



Republic of the Philippines
Department of Education
Region III
Schools Division of Angeles City



September 1, 2022

DIVISION MEMORANDUM
No. **320** s. 2022

IMPLEMENTATION GUIDELINES ON THE ENHANCED GULAYAN SA PAARALAN PROGRAM (EGPP) THROUGH PROJECT GAME "GULAYAN PARA SA AKTIBONG MAG-AARAL NG REHIYON TATLO"

To: Assistant Schools Division Superintendent
OIC-Chief ES, CID
Chief ES, SGOD
Heads of Public Elementary and Secondary Schools
School GPP Coordinators

1. Please be informed of the Regional Memorandum No. 497, s. 2022 titled "Implementation Guidelines on the Enhanced Gulayan sa Paaralan Program (EGPP) through Project GAME – Gulayan para sa Aktibong Mag-aaral ng Rehiyon tatlo".
2. Attached is the RM 497, s. 2022 from DepEd Region III for reference and guidance.
3. Wide dissemination of and strict compliance to this Memorandum is earnestly desired.


MA. IRELYN P. TAMAYO PhD, CESO V
Schools Division Superintendent

rsg/sgod/yfp

Control No: 282



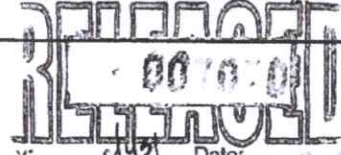
Address: Jesus Street, Pulungbulu, Angeles City
Telephone No. (045) 322-4101; **Email Add:** angeles.city@deped.gov.ph





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

CORDS SECTION, REGIONAL OFFICE NO.



REGIONAL MEMORANDUM

No. 497, s. 2022

IMPLEMENTATION GUIDELINES ON THE ENHANCED GULAYAN SA PAARALAN PROGRAM (EGPP) THROUGH PROJECT GAME "GULAYAN PARA SA AKTIBONG MAG-AARAL NG REHIYON TATLO"

To : Schools Division Superintendents
Chiefs, School Governance and Operation Division (SGOD)
Division Gulayan sa Paaralan Coordinators
Public Elementary and Secondary School Heads
School Gulayan sa Paaralan Coordinators
All others Concerned

1. The Department of Education Regional Office III (DepEd) RO III through Education Support Services Division (ESSD), shall intensify the implementation of Enhanced Gulayan sa Paaralan Program (EGPP) in All Public Secondary and Elementary Schools in the Region.
2. The objectives of this EGPP are to:
 - a. Provide additional source for the School Based Feeding Program to address nutrition deficiencies;
 - b. Bring awareness among the learners on the significance of one's contribution in addressing food shortage; and
 - c. Institutionalize the program not only in schools but also in the learners' communities.
3. These guidelines promote food security and stability through Enhanced Gulayan sa Paaralan Program to mitigate hunger and malnutrition. It covers the establishment of vegetable gardens, vegetable and tree nurseries, tree planting, propagation of medicinal plants, school landscape aesthetic vegetable development, crop museum and other relevant activities that will serve as source of vegetables to sustain the School-Based Feeding Program (SBFB).
4. These implementation guidelines shall take effect immediately.
5. Immediate dissemination and strict compliance to this Regional Memorandum is desired.


MAY B. ECLAR, PhD, CESO III
Regional Director

Incl.: As stated
References: Found in the enclosure
To be indicated in the Perpetual Index
under the following subjects:

ENHANCED GULAYAN SA
PAARALAN PROGRAM



Address: Matalino St. D.M. Government Center, Maimpis, City of San Fernando (P)
Telephone Number: (045) 598-8580 to 89; Email Address: region3@deped.gov.ph



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(Enclosure No.1 to Regional Memorandum No. _____, s. 2022)

IMPLEMENTATION GUIDELINES ON THE ENHANCED GULAYAN SA PAARALAN PROGRAM (EGPP) THROUGH PROJECT GAME "GULAYAN PARA SA AKTIBONG MAG-AARAL NG REHIYON TATLO"

I. Rationale

The issuance of these guidelines is consistent with Department Memoranda, to wit: a. Department Memorandum No. 293, s. 2007 titled "Gulayan sa Paaralan" b. Department Memorandum No. 223, s. 20216 titled "Strengthening the Implementation of the Gulayan sa Paaralan Program in Public Elementary and Secondary Schools Nationwide" c. Department Memorandum No. 095, s. 2018 titled "Sustaining the Implementation of the Gulayan sa Paaralan Program in Public Elementary and Secondary Schools Nationwide".

Gulayan sa Paaralan Program (GPP) is one of the programs under the National Greening Program of the Department of Education. The GPP is one of the mechanisms of the government implemented to promote and raise awareness to address food insecurity in the country. Food insecurity is the state where people lack regular access to enough safe and nutritious food for normal growth and development and an active and healthy life.

In 2021, the United Nations International Children's Emergency Fund (UNICEF) reported that everyday 95 children in the Philippines die from malnutrition. Malnutrition is not simply a lack of food, it is a lack of nutritious, diverse food that can lead to hunger, obesity, deficiencies in vitamins and minerals and more. Thereby, high malnutrition results in low survival rate in schools. This can be attributed as one of the important factors that affect the ability of the learners to stay in school. Therefore, strengthening and sustaining the implementation of the GPP in schools can address the malnutrition problem among the learners. According to a Rapid Nutrition Assessment Survey (RNAS) conducted by the Food and Nutrition Research Institute (FNRI), 62.1% of Filipino households experienced moderate to severe food insecurity in 2020 amid the ongoing COVID-19 pandemic.

As a response to this, the Department of Education Regional Office III (DepEd) RO III is in partnership with Department of Agriculture Regional Field Office III (DA-RFO III) and East West Seed Foundation for efficient and effective implementation of Enhanced Gulayan sa Paaralan Program (EGPP) through Project GAME "Gulayan para sa Aktibong Mag-aaral ng rehiyon tatlo". This project will help schools to become self-reliant and self-sufficient in addressing the nutritional deficiency among the learners. The project will also serve as an eye opener among the learners on the significant impact of agriculture through the Enhanced Gulayan sa Paaralan Program- Project GAME to human-wellbeing for its nutritional value as well as its economic benefits and most importantly it serves as life support system. The product that can be harvested and consumed can help to enhance the academic performance of the learners through proper nutrition obtained from the harvested vegetables from the school, home and





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community. As pointed out by the FNRI 2020, adequate nutritious food consumed by the learners had been described as the key factors in influencing good academic performance of the learners.

Project GAME aims to raise students' awareness on the nutritional, health dimensions and economic benefits of establishing school, household and community vegetable gardens; promote students' engagement in agriculture and food systems; Translate call of actions for climate action to have a better nutrition, a better environment, and a better life for everyone; and share sustainable agricultural practices to achieve food security.

All public elementary and secondary schools in the region are encouraged to implement and ensure the sustainability of the EGPP-Project GAME in their respective school.

II. Definition of Terms

1. **Bio-Intensive Gardening Approach** is a biological (as opposed to chemical) form of agriculture in which a small area of land is intensively cultivated using nature's own ingredients to rebuild and then maintain the soil's productivity.
2. **Crop Museum** is a decentralized facility where teachers, students and community members can view a diverse range of nutritionally relevant and hardy vegetables varieties. This shall serve as nurseries (source of planting materials) for surrounding schools and communities, since the mother plants are preserved in crop museum through the entire year.
3. **Compost** is an organic residue or a mixture of organic residue and soil that have been mixed, piled, and moistened with or without addition of inorganic fertilizers and generally allowed to undergo biological decomposition until the original organic materials have been substantially altered or decomposed.
4. **Gulayan sa Paaralan Garden** is a single parcel of land or several patches of land within the school used for growing vegetable plants established and maintained with and through the students, teachers and stakeholders.
5. **Indigenous vegetables** refer to types of vegetables that are native to a particular region or environment.
6. **Inorganic fertilizers** are made up of synthetic chemical and/or minerals.
7. **Multiple Cropping** is a method of growing of several crops on the same land. It is used to increased diversity of product and stability of annual harvest.
8. **Microbe** is an extremely small living thing that can only be seen with a microscope, a bacterium causing fermentation in the soil.
9. **Organic Fertilizers** are naturally occurring organic materials that contain sufficient plant nutrients to be of value fertilizers i.e animal manure, green manure, worm casting, seaweed and among others) or naturally occurring mineral deposits.





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10. **Urban Gardening** is a condition where most of schools and houses have limited space, vegetables are grown in containers such as pots, cans, plastic bottles and boxes.

11. **Vertical gardening** is an innovative, effortless, and highly productive growing plants.

III. Scope

This implementing guidelines on the EGPP-Project GAME shall cover all the public elementary and secondary schools in the Region III. Moreover, this shall serve as operational guidelines in the implementation and sustainability of Enhanced Gulayan sa Paaralan Program-Project GAME "Gulayan para sa Aktibong Mag-aaral ng rEhiyon tatlo".

IV. Implementation

To ensure the effective and efficient implementation of Enhanced Gulayan sa Paaralan Program-Project GAME "Gulayan para sa Aktibong Mag-aaral ng rEhiyon tatlo".

1. Each school shall implement E-GPP-Project GAME through establishing vegetable garden with the engagement of stakeholders such as Parent Teacher Association (PTA), National Government Agencies (NGAs), Non-Government Organizations (NGOs) and among others that may consider significant to the implementation of the project.

2. Variety of indigenous vegetables shall be planted that are rich in protein, carbohydrates, vitamin A and iron to address micro deficiencies such as protein-energy deficiencies, Vitamin A deficiencies (IDA), Iron deficiency Anemia (IDA) and Iodine deficiency Disorder (IDD). Based on the FNRI, the following indigenous vegetables plants are rich in vitamins and minerals: Alugbati, Alukon, Katuray, Kulitis, Kadyos, Kalabasa, Labanos, Labong Malunggay, Mustasa, Pako, Patola, Pipino, Saluyot, Sayote, Sigarilyas, Sitaw, Talinum, Talong and Upo. School may propagate other vegetable plants suitable in their area.

3. Each school shall establish a nursery/seed bank for the propagation of vegetable seedlings, fruit bearing and forest tree seedlings to sustain seedling requirements of the school for the whole year. The school may coordinate with local agricultural office for the provision of seeds and the proper guidance on the establishment of a nursery/ seed bank, however, if a school has not enough space for the establishment of such purpose may forge partnership with the community or barangay officials to utilize the vacant lot near the school to build nursery/seed bank.

4. The 60 % harvested product from the EGPP-Project GAME shall be utilized in the school feeding program, while the remaining 40 % may be sold in the community/ market as part of the income generating project of school. The income may utilize for





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the provision of ingredients for school feeding, gardening tools, seeds, and other materials to sustain the project.

5. Each school shall allot at least 200 square meters for vegetable gardening. For schools with limited area for the implementation of EGPP-Project GAME may use alternative gardening methods such as container gardening, inground gardening, raised bed gardening, vertical gardening, hydroponic gardening, aquaponic gardening, square foot gardening, upside-down gardening, hanging gardening and other methods appropriate to the schools.

6. The Division Gulayan sa Paaralan Coordinators, School Principals/School Heads and School Gulayan sa Paraalan Coordinators are encouraged to forge partnership with the DA, LGUs, NGOs or private sector for the provision of resources and technical assistance for the successful implantation and management of Enhanced Gulayan sa Paaralan Program (E-GPP).

7. Regular monitoring and evaluation shall be conducted by the SDOs to ensure the continuity and sustainability of the program.

a. Recording and Reporting

a.1. The school EGPP-Project GAME focal person/ coordinator shall keep the records of the following using EGPP form 1 attached in ANNEX A.

- Total area (sq.m) allotted to the project;
- Type of vegetables grown;
- Volume of production (kg)
- Volume for feeding and other purposes (kg)
- No. of parent involved in the project
- Best practices in the implementation of the project shall be documented for possible adoption of other schools.

a.2. All data or record pertaining to the implementation of the project shall be posted on the conspicuous place and always made available for the monitoring of the SDO and RO personnel.

a.3. The school shall submit a project terminal report using EGPP Form 2 template attached in ANNEX B to SDO for consolidated. The consolidated report shall be submitted to Regional Office through ESSD.

8. An annual Search for the Best E-GPP School Implementers shall be conducted at the Division level and Regional Level. The mechanics, guidelines, and criteria for Best E-GPP School Implementers shall be issued in a separate memorandum.

9. The implementation guidelines are intended to provide schools clear direction and guidance in the successful implementation of Enhanced Gulayan sa Paaralan Program (E-GPP)- Project GAME.

A. Capacity Building/Training Workshop

a. The DepEd RO III in coordination with Department of Agriculture and East West Seed Foundation shall provide capacity building/training workshop to Gulayan sa





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Paaralan Coordinators with emphasis on vegetable production, urban/container gardening, backyard gardening, organic fertilizer, seed production and storage.

b. Division Gulayan sa Paaralan Coordinators shall take the lead to conduct orientations regarding the implementation GPP-Project GAME in their respective division. Technical experts from DA-RFO III, EWSF, local agricultural office and other NGOs with expertise on the matter may be invited as resource person to provide significant inputs to achieve success in the implementation of the project.

B. Advocacy Campaign

a. DepEd RO III's main goal is to strengthen and sustain the establishment of vegetable gardening through EGPP-Project GAME in all public elementary and secondary schools in the region.

b. To promote and raise awareness among learners and stakeholders about the EGPP-Project GAME, activities/contests may be pursued such as gulay vlog, poster making, slogan writing and cooking contest during the nutrition month celebration and other school activities at the school, division, and regional level.

c. Nutritional benefits of vegetable consumptions, vegetable productions and other relevant information shall be integrated in the appropriate subjects in the elementary and secondary curriculum.

d. To intensify the advocacy campaign about EGPP-Project GAME social media platforms, prints and TV may be used to disseminate information in combating malnutrition and reach wider audience.

C. Eligible expenditure items

The allowable expenditure items in establishing EGPP-Project GAME, materials/equipment and operating expenses are presented below. Moreover, all expenditures items must fall under MOOE classification only. Expenses incurred in the implementation of the project shall be charged against the local funds subject for usual auditing rules and procedures.

Category	Item
Garden tools	Spade, grab hoe, trowels, rake, digging bar, bolo, wheelbarrow/garden cart etc.
Seed and plant	Assorted vegetables seeds, garden soil and organic fertilizers and etc.
Propagation equipment materials -seed raising seedlings	Dibber/seed sower/widger Seedling trays, soil medial mix, garden net/garden sheds, plastic bags and etc.
Watering materials	Hose, sprinkler, watering cans
Waste management	Compost bins, compost pit, compost heap, bucket composting.
Garden infrastructure	Bamboo post, GI wire, cement, gravel, sand and etc.
Personal protective equipment and others	Garden gloves, twine, garden signs and labels/plant tags, information charts and etc.





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Miscellaneous

Transportation, delivery and rental expenses

Note: Expenditure items for fund provided by the partner donors are subject to their respective guidelines, auditing rules and procedures.

D. Timeline of the activity

Time	Activity
Third week or Last Week of August	Orientation, Training at the division level
First Week of September to last week of October	Implementation of the EGPP-Project GAME
First to Second of November	Submission of division nominees for BEST EGPP-Project GAME School Implementer (1 elementary and secondary)
Third to Fourth Week of November	Regional Validation
Third Week of December	Awarding

Note: The same timeline of month activities shall be followed in the next succeeding years of implementation.

E. Partnership and Sustainability Mechanisms

a. Forging partnership with partner-stakeholders will provide significant opportunities to strengthen and sustain the implementation of the EGPP-Project GAME. DepEd RO III will continuously doing its efforts to work with partner-stakeholders to harness their expertise, strengths, and competencies to ensure and achieve the effective implementation of the project. As clearly stipulated with the existing memorandum of agreement with partnered stakeholders, they will share their expertise through capacity building and training workshop on the operations covering the implementation of the project.

b. The implementation of EGPP-Project GAME should be included in the performance rating of the School Head for the accountability in the sustaining the vegetable garden.

c. The School Parent Teacher Association (SPTA) should prioritize the implementation of EGPP-Project GAME as their priority school project. With the active involvement of SPTA with the project, it will sustain the vegetable garden year-round in school.

d. Build partnership through MOA with local agricultural office and other local communities and organizations promoting green revolution.

e. Establishment of crop museum. Crop museums in schools serve as a focal point for saving crop varieties that will be utilized as source of planting materials.

F. Role and Responsibilities



Address: Matalino St. D.M. Government Center, Maimpis, City of San Fernando (P)
Telephone Number: (045) 598-8580 to 89; Email Address: region3@deped.gov.ph



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The following are the roles and responsibilities of the Team or Committee in each office in the implementation of EGPP-Project GAME.

A. Regional Office (Education Support Services Division (ESSD))

- a. Designate EGPP-Project GAME focal person;
- b. Lead in advocacy for support to the project;
- c. Analyze issues and concerns affecting the implementation of the project and recommends solutions to the field;
- d. Assist in the orientation of field implementers on the project and their roles and responsibilities;
- e. Conduct monitoring on the implementation of the project;
- f. Provide technical assistance; and
- g. Prepare and submit report to the management.

A.1 Team Composition

Chairperson	ESSD Chief
Vice Chairperson	PDO IV or Regional GPP Coordinator
Member	PDO II

B. Division Office (School Governance and Operations Division (SGOD))

- a. Designate EGPP-Project GAME focal person;
- b. Assist in the advocacy and promotion of the project;
- c. Orient the school implementers of the project;
- d. Conduct planning, monitoring in compliance of the school implementers with guideless and evaluation of the project in the Division;
- e. Provide technical assistance;
- f. Consolidate implementer reports from the school; and
- g. Submit the consolidated reports to the Regional Office through ESSD.

B.1 Team Composition

Chairperson	SGOD Chief
Vice Chairperson	Division GPP Coordinator
Member	PDO I or as may be assigned by the SGOD Chief

C. School Level

- a. The School Head shall designate a school EGPP-Project GAME focal person/coordinator who shall:





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1. closely working with the School Feeding Coordinator in the preparation of school food production/school feeding plan in the efforts to address nutritional deficiencies among the learners.
2. prepare planting calendar at the beginning of school year to ensure a year-round supply of vegetables for feeding program. The target vegetables for production shall be presented in Gantt chart.

b. The School Head (SH) shall lead the implementation and sustainability of the project. SH may strategize mechanisms to sustain the project even school break or vacation that keep the project productive even without funding source.

c. The school through SH and GPP coordinator shall encourage the SPTA officers, parents, community, and stakeholders to actively participate in the project to achieve the sustainability of EGPP-Project GAME to support the school feeding program.

d. Encourage learners and parents to establish vegetable garden in their home or community.

e. Prepare and submit progress report to SDO.

C.1 Team Composition

Chairperson	School Head
Vice Chairperson	School GPP Coordinator
Member	SPTA President or as may be assigned by the School Head

G. Awards and Recognition

Awards do not only acknowledge success but, it is also recognizing the ability, effort and, above all, excellence of the implementers of EGPP-Project GAME. Thus, Search of Best EGPP-Project GAME Implementer shall be conducted at the Division and Regional Level. This is a great avenue to showcase the Best Practices of the implementers that can be replicated and adopted by other schools in the region.

Winning schools shall receive cash prize, plaque and certificate of recognition while the non-winning school submitted by the SDOs will receive a certificate of participation.

V. Monitoring and Evaluation

To assess the implementation and effectiveness of the project, monitoring and evaluation shall be conducted.

a. Monitoring

Monitoring of the project shall be done to ensure the project is on target and objectives are attained. The frequency of monitoring shall be as follows or as need arises.





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1. Regional level- twice a year
2. Division level -quarterly

Issues and concerns in the implementation of the project shall be reported for possible actions, remedies, and solutions to SDOs and/or RO.

c. Project Evaluation

A year end project review and evaluation shall be conducted. Its purpose is to evaluate whether project objectives were met, to determine how effectively the project was run, to learn lessons for the future, and to ensure that the beneficiaries, the learner gets the greatest possible benefit from the project.

References

- Department Memorandum No. 293, s. 2007 titled "Gulayan sa Paaralan".
- Department Memorandum No. 223, s. 20216 titled "Strengthening the Implementation of the Gulayan sa Paaralan Program in Public Elementary and Secondary Schools Nationwide".
- Department Memorandum No. 095, s. 2018 titled "Sustaining the Implementation of the Gulayan sa Paaralan Program in Public Elementary and Secondary Schools Nationwide".





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Annex A
EGPP form 1

**Enhanced Gulayan sa Paaralan Program (GPP)
School Profile**

Region: _____
Division: _____

School ID	School Name	School Address	Name of School Head	Contact Details (Mobile Numbers)	Measurement of Vegetable Garden	Vegetables prepared

Prepared by:

School GPP Coordinator

Approved:

School Head





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Annex B
EGPP Form 2

Enhanced Gulayan Sa Paaralan Program (EGPP)
Enhanced Gulayan Sa Paaralan Consolidated Terminal Report

Region: _____
Division: _____

I. School Garden

Name Schools	Type of Garden (Urban/Rural)	Total No. of Vegetables harvested (in kilos)	Total No. of Vegetables Sold (in kilos)	Total No. of Vegetables used for Feeding (in kilos)
Total:				

II. School Nursery

Name of Schools	Type of Seedlings	Number of Seedlings Propagated	Number of Seedlings Distributed
Total:			

III. School Feeding

Number of beneficiaries: _____

Nutritional Status (NS) before feeding		Nutritional Status (NS) after feeding					Total
		Severely Wasted	Wasted	Normal	Overweight	Obese	
Severely Wasted							
Wasted							
Total:							

IV. Fund Utilization

Division	Items Procured	Amount



Address: Matalino St. D.M. Government Center, Maimpis, City of San Fernando (P)
Telephone Number: (045) 598-8580 to 89; Email Address: region3@deped.gov.ph



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Total:

Prepared by:

School GPP Coordinator

Approved:

School Head



Address: Matalino St. D.M. Government Center, Maimpis, City of San Fernando (P)
Telephone Number: (045) 598-8580 to 89; **Email Address:** region3@deped.gov.ph