



Republic of the Philippines  
**Department of Education**  
REGION X – NORTHERN MINDANAO  
DIVISION OF MALAYBALAY CITY

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DEPED MALAYBALAY CITY DIVISION  
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**Division MEMORANDUM**

No. 357, s. 2020

**TO** : Assistant Schools Division Superintendent  
Chief Education Supervisor, SGOD and CID  
Public Elementary and Secondary School Heads  
All Others Concerned

**FROM** : **VICTORIA V. GAZO**  
Schools Division Superintendent

**DATE** : September 16, 2020

**SUBJECT** : **INSTITUTIONAL CONSERVATION OF FOREST**

1. In support of the government's commitment to mitigate the effects of Climate Change, this Division embarks into the instructional tree park project which shall be dubbed as Institutional Conservation of Forest (ICONS of Forest). This undertaking is within the umbrellas of **Republic Act No. 10176** or the **Arbor Day Act of 2012**, which requires every able-bodied citizen of this country who are at least 12 year-old to plan one tree every year and **DepEd Order No. 33, s. 2008** entitled **Responding to the Threats of Climate Change and Global Warming through Massive, Intensive and Sustained Tree-planting, Tree-growing, and Tree-caring Program** which directs all DepEd Offices and Schools to conduct tree-planting, tree-growing, and tree-caring activities annually.

2. It aims to:

- Identify areas in schools, Division Office, and community that can be converted into an instructional tree-park;
- Inculcate into the hearts and minds of the learners and employees the value of tree-planting and tree-parenting to combat climate change; and
- Promote planting of endemic and fruit trees.

3. Focal persons of schools for this project are the School Heads to be assisted by the Gulayan sa Paaralan Coordinators for their existing knowledge in horticulture. Attached is the implementation guidelines.

4. Furthermore, all school heads shall submit their plans on how they will implement the project in their school to this Office, attention: **Jimdandy S. Lucine**, Project Development Officer II, on or before **October 2, 2020**. See Enclosure B for the template that may be used.



**Address:** Sayre Highway, Purok 5, Casisang, Malaybalay City  
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5. On **September 21, 2020, 1:30 p.m.** at the **Division Multipurpose Hall**, a Focus Group Discussion (FGD) shall be conducted to be participated by the following schools who have at least three hectares that are idle:

<b>No.</b>	<b>Schools</b>	<b>Idle Land Area (ha)</b>
1	Busdi IS	9.5038
2	Kulaman ES	3.0000
3	Mapulo ES	3.0600
4	Panamucan ES	6.0000
5	Kalasungay CS	3.7038
6	Can-ayan IS	3.3298

The members of the team who will do the FGD are:

<b>No.</b>	<b>Name</b>	<b>Position</b>
1	Aliena S. Dajay, PhD, CESE	Assistant Schools Division Superintendent
2	Lorenzo O. Capacio, EdD	Chief Education Supervisor, SGOD
3	Atty. Wincerbogne Pesisano	Division Legal Officer
4	Romil Jabonero	Public Schools District Supervisor/Gulayan Sa Paaralan Coordinator
5	Jimdandy S. Lucine	Project Development Officer II (DRRM)

6. Widest dissemination of this Memorandum is desired.

Encl(s):

- Enclosure A – Institutional Conservation of Forest Implementation Guidelines
- Enclosure B – ICON of Forest Project School Implementation Plan Template

Copy Furnished: Records Unit | DRRM



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## **INSITUTIONAL CONSERVATION OF FOREST IMPLEMENTATION GUIDELINES**

### **I. Rationale**

Section 8 of Republic Act No. 10176 otherwise known as the Arbor Day Act of 2012 mandates all able-bodied citizens of the country who are at least 12 years of age to plant one tree every year. Stated further in Section 9 that tree planting activities shall be done in public school grounds, gardens or other available areas within the school premises, idle or vacant public lands, public parks in urban and rural areas, and private schools, parks and lands with the consent of the owner.

The Department of Education issued DepEd Order No. 33, s. 2008 entitled Responding to the Threats of Climate Change and Global Warming through Massive, Intensive and Sustained Tree-planting, Tree-growing, and Tree-caring Program. Planting of endemic trees such as Narra, Molave, Philippine Teak, Acacia, Kamagong, Lawaan and fruit bearing trees was enjoined. Other tree species may be planted provided that significant area inside and outside the school premises is allotted for endemic species. Pupils, students, teachers, school heads/principals, supervisors, and officials must be involved in the activity.

### **II. Scope**

The standards and mechanisms included in this policy shall guide officials and personnel at the Division and Schools in the implementation of the institutional conservation of forests project. These policy guidelines shall take effect starting School Year 2020 following the Gantt Chart of activities.

The project is only for three years. Its continuation depends on the results of monitoring and evaluation.

### **III. Definition of Terms**

- Climate Change – a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods (UNFCC).
- Disaster Risk Reduction and Management (DRRM) – the application of disaster risk reduction policies and strategies to prevent new disaster risk, reduce existing disaster risk, and manage residual risk, contributing to the strengthening of resilience and reduction of disaster losses (DRRM/CC Terminologies)
- Endemic Plants – these are plants that are native to the country.
- Instructional Tree Park – a tree park that can be used and designed/landscaped for educational purposes. To achieve this, tree species must be varied to expose the learners from the different endemic plants in the country.
- School DRRM Team – the team in schools that reduces disaster risks and improve disaster resilience in schools.
- Tree-parenting – the act of caring for the seedlings so that they will grow healthy. It refers to tree-caring and tree-growing.

#### **IV. Policy Statement**

This policy establishes guidelines that will help the Schools and the Division Office in implementing the instructional tree park. It also establishes how to compute the minimum land area that should be allocated as a tree park in schools.

#### **V. Policy Mechanics and Implementation**

##### **A. Mechanics**

- The school/Division Office shall determine the total lot area that will be planted with trees and considered as instructional tree park. As a guide, 40 sqm per person shall be used – that is based on the computation for determining the agricultural area in schools (p. 70, Educational Facilities Manual 2010). “40 sqm per person” shall be used instead of “40 sqm per pupil” because we want to involve all internal stakeholders. The figures shall be based on this current school year.
- In case there are no more available areas in schools/Division Office for this purpose, the schools/Division Office must adopt a tree park in the barangay where they belong. A memorandum of understanding or memorandum of agreement may be undertaken. Place signage on the barangay tree park that it is being adopted by the schools/Division Office.
- It is mandated to plant endemic and fruit bearing trees in the school areas per DO 33, s. 2008. The schools/Division Office must look for its sources. The type of trees must be varied. Recommended trees are the following:
  1. Bago tree
  2. Kulo tree or Bread tree
  3. Mabolo Tree
  4. Baluno Tree

For areas near watersheds, fast-growing trees such as Gmelina, Mangium, and Mahogany shall not be allowed. Banyan or “Balete” (as well as Bamboo) is recommended instead. Balete is also recommended for sloping areas in schools that are already very far from the school buildings.

- The layout or landscaping of the park will depend on the schools/Division Office. Major consideration of the layout is “instructionability” – that is, it can be used by schools/Division Office for any educational purposes. Safety of persons and government properties must also be considered.
- Once the endemic tree seedlings/saplings are available, and the land is ready for planting, the schools/Division Office may start the tree planting. Within three consecutive months, the school must care for the planted trees henceforth must schedule visitation to the site for maintenance.
- The whole area of the schools/Division Tree Park must be planted with endemic trees within three years or lifespan of this project. If completed earlier, the schools/Division will continue with the caring and beautification activities of the tree park.
- Only those 12 years old and above and abled shall be allowed in tree-planting activities per RA No. 10176.

- Focal persons of this project in schools shall be School Heads to be assisted by the Gulayan sa Paaralan Coordinators since they have already knowledge on horticulture. They shall lead the School DRRM Preparedness Group of the SDRRM Team in this endeavor.

**B. Implementation**

- The first year of this project shall be spent on establishment of nurseries and partnerships. The project is very costly, hence, having partners, especially those environment advocates, is really a great help.
- Third week of July shall be declared as the Division Arbor Week of every year. During this week, simultaneous tree planting activities shall be conducted.
- Planning must be done in consideration of the positioning of trees so that they will not pose threat to learners, personnel, and properties in the future.
- Before tree planting, land preparation must be done. It includes cleaning the surroundings, putting holes, and making tree guards.
- Medics must be present in every tree planting activity to provide first aid in case unfoward incident happens. With this, all schools must have well trained first-aid providers.
- Partners and stakeholders (such as parents) can be invited to partake in the activity.
- Schools/Division Office must visit the tree park regularly during this time for tree-parenting activities.

**VI. Funding**

The fund shall be sourced from the School/Division MOOE, local funds, Income Generating Projects, and others (partners/stakeholders).

**VII. Timeline**

**A. First Year (2020)**

ACTIVITIES	SEPTEMBER				OCTOBER				NOVEMBER 2020 – JUNE 2021			
	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week
Capability building on establishing nurseries												
Collecting of seeds or seedlings to be cared for in nurseries per school												
Growing/caring of seedlings in the nurseries												

B. Second to Third Year (2021-2022)

ACTIVITIES	JULY				AUGUST				SEPTEMBER				OCTOBER			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Tree planting																
Tree-parenting																
Submission of Reports																
Field Validation																
Evaluation and Feedback																

**VIII. Project Team Members**

NAMES	ROLE	FUNCTIONS
<b>VICTORIA V. GAZO, CESO V</b> Schools Division Superintendent	Overall Team Leader	Ensures synergy among the project team and provision of needed resources
<b>ALIENA S. DAJAY, CESE</b> Asst. Schools Division Superintendent	Asst. to the Overall Team Leader	Functions as the Overall Team Leader in her absence
<b>LORENZO O. CAPACIO, EdD</b> Chief Education Supervisor, SGOD	Project Operations Team Leader	Receives progress reports from the field and communicate these to the overall team leader for informed decision-making
<b>JIMDANDY S. LUCINE</b> Division DRRM Coordinator	Asst. to the Project Operations Team Leader	Functions as the Project Operations Team Leader in his absence. Coordinates efforts of all members of the project team.
<b>ROMIL JABONERO</b> Education Program Supervisor (Gulayan sa Paaralan Coordinator)	Technical Support Team Leader	Provides capability building and other technical support to school heads and teachers on tree planting, growing, and caring as well as proper establishment of nurseries
<b>LUIS ALAJAR JR.</b> Education Program Supervisor (TLE)	Technical Support Asst. Team Leader	Aids the Technical Support Team Leader in providing capability building and other technical support to school heads and teachers on tree planting, growing, and caring as well as proper establishment of nurseries
<b>EDELINA EBORA</b>	Project Monitoring and	Monitors and evaluates the progress of the project. They shall submit reports and recommendations to the Project Operations Team Leader.

<b>NAMES</b>	<b>ROLE</b>	<b>FUNCTIONS</b>
Senior Education Program Specialist (M&E)	Evaluation Team Leader	
<b>MARSFIFTH M. MAMAWAG</b> Senior Education Program Specialist (SocMob)	Linkages Team Leader	Provides support to schools that needs partners to assist them in implementing the project. Provides technical assistance to schools on making memorandum of agreements/understanding with partners.
<b>ATTY. WINCERBOGNE PESISANO</b> Division Legal Officer/OIC General Services	Legal Team Leader	Provide legal support/advises to the project team and schools.  Provides manpower and support for the Division Team who will manage the tree planting, caring, and growing activities.
<b>PATERNOPADUA JR.</b> Division Youth Formation Coordinators	Youth Involvement Team Leader	Ensures the welfare and participation of the youths in the conduct of the project.
<b>MARCOS JULITA FULGENCIO, DMD</b> School Health Section	First Aid Team Leader	Ensures that there are first aid teams in every tree planting activity and these teams are equipped with knowledge and skills.
<b>ENGR. LESLIE T. FONTANILLA</b> Division Engineer	Physical Facilities Team Leader	Ensures that the schools instructional tree park does not interfere with the school site development plans. Provides data on the lot areas of schools to project team.

### **IX. Monitoring and Evaluation**

DRRM shall continuously gather feedback on the implementation of these policy guidelines from the project team and down to the school level. The monitoring tool designed below shall also be used.

#### **A. School Level**

School Name: \_\_\_\_\_ Allotted Land Area (in sqm): \_\_\_\_\_  
 Location:  inside School  outside School, pls. specify: \_\_\_\_\_  
 No. of Participating Learners: \_\_\_\_\_  
 No. of Participating Teachers: \_\_\_\_\_  
 No. of Participating Non-teaching Personnel: \_\_\_\_\_  
 No. of Participating Parents: \_\_\_\_\_  
 No. of Participating Partners: \_\_\_\_\_ Name of Organization: \_\_\_\_\_

TREE SPECIES	NO. OF SEEDLINGS/SAPLINGS PLANTED	NO. OF TREES ALIVE	REMARKS
<b>TOTAL</b>			

Challenges Encountered:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Submitted by:

\_\_\_\_\_  
School Head

**B. Division Level**

Year: \_\_\_\_\_

Schools	No. of Participants					No. of Trees Planted	No. of Trees Alive	Location (Planting Site)	Area of Planting Site (sqm)
	Learners	Teachers	Non-teaching	Parents	Partners				
<b>TOTAL</b>									

Online forms based on the tools presented above can also be used to facilitate better and faster consolidation of reports.

**X. Effectivity**

This policy shall take effect immediately upon publication in the Division's website.

**XI. References**

DO 33, s. 2008 – *Responding to the Threats of Climate Change and Global Warming through Massive, Intensive and Sustained Tree-planting, Tree-growing, and Tree-caring Program*

Physical Facilities and Schools' Engineering Division, Office of Planning Service. (2010). *DepEd Educational Facilities Manual (Revised Edition of the 2007 Handbook on Educational Facilities - Integrating Disaster Risk Reduction in School Construction)*. Pasig City: Department of Education.

RA No. 10176 – *the Arbor Day Act of 2012*



**ICON of Forest School Implementation Plan Template**

- A. School Name: \_\_\_\_\_
- B. School Head: \_\_\_\_\_
- C. Gulayan sa Paaralan  
Coordinator: \_\_\_\_\_
- D. Current Enrolment: \_\_\_\_\_
- E. Number of Teaching  
Personnel: \_\_\_\_\_
- F. Number of Non-teaching  
Personnel: \_\_\_\_\_
- G. Required Lot Area to be  
Planted with Trees<sup>1</sup>: \_\_\_\_\_
- H. Does the school have enough unused land area to be converted into an instructional tree park? Yes  No 
  - a. If your answer is No, where do you plan to implement the project?  
\_\_\_\_\_  
\_\_\_\_\_

I. Describe how you will start the project (please use extra sheet of paper if needed):

<sup>1</sup> Required Lot Area to be planted of trees is computed by getting the sum of total enrollment and total number of personnel then multiplying it to 40. See Section V of the Implementation Guidelines for more information.

**J. Enumerate all resources you will need to implement your plan (please use extra sheet of paper if needed):**

**K. Describe how you will get the resources you will need (please use extra sheet of paper if needed):**

**L. Describe how you will sustain the project for the next three years (please use extra sheet of paper if needed):**

**Submitted by:**

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**School Head**  
*Name and Signature*