

The Implementation of National Greening Program (NGP) in Public Secondary Schools in Koronadal City Towards a Localized Greening Framework

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ABSTRACT

This study aimed to develop a localized greening framework of National Greening Program after assessing the extent of implementation of National Greening Program in all public secondary schools in Koronadal City. The descriptive technique method of research was used in this study. Mean was used in the interpretation of the gathered data. An assessment tool designed by the researcher was used to assess the extent of the implementation of NGP while focus group discussion was conducted to determine the issues and concerns encountered and the best practices in the implementation of NGP. Some of the issues and concerns encountered in the implementation of NGP were lack of support and cooperation of students, teachers and community; financial constraints and lack of commitment while some of the best practices identified in the implementation of NGP were heightened partnership and collaboration of school and its stakeholders, innovative recycling techniques, and intensive cleanliness and waste disposal campaigns. Based on the results of the study, a localized greening framework is necessary to intensify the implementation of NGP. Hence, the researcher recommended that the localized greening framework of NGP shall be adopted.

KEYWORDS - National Greening Framework, National Greening Program Implementation, Program Components, Strategies, Localized Greening Framework.

I. INTRODUCTION

Sustainable development is an economic development maintained within acceptable levels of global resource depletion and environmental pollution (Encarta Dictionary, 2009). To promote sustainable development, lots of action were already taken in the past like conferences that brought the creation of Agenda 21. Agenda 21 is a program run by UN that was created during the United Nations Conference on Environment & Development in Brazil last 1992. Integration of education for sustainable development in the curriculum was also implemented to help intensify the campaign for sustainability.

In the Philippines, to help promote sustainability, Executive Order (EO) No. 26 series of 2011 was signed by former president Benigno S. Aquino III that declared the implementation of the National Greening Program (NGP) as the government priority. DENR, as the primary agency, released a DENR Memorandum Circular that mandated the DA-DAR-DENR convergence and the development of National Greening Program in coordination with other agencies and institutions. Department of Education (DepEd), as a partner agency or stakeholder, released an order for efficient and effective implementation of the National Greening Program (NGP) and to concretize directions in the implementation of National Greening Program (NGP) in public elementary and secondary schools.

Some studies and reports already showed the progress of the implementation of NGP. One of them is the study by Israel (2016), wherein it was noted that from 2011 to 2016, NGP exceeded its target area to be planted. This program targeted poverty reduction, promotion of food security, environmental stability and biodiversity conservation, and enhancement of climate change mitigation and adaptation. On the other hand, Israel (2016) noted that NGP failed to attain the target number of seedlings to be planted from 2011 to 2016 and the survival rate of the planted seeds is lower than the target. To solve some problems regarding implementation of NGP, Bonita (2013) recommended the application of the 10-point NGP enhancement agenda along with a seven-step process.

Although, there were challenges to the implementation of NGP, former president Benigno S. Aquino III signed Executive Order 193 last November 12, 2015, which created the Expanded National Greening Program. The Expanded NGP covers all the remaining unproductive, denuded and degraded forestlands and it extended the implementation of NGP from 2016 to 2028.

In educational institutions, assessment of greening programs was also conducted. In the study conducted by Robles and Verana (2011), it was found out that there was a moderate implementation of the sustainability programs of the public schools in General Santos City. They stressed that to help sustain and enhance the implementation of sustainability programs, a framework is needed. They added that a regular evaluation of sustainability programs is also needed to facilitate a realistic environmental advocacy framework. Rolluqui (2013) suggested that schools should strengthen and should closely monitor the implementation of the national greening policies. She added that studies pertaining to the implementation of the greening policies and greening dimensions of schools should be conducted in the future.

Considering the importance of sustainable development and relevance of intensifying the implementation of the National Greening Program, specifically in schools, the researcher decided to assess the strategies and program components of NGP as implemented in public secondary schools in Koronadal City.

Statement of the Problem

This study aimed to assess the extent of implementation of National Greening Program (NGP) in public secondary schools in Koronadal City and to come up with a localized greening framework.

Specifically, this study did the following:

1. Determined the extent of implementation of National Greening Program in public secondary schools in Koronadal City in terms of:
 - 1.1. Strategies:
 - 1.1.1. Social Mobilization
 - 1.1.2. Harmonization of Initiatives
 - 1.1.3. Provision of Incentives
 - 1.1.4. Monitoring and Management of Database
 - 1.2. Program components:
 - 1.2.1. Gulayan sa Paaralan
 - 1.2.2. Solid Waste Management
 - 1.2.3. Tree Planting
2. Identified the issues and concerns in the implementation of National Greening Program.
3. Identified the best practices in the implementation of National Greening Program.
4. Designed a localized greening framework of National Greening Program.

2. METHOD

This study used a descriptive research design and utilized the researcher-made assessment tool and Focus Group Discussion (FGD) interview guide in gathering the data from the identified respondents to assess and describe the extent of implementation of four (4) strategies and three (3) program components of National Greening Program (NGP) among public secondary schools in Koronadal City. This study was conducted in all nine (9) public secondary schools in the City Schools Division of Koronadal. This study included the total population of forty-one (41) TEA presidents, SSG presidents and coordinators of the component programs of National Greening Program (NGP). Twenty-three (23) of them were coordinators of program components of NGP, nine (9) were TEA presidents and the remaining nine (9) were SSG presidents. The assessment tool and focus group discussion interview guide used in this study were designed by the researcher based on the existing evaluation tool for Search for Model School in Solid Waste Management Implementation, evaluation tool for Search for Outstanding Implementer of Gulayan sa Paaralan Program, and based on the indicators and guidelines pertaining to the implementation of National Greening Program (NGP), its strategies and its program components as contained by memoranda and orders. The researcher had the content of the assessment tool reviewed by the Graduate School Dean, his adviser, and a panel member. The tool was also validated by the program coordinators of the sub-programs of NGP in DepEd Koronadal City Division and DepEd South Cotabato Division. The first part of the assessment tool evaluated the extent of the implementation of the National Greening Program (NGP) in terms of its four strategies while the second part of the assessment tool evaluated the extent of the implementation of the program components of NGP. The program coordinators rated each item in the assessment tool using the guide shown in Table 1.

Table 1 Guide for rating the extent of the implementation of NGP

Score	Description
4	76% to 100% of the provisions, conditions, activities, or programs are implemented
3	51% to 75% of the provisions, conditions, activities, or programs are implemented
2	26% to 50% of the provisions, conditions, activities, or programs are implemented
1	0 to 25% of the provisions, conditions, activities, or programs are implemented

The researcher asked the permission from the office of the superintendent of City Schools Division of Koronadal, from the supervisor of District IX, and from the school heads of the nine (9) public secondary schools for the conduct of the study. After the approval of the permission letters, the researcher personally administered the assessment to a total of twenty-three (23) program coordinators. They were the coordinators of Gulayan sa Paaralan Program, Solid Waste Management Program and Tree Planting Activity. Whenever a rating of 3 or 4 was given, the researcher asked the respondent to show proofs or evidences.

During the conduct of assessment, the researcher met the SSG presidents and TEA presidents of each school and set the venue, date and time for focus group discussion. Similarly, the researcher also set the venue, date and time for the focus group discussion with the NGP program component coordinators. Focus group discussions were conducted with the SSG presidents, TEA presidents, GPP coordinators, SWM coordinators and Tree Planting coordinators in different schedules that identified the issues and concerns and best practices in the implementation of National Greening Program (NGP).

There were five (5) interview questions which were used as a guide in conducting the focus group discussion. Interview questions for the focus group discussion determined the knowledge of the respondents on National Greening Program, the issues and concerns they observed or experienced in the implementation of NGP, their unique or excellent practices in the implementation of NGP, and their recommendations and suggestions to intensify the implementation of NGP and determined the technical assistance needed from the division office of DepEd Koronadal City. The Focus Group Discussion started with introduction and orientation given by the researcher. Each participant was given a Meta card and a pen. Before the end of the FGD, they were given time to further ask questions or to add information.

The data were analyzed after all the answers in the assessment tool were organized. After collating the data, the mean was obtained for each item, each strategy, each program component and for the combination of the strategy and program components. The mean of the results in two parts of the assessment tool showed the extent of implementation of the National Greening Program (NGP) in public secondary schools in Koronadal City in terms of NGP strategies and program components. The data obtained by this study were presented in tables and were followed by analyses and interpretations utilizing Table 2. A verbal interpretation and description were assigned to each scale to determine the extent of implementation of NGP.

After collating the answers for the questions in the focus group discussion, concepts were clustered. From these common concepts or ideas, the issues and concerns and the best practices in the implementation of the National Greening Program in public secondary schools in Koronadal City were identified. These were considered in designing a localized greening framework of NGP.

Table 2 Mean Rating of the extent of the implementation of NGP

Scale	Verbal Interpretation	Description
3.26 – 4.00	Very High Extent	The provisions, conditions, activities, or programs are effectively implemented and are functioning excellently.
2.51 – 3.25	High Extent	The provisions, conditions, activities, or programs are implemented and are functioning well.
1.76 – 2.50	Low Extent	The provisions, conditions, activities, or programs are implemented to a limited extent and are functioning minimally.
1.00 – 1.75	Very Low Extent	The provisions, conditions, activities, or programs are not implemented and are not functioning.

3. RESULTS AND DISCUSSIONS

Strategies of National Greening Program

Table 3 summarizes the extent of the implementation of the strategies of National Greening Program. The data show that generally, the extent of the implementation of the strategies of National Greening Program is low. Based on the data, all four strategies which are the social mobilization, harmonization of initiatives, provision of incentives and the monitoring and management of database were all rated as low extent. This means that the four strategies of National Greening Program as rated by the program coordinators were implemented to a limited extent and were functioning minimally.

Table 3 Extent of implementation of the strategies of NGP

Program Strategies	Mean	Interpretation
1. Social Mobilization	2.34	Low Extent
2. Harmonization of Initiatives	2.23	Low Extent
3. Provision of Incentives	2.37	Low Extent
4. Monitoring and Management of Database	1.89	Low Extent
Overall Mean	2.21	Low Extent

Legend: 3.26–4.00 Very High Extent 2.51–3.25 High Extent 1.76–2.50 Low Extent 1.00–1.75 Very Low Extent

Program Components of National Greening Program

Table 4 Extent of implementation of the program components of NGP

Program Components	Mean	Interpretation
1. Gulayan sa Paaralan Program	2.69	High Extent
2. Solid Waste Management Program	2.71	High Extent
3. Tree Planting Activity	2.37	Low Extent
Overall Mean	2.59	High Extent

Legend: 3.26–4.00 Very High Extent 2.51–3.25 High Extent 1.76–2.50 Low Extent 1.00–1.75 Very Low Extent

Table 4 shows the extent of the implementation of the program components of National Greening Program. The data show that as a whole, the extent of the implementation of the program components of National Greening Program is high. This means that the provisions and conditions of the program components of National Greening Program were implemented and were functioning minimally.

Based on the data, Gulayan sa Paaralan Program and Solid Waste Management Program were rated high extent. This implies that the provisions, conditions, activities or programs for Gulayan sa Paaralan Project and Solid Waste Management Program were implemented and were functioning well. Alternatively, the Tree Planting Activity was rated low extent. This means that the provisions, conditions, activities or programs of Tree Planting Activity were implemented to a limited extent and were functioning minimally.

National Greening Program

Table 5 Extent of implementation of NGP in public secondary schools in Koronadal City

Key Result Areas	Mean	Interpretation
1. Program Strategies	2.21	Low Extent
2. Program Components	2.59	High Extent
Overall Mean	2.40	Low Extent

Legend: 3.26–4.00 Very High Extent 2.51–3.25 High Extent 1.76–2.50 Low Extent 1.00–1.75 Very Low Extent

Table 5 reveals the extent of implementation of the strategies and program components of the National Greening Program in public secondary schools in Koronadal City. It is shown that the extent of implementation of the strategies and program components of the National Greening Program is low. Individually, program strategies were rated low extent while program components were high extent. Generally, these ratings and interpretations imply that the provisions, conditions, activities or programs of National Greening Program were implemented to a limited extent and were functioning minimally.

Issues and Concerns

The issues and concerns in the implementation of National Greening program in public secondary schools in Koronadal City were identified in the focus group discussion. They were lack of support and cooperation of students, teachers and community; financial constraints; lack of commitment; lack of information dissemination; lack of discipline of students, teachers and community; poor attitude of students; lack of tools, equipment and facilities; limited space; lack of monitoring and evaluation; no follow-up of planted trees; lack of organization of officers; unstable coordinatorship; overlapping of activities; overloading of coordinators and lack of awards and recognitions.

Best Practices

The best practices of public secondary schools in Koronadal City in the implementation of National Greening Program were heightened partnership and collaboration of school and its stakeholders, innovative recycling techniques, intensive cleanliness and waste disposal campaigns, practice of organic and innovative farming methods and rigorous implementation of No Plastic Policy, commitment and volunteerism, school-based contests, continuous tree planting and rearing, intensive landscaping, massive and continuous information dissemination, nursery establishment, generation of fund, awards system and integration of NGP in the lessons.

Localized Greening Framework of NGP

It is evident that based on the assessment of the extent of the implementation of National Greening Program in public secondary schools in Koronadal City, a localized greening framework is needed. This framework was designed by the researcher based on the indicators of the strategies and program components of National Greening Program which were rated low extent. Other areas such as issues and concerns and needed technical assistance taken from the results of the focus group discussions were also added in the framework to address the problems or challenges encountered and to help enhance the implementation of National Greening Program.

The localized greening framework was designed by the researcher to present strategies to intensify the implementation of National Greening Program in all public secondary schools in Koronadal City. Based on the results of the study, a localized greening framework is necessary to intensify the implementation of NGP. Hence, the researcher recommends that the localized greening framework of NGP shall be adopted. It is composed of National Greening Program strategies, National Greening Program components, issues and concerns, strategic directions, human resources, material resources, and success indicators.

Summary of Findings

The overall results of the assessment of the extent of implementation of the National Greening Program in public secondary schools in Koronadal City reveal that:

1. Generally, the extent of implementation of the National Greening Program in public secondary schools in Koronadal City is low. This further implies that the provisions, conditions, programs and activities of National Greening Program were implemented to a limited extent and were functioning minimally.
2. Some of the issues and concerns in the implementation of National Greening Program in public secondary schools in Koronadal City as identified by the respondents of this study were lack of support and cooperation of students, teachers and community, financial constraints and lack of commitment.
3. The best practices of public secondary schools in Koronadal City in the implementation of National Greening Program were heightened partnership and collaboration of school and its stakeholders, innovative recycling techniques, and intensive cleanliness and waste disposal campaigns.
4. The localized greening framework of National Greening Program is needed.

4. CONCLUSION

Considering the findings of this study, it can be concluded that the extent of the implementation of Social Mobilization, Harmonization of Initiative, Provision of Incentives, Monitoring and Management of Database and Tree Planting Activity is low while the extent of the implementation of Solid Waste Management Program and Gulayan sa Paaralan Program is high. Lack of support and cooperation of students, teachers and community, financial constraint and lack of commitment were some of the major issues and concerns encountered in the implementation of NGP. Some of the best practices in the implementation of NGP were heightened partnership and collaboration of school and its stakeholders, innovative recycling techniques, and intensive cleanliness and

waste disposal campaigns. To address the issues and concerns in the implementation of NGP and to intensify its implementation in all public secondary schools in Koronadal City, a localized greening framework is needed.

5. RECOMMENDATION

In the light of the foregoing results of this study, it is recommended that the proposed localized greening framework of National Greening Program (NGP) shall be implemented in all public secondary schools in City Schools Division of Koronadal.

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