, Education, and Student Engagement in Energy Efficiency

Provide the answers to the below questions by checking the appropriate cage.

Question		Baseline Stage Date: 31.12.2024			Review Stage Date: 31.12.2025		
		Yes	No	N/A	Yes	No	N/A
1	Have you assigned sufficient students to energy efficiency related activities?						
2	If yes, have you trained such students in energy conservation & management?						
3	Have you created awareness among the students on the importance of energy efficiency?						

Describe if 'Yes' is the answer to Question 1

Baseline Stage	Review Stage
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If 'Yes' is the answer to Question 2, Describe and attach the copies of training certificates.

Baseline Stage	Review Stage
.....	
.....	
.....	
.....	

If 'Yes' is the answer to Question 3, Describe the methods used and frequency of the programs.

Baseline Stage	Review Stage
.....	
.....	
.....	
.....	

7.5. Planning, Monitoring, Evaluation & Reporting

Provide the answers to the below questions by checking the appropriate cage

Question		Baseline Stage Date: 31.12.2024			Review Stage Date: 31.12.2025		
		Yes	No	N/A	Yes	No	N/A
1	Do you set energy efficiency targets?						
2	Do you monitor energy efficiency trends using historical data?						
3	Do you compare your energy performance with that of similar entities (Schools)?						
4	Do you integrate energy performance with other performances such as environment, quality, safety, etc.?						

Describe if 'Yes' is the answer to Question 1

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 2

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 3

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 4

Baseline Stage	Review Stage
.....	
.....	
.....	

7.6. Energy Performance

7.6.1. Monthly Energy Consumption

Indicate the monthly energy consumption for 2024 and 2025 in your facility (excluding transport) as appropriate. Attach copies of an electricity and fuel bills.

Month	Source of Energy						Other
	Electricity, kWh/month	Solid fuel, kg/month	Liquid fuel, l/month			Gaseous Fuel, kg/month	
Jan-24							
Feb-24							
Mar-24							
Apr-24							
May-24							
Jun-24							
Jul-24							
Aug-24							
Sep-24							
Oct-24							
Nov-24							
Dec-24							
Jan-25							
Feb-25							
Mar-25							
Apr-25							
May-25							
Jun-25							
Jul-25							
Aug-25							
Sep-25							
Oct-25							
Nov-25							
Dec-25							

7.6.2. Monthly Energy Cost

Indicate the monthly energy cost for 2024 and 2025 in your facility (excluding transport) as appropriate.

Month	Source of Energy						Other
	Electricity cost, Rs.	Solid fuel cost, Rs.	Liquid fuel cost, Rs			Gaseous Fuel cost, Rs	
Jan-24							
Feb-24							
Mar-24							
Apr-24							
May-24							
Jun-24							
Jul-24							
Aug-24							
Sep-24							
Oct-24							
Nov-24							
Dec-24							
Jan-25							

Feb-25							
Mar-25							
Apr-25							
May-25							
Jun-25							
Jul-25							
Aug-25							
Sep-25							
Oct-25							
Nov-25							
Dec-25							

7.6.3. Monthly Average Output / Service

Indicate the average of monthly Output / Service in your facility during the period mentioned below as appropriate.

			Baseline Stage Period: 01.01.2024 - 31.12.2024	Review Stage Period: 01.01.2025 - 31.12.2025
Type of Output / Service	Description	Units	Quantity	Quantity
1	Student attendance	.....	.....	.....
				
				
	Floor area			

Indicate the monthly Student attendance in your facility during the period mentioned below as appropriate.

Month	Student attendance
Jan-24	
Feb-24	
Mar-24	
Apr-24	
May-24	
Jun-24	
Jul-24	
Aug-24	
Sep-24	
Oct-24	
Nov-24	
Dec-24	
Jan-25	
Feb-25	
Mar-25	
Apr-25	
May-25	
Jun-25	

Jul-25	
Aug-25	
Sep-25	
Oct-25	
Nov-25	
Dec-25	

7.6.4. Specific Energy Consumption - Electrical (SEC)

By using the average monthly output and average monthly energy consumption stated above, calculate and then indicate below the specific energy consumption - electrical in your facility during the mentioned period as appropriate.

Type of Output			Baseline Stage Period::01.01.2024 - 31.12.2024	Review Stage Period: 01.01.2025 - 31.12.2025
Units			SEC	SEC
1	School	kWh per student day	.....	.....
		kWh per sqm	.....	.....
		kWh per .....	.....	.....

Some examples of “Units” of specific energy consumption - electrical;

Services

- Buildings
 - kWh per m² floor area (FA)
 - kWh per 1,000 m² per Daily Operating Hour (Known as Building Power)
- Hotels
 - kWh per m² of Gross Floor Area (GFA) including the area of swimming pool
 - kWh per Occupied Room (OR)

Healthcare

- Hospitals
 - kWh per Patient Day

7.6.5. Energy Efficient Improvement Projects

Provide the information of electrical energy efficiency projects implemented in last 5 years.

Project Description		Duration		Cost Benefit	Units	Amount
		Start date	End date			
1				Investment	LKR	.....
				Annual energy saving	kWh	.....
				Annual financial saving	LKR	.....
2				Investment	LKR	.....
				Annual energy saving	kWh	.....
				Annual financial saving	LKR	.....
3				Investment	LKR	.....
				Annual energy saving	kWh	.....
				Annual financial saving	LKR	.....
4				Investment	LKR	.....
				Annual energy saving	kWh	.....
				Annual financial saving	LKR	.....
5				Investment	LKR	.....
				Annual energy saving	kWh	.....
				Annual financial saving	LKR	.....
6				Investment	LKR	.....
				Annual energy saving	kWh	.....
				Annual financial saving	LKR	.....

Provide the information of thermal energy efficiency projects implemented in last 5 years

Project Description		Duration		Cost Benefit	Units	Amount
		Start date	End date			
1				Investment	LKR	.....
				Annual energy saving		.....
				Annual financial saving	LKR	.....
2				Investment	LKR	.....
				Annual energy saving		.....
				Annual financial saving	LKR	.....
3				Investment	LKR	.....
				Annual energy saving		.....
				Annual financial saving	LKR	.....
4				Investment	LKR	.....
				Annual energy saving		.....
				Annual financial saving	LKR	.....
5				Investment	LKR	.....
				Annual energy saving		.....
				Annual financial saving	LKR	.....
6				Investment	LKR	.....
				Annual energy saving		.....
				Annual financial saving	LKR	.....

Thermal energy savings in the form of kg of Firewood, Liters of Diesel / Furnace Oil, or in kJ.

7.7. Renewable Energy Share in Energy Source Portfolio

Provide the answers to the below questions by checking the appropriate cage.

Question		Baseline Stage Date: 31.12. 2024			Review Stage Date: 31.12.2025		
		Yes	No	N/A	Yes	No	N/A
1	Do you use renewable energy sources?						
2	Do you set renewable energy targets (as a percentage of your total energy requirement)?						

Describe if 'Yes' is the answer to Question 1

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 2

Baseline Stage	Review Stage
.....	
.....	
.....	

7.8. Non-Energy Outcome

Provide the answers to the below questions by checking the appropriate cage

Question		Baseline Stage Date: 31.12. 2024			Review Stage Date: 31.12.2025		
		Yes	No	N/A	Yes	No	N/A
1	Have you suggested any energy-saving ideas to your teachers or school management?						
2	Have you participated in any school energy conservation activities or campaigns?						
3	Do you separate recyclable and non-recyclable waste at school?						
4	Do you encourage your students to reduce, reuse, and recycle?						
5	Do your students encourage others to use water responsibly?						

Describe if 'Yes' is the answer to Question 1

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 2

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 3

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 4

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 5

Baseline Stage	Review Stage
.....	
.....	
.....	

7.9. Contribution to Sustainability

Provide the answers to the below questions by checking the appropriate cage.

Question		Baseline Stage Date: 31.12. 2024			Review Stage Date: 31.12.2025		
		Yes	No	N/A	Yes	No	N/A
1	Do you establish a system to monitor carbon footprint?						
2	Do you monitor CO ₂ emission reduction trends using historical data?						
3	Do you have any extra commitments (CSR) for CO ₂ emission reduction?						

Describe if 'Yes' is the answer to Question 1

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 2

Baseline Stage	Review Stage
.....	
.....	
.....	

Describe if 'Yes' is the answer to Question 3

Baseline Stage	Review Stage
.....	
.....	
.....	

7.10. Declaration

I declare that the information provided herein are true and correct to the best of my knowledge and understanding.

.....
Date

.....
Signature of Highest-Ranking Official

☐ Mr ☐ Mrs ☐ Ms ☐ Dr

Name:

Title:

Address:

.....

.....

Telephone Number:

Fax Number:

E-mail:

Submission: Completed Energy Efficiency Questionnaire must be post marked or hand delivered no later than the specified date in the calendar in Chapter 4, to SLSEA. This form may be copied and attached to, or bound with, other application materials.

Abbreviations

DC	-	Desiccated Coconut
FA	-	Floor Area
GFA	-	Gross Floor Area
kg	-	Kilo gram
kJ	-	Kilo Joules
kW	-	Kilo Watt
kWh	-	Kilo Watt Hour
l	-	Liter
LKR	-	Sri Lanka Rupees
LPG	-	Liquefied Petroleum Gas
m ³	-	Cubic meter
MT	-	Metric Ton
N/A	-	Not Applicable
OR	-	Occupied Rooms
SEC	-	Specific Energy Consumption

—

Chapter

8

8. INSTRUCTIONS TO FILL THE APPLICATION FORM

(in Chapter 6)

Best Energy Efficient School Award

Award for Excellence in Energy Conservation and Management

8.5. Applicant

Provide the applicant's name, (in **English, Sinhala and Tamil**) which will be used to make the role model determination (Award Winner).

8.6. Highest-Ranking Official

Provide the necessary contact information requested for the applicant's highest-ranking official.

8.7. Contact Point

Please designate a person who is knowledgeable about the organization, its structure and energy efficiency aspect of the organization and who will be available to answer inquiries after submission of the application form.

8.8. Alternate Contact Point

In the event that the Contact Point is not available, an Alternate Contact Point will be needed to answer questions or convey a message to the Contact Point. Designate a person who is available after submission of the Application Form.

8.9. Applicant Status

Indicate whether or not the applicant has existed for at least three years prior to Award application date.

8.10. Industrial Classification

Using the three or four-digit ICS codes listed on page 56, provide up to three codes that best describe the applicant's products and/or services.

8.11. Size and Location of Applicant

- a. Provide the total number of employees as of award application date.
- b. Check the appropriate financial descriptor (sales, revenues, or budgets) and the appropriate range for the

preceding fiscal year.

- c. Check the appropriate response.
- d. Attach a line and box organization chart for the applicant. In each box, include the name of the unit/division and its head.

8.12. Commitment, Self-Certification Statement & Signature of the Highest-Ranking Official

Please read this section carefully. Provide the signature of the applicant's highest-ranking official. Type the person's name, title, address, and telephone number below the signature, as indicated.

The signature of the highest-ranking official indicates that the applicant agrees to the terms and conditions stated therein.

This signature also acknowledges that the answers provided are accurate and also certifies that the applicant is eligible based on the requirements for the SLNEEA.

If the applicant's organization is selected for a site visit and an Examiner discovers that one or more of the responses in the application are inaccurate, the applicant will no longer be eligible for the Award. The applicant will be eligible for feedback on its organization, however.

Chapter

9

9. INSTRUCTIONS TO FILL THE ENERGY EFFICIENCY QUESTIONNAIRE

(in Chapter 7)

Best Energy Efficient School Award Award for Excellence in Energy Conservation and Management

Purpose - The purpose of this chapter is to provide eligible applicants with instructions for preparing the Energy Efficient Questionnaire.

Objective - The objective of the Energy Efficiency Questionnaire is for the applicant to provide sufficient information to enable the Board of Examiners to conduct a rigorous evaluation. Information is required on the applicant's energy management system and on the results of its processes. All information provided is considered confidential.

9.5. Energy Utilization Equipment

Indicate the electrical and thermal energy utilization equipment / appliances / machines in your facility by checking relevant cages. If you possess electrical and thermal energy utilization equipment / appliances / machines other than the list provided, write them down in the blanks.

9.6. Source of Energy

Indicate the sources of energy used in your facility (excluding transport) by checking relevant cages. If you use sources of energy other than the list provided, write them down in the blanks.

9.7. Management Commitment to Energy Efficiency

Provide the answers to the questions by checking the appropriate cage (Yes, No, N/A) under baseline or review stage as appropriate while indicating the respective date. If the answer is 'Yes' to any question, describe your answer in detail in the space provided under each question and provide the support documents.

9.8. Employee Awareness & Training on Energy Efficiency

Provide the answers to the questions by checking the appropriate cage (Yes, No, N/A) under baseline or review stage as appropriate while indicating the respective date. If the answer is 'Yes' to any question, describe your answer in detail in the space provided under each question and provide the support documents.

9.9. Planning, Monitoring, Evaluation & Reporting

Provide the answers to the questions by checking the appropriate cage (Yes, No, N/A) under baseline or review stage as appropriate while indicating the respective date. If the answer is 'Yes' to any question, describe your answer in detail in the space provided under each question.

9.10. Energy Performance

9.10.1. Monthly Average Energy Consumption

Indicate the monthly average energy consumption in your facility (excluding transport) during the period mentioned in the table as appropriate. In case of fuel, indicate the type of fuel in the space provided.

9.10.2. Monthly Energy Cost

Indicate the monthly energy cost during the period mentioned in the table in your facility (excluding transport) as appropriate. In case of liquid fuel, indicate the type of fuel in the space provided.

9.10.3. Monthly Average Output (Production or Services)

Indicate the monthly average output in your facility during the period mentioned in the table as appropriate. Name your output and indicate the unit in the space provided. Where the units are already given, indicate the output only in the units provided.

9.10.4. Specific Energy Consumption - Electrical (SEC)

Divide the average monthly electrical energy consumption (Section 7.1) by the average monthly output (Section 7.3) and then indicate the result which is the specific energy consumption - electrical in your facility during the period mentioned in the table as appropriate. Also fill the blanks of units as per the examples given below.

Some examples of "Units" of specific energy consumption - electrical are given below;

Services

- | | | |
|-----------|---|---|
| Buildings | - | kWh per m ² Floor Area (FA) |
| | - | kWh per 1,000 m ² per Daily Operating Hour
(Known as Building Power) |
| Hotels | - | kWh per m ² of Gross Floor Area (GFA) including the area
of swimming pool |
| | - | kWh per Occupied Room (OR) |

Healthcare

- | | | |
|-----------|---|---------------------|
| Hospitals | - | kWh per Patient Day |
|-----------|---|---------------------|

9.10.5. Specific Energy Consumption - Thermal (SEC)

Divide the average monthly thermal energy consumption (Section 7.1) by the average monthly output (Section 7.3) and then indicate the result which is the specific energy consumption - thermal in your facility during the period mentioned in the table as appropriate. Also fill the blanks of units as per the examples given below.

Some examples of "Units" of specific energy consumption - thermal are given below;

Services

- | | | |
|-----------|---|---|
| Buildings | - | Liters of Diesel per m ² |
| | - | Liters of Diesel per 1,000 m ² per Daily Operating Hour
(Known as Building Power) |
| Hotels | - | Liters of Furnace Oil per m ² of Gross Floor Area (GFA) |

	-	including the area of swimming pool Liters of Furnace Oil per Occupied Room (OR)
<u>Healthcare</u> Hospitals	-	Liters of Furnace Oil per Patient Day

9.10.6. Energy Efficient Improvement Projects

Provide the information (Investment in LKR, Annual Energy Saving in kWh and Annual Financial Saving in LKR) of electrical energy efficiency projects implemented in your facility from the period mentioned in the table as appropriate.

Also separately provide the information (Investment in LKR, Annual Energy Saving in relevant units and Annual Financial Saving in LKR) of thermal energy efficiency projects implemented in your facility from the period mentioned in the table as appropriate. Units of thermal energy savings could be in the form of kg of Firewood, Liters of Diesel / Furnace Oil, or kJ.

9.11. Renewable Energy Share in Energy Source Portfolio

Provide the answers to the questions by checking the appropriate cage (Yes, No, N/A) under baseline or review stage as appropriate while indicating the respective date. If the answer is 'Yes' to any question, describe your answer in detail in the space provided under each question.

9.12. Non-Energy Outcome

Provide the answers to the questions by checking the appropriate cage (Yes, No, N/A) under baseline or review stage as appropriate while indicating the respective date. If the answer is 'Yes' to any question, describe your answer in detail in the space provided under each question.

9.13. Contribution to Sustainability

Provide the answers to the questions by checking the appropriate cage (Yes, No, N/A) under baseline or review stage as appropriate while indicating the respective date. If the answer is 'Yes' to any question, describe your answer in detail in the space provided under each question.

9.14. Declaration

Please read this section carefully.

Provide the signature of the applicant's highest-ranking official. Type the person's name, title, address, and telephone number below the signature, as indicated. This signature also acknowledges that the answers provided are accurate.

The signature of the highest-ranking official indicates that the applicant agrees to the terms and conditions of the SLNEEA.

If the applicant organization is selected for a site visit and an Examiner discovers that one or more of the responses in the application are inaccurate, the applicant will no longer be eligible for the Award. The applicant will be eligible for feedback on its organization, however.

Chapter 10

GLOSSARY OF KEY TERMS

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This glossary of key terms defines and briefly describes terms used throughout this booklet that are important to energy efficiency.

Action Plans

- Specific actions that respond to short and long term strategic objectives.
- Action plans include details of resource commitments and time horizons for accomplishment.

Alignment

- “Alignment” refers to consistency of plans, processes, information, resource decisions, actions, results, and analysis to key organization wide goals.
- Effective alignment requires common understanding of purpose, and goals.
- It also requires the use of complementary measures and information for planning, tracking, analysis, and improvement at three levels; the organizational level, the key process level, and the work unit level.

Analysis

- An examination of facts and data to provide a basis for effective decisions.
- Analysis often involves the determination of cause-effect relationships.
- Overall organizational analyses guide the management of work systems and work processes toward achieving key business results and towards attaining strategic objectives.
- Despite their importance, individual facts and data do not usually provide an effective basis for actions or setting priorities.
- Effective actions depend on an understanding of relationships, derived from analysis of facts and data.

Anecdotal

- The term “anecdotal” refers to process of information that lacks specific methods, measures, deployment mechanisms, and evaluation, improvement, and learning factors.
- Anecdotal information frequently uses examples and describes individual activities rather than systematic process.

Approach

- The term “approach” refers to the methods used by an organization to address the energy efficiency criteria item requirements.
- Approach includes the appropriateness of the methods to the item requirements and the effectiveness of their use.

Baseline

- Baseline data is basic information gathered before an energy efficiency program begins. It is used later at the review stage to provide a comparison for assessing program impact.

Benchmarks

- The term “benchmarks” refers to processes and results that represent best practices and performance for similar activities, inside or outside an organization’s industry.
- Organizations engage in benchmarking to understand the current dimension of world-class performance and to achieve discontinuous (non-incremental) or “breakthrough” improvement.
- Benchmarks are one form of comparative data.
- Other comparative data organizations might use include industry data collected by a third party (frequently industry averages, data on competitors’ performance, and comparison with similar organizations that are in the same geographic area or that provide similar products and services in other geographic areas.

Customers

- Actual or potential end users of your products.
- Immediate purchasers or users such as distributors, agents, organizations that further process your product as a component of their product.
- Customers of your competitors.

Deployment

- The term “deployment” refers to the extent to which an approach is applied in addressing the requirement of energy efficiency criteria items.
- Deployment is evaluated on the basis of the breadth and the depth of application of the approach to relevant areas or work units through out the organization.

Effective

- How well a process or a measure addresses its intended purpose.
- Determining effectiveness requires;
- The evaluation of how well the process is aligned with the organization’s needs and how well the process is deployed.
- The evaluation of the outcome of the measure used.

Energy Audit

- An energy audit is an inspection, survey and analysis of energy flows in a building, process or system with the objective of understanding the energy dynamics of the system under study.
- Typically an energy audit is conducted to seek opportunities to reduce the amount of energy input into the system without negatively affecting the output(s).

Energy Conservation Cell

- A dedicated unit or division of the organization focusing on and responsible for energy efficiency aspects.

Energy Efficiency

- Energy efficiency is the ratio between the useful output of an energy conversion machine or equipment and the input, in energy terms. The useful output may be electric power, mechanical work, or heat.
- Efficient energy use, sometimes simply called energy efficiency, is using less energy to provide the same level of energy service.

Energy Leader

- An Energy Leader is responsible for promoting energy conservation and sustainable practices within a school, organization, or community. They act as champions of change by encouraging responsible energy use, raising awareness of environmental issues, and motivating others to adopt energy-efficient behaviors. Energy Leaders support initiatives such as reducing energy and water consumption, minimizing waste generation, promoting renewable energy solutions, and fostering a culture of sustainability. Through education, advocacy, and leadership, they help create lasting positive impacts on both the environment and the community.

Goals

- “Goals” refers to a future condition or performance level that one intends to achieve.
- Goals can be both short and long-term.
- Goals are ends that guide actions.
- Quantitative goals frequently referred to as “targets” include a numerical point or range.
- Term “Stretch Goals” refers to desired major, discontinuous (non incremental) or “breakthrough” improvements usually in areas most critical to your organization’s future success.
- Goals can serve many purposes, including;
- Clarifying strategic objectives and action plans to indicate how you will measure success.
- Fostering teamwork by focusing on a common end.
- Encouraging “out-of-the-box” thinking to achieve a stretch goal.
- Providing a basis for measuring and accelerating progress.

Green Image

- Customer or public perception as an environmentally friendly and responsible entity.

Historical Data

- A series of past daily, weekly, or monthly data.
- Historical data are used for trend analysis and for comparisons to previous periods.

Innovation Process

- Making meaningful change to improve products, programmes, services, processes, or organizational effectiveness and to create new value for stakeholders.
- Innovation involves the adoption of an idea, process, technology or product that is either new or new to its proposed application.
- Innovation is a multistep process that involves development & knowledge sharing, a decision to implement, implementation, evaluation & learning.
- Innovation includes both technological and organizational innovation to succeed in the future.

Integration

- The term “integration” refers to the harmonization of plans, processes, information, resource decisions, actions, results, and analyses to support key organization-wide goals.
- Effective integration goes beyond alignment and is achieved when the individual components of an energy efficiency performance management system operates as a fully interconnected unit.

Learning

- “Learning” refers to new knowledge or skills acquired through evaluation, study, experience, and innovation.
- Two distinct kinds of learning; organizational & personal.
- Organizational learning is achieved through research & development, evaluation and improvement cycles, workforce & stakeholder ideas and input, best practice sharing and benchmarking.
- Personal learning is achieved through education, training and developmental opportunities that further individual growth.
- Learning contributes to a competitive advantage and sustainability for the organization and its workforce.

Levels

- Numerical information that places or positions an organization’s results and performance on a meaningful measurement scale.
- Performance levels permit evaluation relative to past performance, projections, goals, and appropriate comparisons.

Measures or Indicators

- “Measures and indicators” refer to numerical information that quantifies input, output, and performance dimension of processes, products, programmes, projects, services and the overall organization (outcomes).

Mission

- Mission statements detail the purpose, path and philosophy of an organization.
- They clarify who the company is, what it does, what it stands for, and why it does these things.
- It can also address problems or needs the organization is trying to address or identify what makes the organization unique.
- Mission statement is the organization's reason for existence.

Monitoring

- Monitoring is the systematic collection and analysis of information to provide management and the main stakeholders of an activity with information for decision-making.

Renewable Energy

- Renewable energy is energy generated from natural resources such as sunlight, wind, hydro, biomass, etc. which are renewable (naturally replenished).

Results

- The term “results” refers to outputs and outcomes achieved by an organization in addressing the requirement of energy efficiency criteria items.
- Results are evaluated on the basis of current performance, performance relative to appropriate comparisons, the rate, breadth, and importance of performance improvements; and the relationship of results measures to key organizational performance requirements.

Specific Energy Consumption

- Specific Energy Consumption is the energy consumed to produce a unit of output (product or service).

Sustainability

- Your organization’s ability to address current business needs and to have the agility and strategic management to prepare successfully for your future business, market and operating environment.
- Sustainability considerations might include workforce capability and capacity, resource availability, technology, knowledge, core competencies, work systems, facilities and equipment.
- A sustainable organization ensures a safe and secure environment for the workforce and other key stakeholders.
- Sustainability has a component related to preparedness for real-time or short-term emergencies.

Systematic

- Approaches that are well ordered, are repeatable, and use data and information so learning is possible.
- Approaches are systematic if they build in the opportunity for evaluation, improvement and sharing, thereby permitting a gain in maturity.

Target

- Target is the aim or the goal intended to be attained.
- Target is believed to be attainable.

Trends

- Numerical information that shows the direction and rate of change for an organization’s results.
- Trends provide a time sequence of organizational performance.
- A minimum of historical data (not projected) data points generally is needed to begin to ascertain a trend.
- More data points are needed to define a statistically valid trend.
- Time period for a trend is determined by the cycle time of the process being measured.
- Shorter cycle times demand more frequent measurements while longer cycle times might require longer time periods before meaningful trend can be determined.