



Republic of the Philippines
Department of Education
Region VII, Central Visayas



DIVISION OF CEBU PROVINCE

Orillon, Lahug, Cebu City

JUN 09 2016

DIVISION MEMORANDUM

No. 277, s. 2016

RENAMING OF BIODIVERSITY PROJECT TO FELLOWSHIP OF BIODIVERSITY ADVOCATES (FBA)

To : Assistant Division Superintendents
Education Supervisors/Coordinators
District Supervisors/OICs
Elementary and Secondary Schools Heads
Heads, Private Elementary and secondary Schools

1. This Office announces the renaming of Biodiversity Project sponsored by SWCF, RAFI and Foundation of the Philippine Environment (FPE) to Fellowship of Biodiversity Advocates (FBA).
2. This Project will lead, guide, disseminate and sustain the implementation of Biodiversity and other Greening Programs of DepEd Cebu Province.
3. For details regarding FBA, refer to the attachment.
4. Immediate dissemination of this Memorandum is desired.


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

Name of the Organization: FELLOWSHIP OF BIODIVERSITY ADVOCATES (FBA)
Vision: A COMMUNITY THAT IS DEDICATED AND GOOD STEWARD OF BIODIVERSITY
Mission: LEAD, GUIDE, DESSIMINATE AND SUSTAIN THE IMPLEMENTATION OF THE BIODIVERSITY PROGRAM OF DEP-ED
CEBU PROVINCE

At the end of the three-year program the FBA will be able to

LEAD

Create one school community biodiversity organization

- a. conduct orientation and focus group discussion
- b. organize set of officers
- c. seek approval from the SDS
- d. function clarification seminar workshop
- e. make an action plan
- f. implementation of the action plan
- g. monitoring and evaluation
- h. year end review

GUIDE

In the practice of good stewardship through:

- a. tree growing
- b. recycling
- c. organic gardening
- d. biodiversity reserve areas/parks
- e. waste segregation
- f. lobbying with stakeholders on environmental governance

DESSIMINATE

Conduct symposium

- a. conduct Information Educational Campaign by putting biodiversity information through poster, bulletin board or school paper
- b. upload in the school webpage
- c. create facebook account of FBA

SUSTAIN

Sustain the biodiversity reserve areas/parks

- a. integration of every learning areas
- b. pre and post test of biodiversity awareness level
- c. bird monitoring
- d. biodiversity contest
- e. trivia

BUDGET

QUARTER	ACTIVITIES	PERSONS IN INVOLVED	BUDGET		SOURCES OF FUND		
First Quarter	Orientation	School Head (55), Focal Person, Committee on Education	7,150.00		365,080.00	MOOE; LGU (SEF); BUB; RAFI	
			314,600.00	Division Budget			
	Election & Induction of Officers	School, Municipality, Division, School Heads, Teachers, Pupils/Students, Parents	2,200.00	Snacks-40 x 55			
			400.00	Misc.			
	Seminar Workshop for the officers of FBA:	Set of Officers, FBA, Secretariat, PSDS	Live-in Seminar				
	1. Clarification of function		18,000.00	15 pax/1,200			
	2. Action planning		5,000.00	Venue/Multi-media/Sound System			
	3. Crafting of by laws		1,800.00	Materials/Kit (which includes selected tarps			
			2,400.00	Transportation (800/day)			
			1,500.00	Stipend (500)			
			9,150.00	Misc.			
	Pre-Test		Set of Officers, FBA, Secretariat, PSDS	2,880.00			
	Planting site location		Set of Officers, FBA, Secretariat, PSDS				
			365,080.00	TOTAL - 1ST Q			

Second Quarter	Implementation of the action plan	PSDS, School Heads, Teachers, Pupils/Students			106,000.00	
	Nursery Construction & seedling production (seedling should be recommended by DA)		30,000.00			MOOE; DA; LGU; DENR; BUB, RAFI
	Orientation of:					MOOE; DSEF; BUB, RAFI
	Tree Growing					
	Organic Gardening		76,000.00	37850 x 2		
	Biodiversity Reserves					
	Waste Segregation					
	Enhance recycling					
Conduct symposium	106,000.00	TOTAL - 2ND Q				
Third Quarter	Conducting symposium (showcase of accomplishments per school)	PSDS, School Heads, Teachers, Pupils/Students	300,000.00	1200 X 250	300,000.00	MOOE, SEF, BUB, RAFI
			300,000.00	TOTAL - 3RD Q		

Fourth Quarter	Monitoring and Evaluation/ Quarterly Meeting	FBA Officers	52,000.00	100 pax x 4 times	84,650.00	MOOE, SEF, BUB, RAFI	
	Biodiversity Contest:	FBA Officers	500.00	500 - certificates		84,650.00	MOOE, SEF, BUB, RAFI
	Quiz Bowl			130x55 - meals			
	Poster/Slogan			7,700x 2 (school & municipal)			
	Creative Extemporaneous Speaking		15,400.00	15,400(school & municipal)			
	Recycling Product		12,500.00	Trampo (25 pax)			
	Bird Call Identification		3,250.00	Meals			
	Essay Writing						
	Tree Naming						
	Best Implementor:		FBA Officers	500.00			certificates
	Nursery	500.00		transportation			
	Segregation						
	Tree Growing						
	Biodiversity Integration						
	Gulayan						
Biodiversity Reserve		84,650.00	TOTAL - 4TH Q				
Re-evaluation - April 2017	FBA Officers			855,730.00			

855,730.00 GRAND TOTAL

BEST IN NURSERY (Rubrics)

CATEGORY	5	4	3	2	1
INFRASTRUCTURE	plus accessible to the community	plus recovery chamber	water source; potting media; storage area; hardening area; seedbank	less than one indicator	less than two or more indicator
TOOLS & EQUIPMENT	plus wheelbarrow, grasscutter, pruning saw, hole digger	more than three indicators	pruning shear; sharpening stone; rake; water sprinkler; bolo; sprayer; extended pruning shears; hand cultivator; hand trowel; budding knife; shovel; water container; digging bar;	less than 5 indicator	less than 6 or more indicators
SEEDS/SEEDLINGS	more than 10 species diversity; plus herbs, spices, climbers and ornamentals	9 to 10 species diversity; plus herbs, spices, climbers and ornamentals	6 to 8 species diversity	3 to 5 species diversity	less than 3 species available
RECORDS	plus income-generating records/extension to the community; sales inventory; utilization of income	plus sales records and donations	nursery manager; logbook; labels on all trees/ plants/ tools; seedlings' inventory; information record; tools equipment inventory; potting media; plastic for recovery chamber; organic fertilizer; record book; plastic bags; seedling trays;	less than 5 indicators	less than 6 or more indicators

WASTE MANAGEMENT (Rubrics)

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

MATERIALS AND SUPPLIES	complete list of materials and supplies	1 to 2 supplies for tool maintainance	potting media; plastic for recovery chamber; organic fertilizer; record book; plstic bags; seedling tray; signages;	less than 3 indicators	less than 4 or more indicators
MANPOWER/ MAINTAINANCE PLAN	Community participation/ involvement in the maintainance of the nursery	95% to 100% seedling survival rate	76% to 94% seedling survival rate	51% to 75% seedling survival rate	50% and below seedling survival rate

GULAYAN SA PAARALAN (Rubrics)

CATEGORY	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 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)

TREE GROWING (Rubrics)

CATEGORY	5	4	3	2	1
PLANTATION ESTABLISHMENT	Level 6 & 7 (dominat, co-dominat, shade tolerant, climber type, shrub type, crawler type)	Level 5 (co-dominant, shade tolerant, climber type, shrub type, crawler type)	Level 4 (co-dominant species; gap filler, shrub, crawler)	Level 3 (gap filler; shrub, crawler)	Level 2 (shrub, gap filler)

Note: Suggested by Noel Fornolles of NGP-RAFI

Evaluation: Greening program and Biodiversity Reserve

Evaluation component	5	4	3 Minimum Required at Schools	2	1
Tree growing program at schools:					
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

Biodiversity reserve development and use	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

Note: This rubric was developed by Mr. William G. Granert, SWCF Executive Director. It needs the critique and input of the experienced project implementers. This was emailed to the following: Rosanna Godinez, Martina Sagrado, Roberto Moran, Amor Bañares and Richard Acaso. We are waiting for their responses.