



November 9, 2016

DIVISION MEMORANDUM
No. 719, s 2016

DIVISION EVALUATION OF THE NATIONAL GREENING PROGRAM COMPONENTS

To: Assistant Superintendents
Education Supervisors/Coordinators
District Supervisors/OICs
Elementary and Secondary Schools Heads

1. This Office announces the Division Evaluation of the National Greening Program components such as: Gulayan sa Paaralan, Waste Management, Biodiversity and Tree Growing from November 7 - December 16, 2016.
2. Every district is required to submit the list of the top three winners for every NGP component mentioned above to the Physical Facilities Office, DepEd Cebu Province, Sudlon, Lahug, Cebu City, attention: Mrs. Rosanna U. Godinez, Greening Coordinator.
4. Travel expenses of the Division Evaluating Team are chargeable against division funds, subject to the usual accounting and auditing rules and regulations.
5. This Memorandum serves as your Authority to Travel.
6. Immediate dissemination of this Memorandum is directed.


RHEA MAR A. ANGTUD, Ed.D., CESO VI
Schools Division Superintendent

GULAYAN SA PAARALAN
EVALUATION TOOL

NAME OF SCHOOL: _____
 DISTRICT/MUNICIPALITY: _____
 DATE: _____

EVALUATION COMPONENT	5	4	3	2	1
VARIETIES OF VEGETABLES PLANTED	planted more than 5 varieties of vegetables included medicinal plants, spices & herbs	planted more than 5 varieties of vegetables included spices	planted at least 5 varieties of vegetables	planted 3 to 4 varieties of vegetables	planted 1 to 2 varieties of plants
INNOVATIVE PRACTICES IN VEGETABLE PRODUCTION	adopted at least 3 or more organic practices in vegetable production	practice organic gardening plus vermi culture	practice organic gardening	irregular use of organic method	non-application of organic gardening
INTEGRATION OF SCHOOL EDIBLE/LANDSCAPING	a school within a garden with a WOW EFFECT! (all spaces are utilized-except playground and pathways)	well-landscaped garden with at least four or more ornamental plants integrated in the gulayan	well-landscaped garden with at least three ornamental plants integrated in the gulayan	with a garden with at least 2 ornamental plants integrated in the gulayan	with a garden with at least 1 ornamental plants integrated in the gulayan
RECORDS	plus income-generating records/extension to the community; sales inventory; utilization of income for the feeding program (100% normal BMI)	plus income-generating records/extension to the community; sales inventory; utilization of income for the feeding program (76% - 99% normal BMI)	plus income-generating records/extension to the community; sales inventory; utilization of income for the feeding program (75% normal BMI)	plus income-generating records/extension to the community; sales inventory; utilization of income for the feeding program (51-74% normal BMI)	plus income-generating records/extension to the community; sales inventory; utilization of income for the feeding program (50% and below normal BMI)
TOTAL					

WASTE MANAGEMENT PROGRAM
EVALUATION TOOL

NAME OF SCHOOL: _____
 DISTRICT/MUNICIPALITY: _____
 DATE: _____

CATEGORY	5	4	3	2	1
PRACTICE PROPER WASTE SEGREGATION IN THE CLASSROOM AND SCHOOL GROUNDS	presence of three functional and properly used collection bins with cover and stand in all classrooms ; litter free classroom and school campus	presence of three functional and properly used collection bins per classroom and school grounds with cover and stand	presence of three functional and properly used collection bins per classrooms and school grounds	presence of two functional and properly used collection bins per classrooms and school grounds	presence of one functional and properly used collection bins per classrooms and school grounds
FUNCTIONAL MATERIALS RECOVERY FACILITY IN THE SCHOOL	The materials/income from the processed bins are used to assist the school or the community; and litter free school campus	The contents of the MRF are processed and used (compost, sell, recycle)	presence of the 8 compartments of the MRF	presence of the 6 compartments of the MRF	presence of the 4 compartments of the MRF
RECORDS ON REDUCTION RATE	at least 90% reduction trend of residual waste	at least 85% reduction trend of residual waste	at least 75% reduction trend of residual waste	at least 50% reduction trend of residual waste	at least 30% reduction trend of residual waste
TOTAL					

TREE GROWING EVALUATION TOOL

NAME OF SCHOOL: _____

DISTRIC/MUNICIPALITY: _____

DATE: _____

Evaluation component	5	4	3 Minimum Required at Schools	2	1
A. Production of seedlings	Greater than 10% more trees produced in addition to those to replace mortality in the field. 75% of the trees that die are replaced before end of rainy season.	10% more trees produced in addition to those to replace mortality in the field. 50% of trees that died are replaced.	100 % Required number of trees for school are available for out-planting including 15% extra for mortality; 30 cm height minimum for out-planting	70-90 % of trees are available for out-planting and have 30 cm height requirement;	69% or less trees available for out-planting and have 30 cm height requirement
B. Out-planting and maintenance	Greater than 106% number of trees planted during the rainy season and maintained more than 3x before dry season	105% number of trees out-planted during the rainy season and maintained 3x before dry season	All Trees planted in areas during rainy season and maintained twice before dry season	70% - 90% of trees planted during the rainy season and maintained once prior to dry season.	Less than 70% of required trees planted and no maintenance after out-planting in the field
C. Survival rate	95% and above	86-94% survival	85% survival rate	84 – 70% survival	69% or lower survival rate.
D. Species diversity	11 + species planted in the site; majority are native	6 – 10 species planted in the site; majority are native	Minimum of 5 species planted in site	2 – 4 species planted in site.	Monoculture planted at the site either native or exotic
TOTAL					

BIODIVERSITY EVALUATION TOOL

NAME OF SCHOOL: _____

DISTRIC/MUNICIPALITY: _____

DATE: _____

Evaluation component	5	4	3	2	1
A. Biodiversity reserve planning and development	Biodiversity reserve concept has spread to the surrounding community and community supports the conservation of species (flora and fauna)	Biodiversity reserve planned, developed, maintained and expanded from original area to include the entire school grounds.	Biodiversity reserve planned, developed and maintained with area demarcated. (Inside or outside school grounds)	Biodiversity reserve partially planned, implemented and not well maintained	Biodiversity reserve not found at the school (even if forest park is present but not functioning as reserve.)
B. Diversity in the reserve	35 + species of trees and other flora identified in the school and community.	26 to 35 species identified in reserve, other flora such as vegetables also identified.	At least 25 tree species identified and labeled within the reserve	12 to 24 species identified within the reserve	Species are not identified within the school grounds
C. Use as outdoor classroom	Reserve used as a classroom for outdoor education at least once a week for at least three subjects	Reserve used as a classroom for outdoor education at least once every two weeks for at least two subjects	Reserve used as a classroom for outdoor education at least once a month for at least one subject	Reserve used as classroom for outdoor education once every two months	Reserve not used as an outdoor classroom
TOTAL					