



Republic of the Philippines  
**Department of Education**  
Region III  
**SCHOOLS DIVISION OF PAMPANGA**

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**January 9, 2025**


**DIVISION MEMORANDUM**

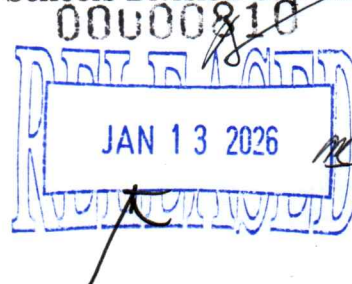
No. 029 s. 2026

**CONDUCT OF GULAYAN SA PAARALAN: GABAY SA KALUSUGAN,  
KARUNUNGAN, AT KABUHAYAN COMPETITION**

TO: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Public Schools District Supervisors  
Elementary and Secondary School Heads  
All Other Concerned

1. This office announces the conduct of GULAYAN SA PAARALAN: Gabay sa Kalusugan, Karunungan at Kabuhayan among public elementary and secondary schools of Congressional District II.
2. The competition is designed to produce tangible and lasting outcomes that contribute meaningfully to public education and community development.
3. Attached herewith is the approved concept paper for the reference on the guidelines and mechanics of the contest.
4. Immediate dissemination of this memorandum is desired.

  
**ROMEO M. ALIP, PhD, CESO V**  
Schools Division Superintendent



## CONCEPT PAPER

### **"Gulayan sa Paaralan: Gabay sa Kalusugan, Karunungan, at Kabuhayan"**

#### **I. RATIONALE**

The *Gulayan sa Paaralan: Gabay sa Kalusugan, Karunungan, at Kabuhayan* initiative was developed based on the Department of Education's *Gulayan sa Paaralan Program* (GPP), as provided under Department of Education (DepEd) Memorandum No. 095, s. 2018, which mandates the establishment and maintenance of school gardens to promote food security, nutrition education, and environmental awareness. Designed to address the specific needs of the second legislative district of Pampanga, this initiative incorporates sustainable agricultural practices within the school setting to advance education, promote health, and foster environmental stewardship. The program is set to be officially launched in November 2025, marking the beginning of active implementation across participating schools. Likewise, this initiative strengthens collaboration among schools, local communities, and partner agencies while cultivating essential life skills among students that contribute to their personal growth and long-term food security.

Beyond planting crops, this project also nurtures values. School gardens become active learning spaces where students gain hands-on experience in composting, seed saving, and organic farming. These activities foster environmental responsibility, teamwork, and innovation. Gardening is treated not as an isolated project but as part of the curriculum, linked to subjects like EPP and TLE, and embedded into daily routines that promote discipline, creativity, and a sense of purpose.

Aligned with Provincial Ordinance No. 834, or the "*Alagang Nanay Preventive Healthcare Ordinance of 2022*," the initiative contributes directly to preventive health by supplying fresh, chemical-free produce for school-based feeding programs. Through the active participation of Parents-Teachers Associations (PTAs) and Local Government Units (LGUs), the project is positioned to thrive well beyond the competition period, progressing into a lasting, school-led effort that supports child nutrition, local food production, and ecological resilience.

#### **II. OBJECTIVES**

The *Gulayan sa Paaralan: Gabay sa Kalusugan, Karunungan, at Kabuhayan* competition is designed to produce tangible and lasting outcomes that contribute meaningfully to public education and community development. The following objectives articulate the specific results this project intends to achieve, framed to support measurable progress and long-term sustainability.

1. To mobilize approximately **40 public high schools and 100 elementary schools** in District 2 of Pampanga to establish productive, well-managed vegetable gardens using sustainable agricultural methods appropriate to their respective environments.

2. To support the **school-based feeding programs** by contributing fresh, and nutrient-rich produce for about **2,000 student beneficiaries** over the duration of the program.
3. To strengthen **agricultural literacy** by incorporating practical and eco-friendly farming techniques into student learning, enabling participants to grow, manage, and harvest at least three crop varieties per school.
4. To promote **creativity and innovation in garden planning**, encouraging the adoption of space-efficient systems such as vertical farming and hydroponics in schools with limited land availability.
5. To develop **students' technical and life skills** related to food production, teamwork, and resource management, preparing them for future livelihood opportunities and community engagement.
6. To establish a **culture of sustainability** in participating schools through composting, seed saving, crop rotation, and year-round garden maintenance, supported by linkages with LGUs, PTAs, and residing communities.

### III. IMPLEMENTATION PLAN

To promote an organized and impactful execution of the *Gulayan sa Paaralan: Gabay sa Kalusugan, Karunungan, at Kabuhayan* competition, the implementation will adopt a structured approach aligned with DepEd recommendations and localized strategies. The plan aims to foster active school and community participation, strengthen agricultural education, and sustain school-based food production. Both elementary and high school levels will be given equal recognition, with the winning schools in each category receiving the same prizes to highlight fair competition and shared commitment to sustainability.

The implementation plan outlined below details the participation guidelines, technical procedures, evaluation system, and sustainability measures that will guide the conduct of the program.

#### 1. Participation

Approximately 40 public high schools and 100 elementary schools in various municipalities of the second legislative district of Pampanga will be encouraged to join. Each school will form a dedicated team composed of students, parents, teachers, barangay officials, and supporting community stakeholders.

#### 2. Crop Selection and Garden Planning

An essential component of the GPP is careful crop selection and strategic garden planning. Schools are encouraged to choose crops that suit their local climate, soil conditions, and available space, promoting both productivity and sustainability. Selecting a mix of vegetables and herbs that are nutritious, easy to grow, and resilient supports consistent harvests for school feeding programs and student consumption. Recommended crops include leafy greens, root vegetables, legumes, and indigenous varieties such as *okra, kalabasa, sitaw, talong, ampalaya*, and others valued for their

short growth periods and rich nutritional content. The school will provide the necessary seedlings and garden tools to support the establishment and upkeep of the garden.

In addition to traditional techniques, schools may explore a variety of gardening methods to maximize productivity and adapt to available space and resources:

- **Conventional Farming:** Cultivates crops directly in soil-based beds. This approach is accessible and cost-effective, particularly for schools with open grounds. Success depends on proper soil preparation, compost enrichment, and regular watering.
- **Vertical Farming:** Suitable for areas with limited ground space, this method uses stacked planters, shelves, or repurposed materials such as PET bottles to grow crops upward. It allows more produce to be cultivated in a smaller footprint and encourages students to innovate in designing their own vertical gardens.
- **Hydroponics:** A soil-less technique that grows plants in nutrient-rich water solutions. While it requires basic equipment and training, hydroponics enables faster crop cycles and efficient water use, making it ideal for science-integrated learning and urban schools with minimal arable land.

### **3. Documentation and Reporting**

Effective documentation and reporting are essential components of the GPP as they provide a systematic way to monitor, evaluate, and communicate the progress and outcomes of school gardening activities. Proper records not only demonstrate accountability in the use of program funds but also highlight the educational, nutritional, and community benefits achieved through the initiative.

According to DepEd Memorandum No. 00-0421-0035, schools participating in the program are required to submit a comprehensive report that includes the following components:

- a) **Narrative Report:** A detailed account of the activities undertaken during the implementation of the GPP.
- b) **Photo Documentation:** Photographs capturing the before and after conditions of the garden areas, showcasing the progress and outcomes of the program.
- c) **Liquidation Report:** A financial report detailing the expenditures made during the implementation of the program, ensuring transparency and accountability

## **6. Harvest Festival**

As part of the GPP, the Harvest Festival serves as a culminating event to celebrate the achievements of participating schools in cultivating productive and sustainable school gardens. Scheduled for February 2026 in Floridablanca, Pampanga, the festival will bring together the winning schools from each municipality, providing a platform to showcase their garden outputs, innovative practices, and the skills that students have developed throughout the program.

The festival emphasizes not only the tangible results of gardening, such as fresh vegetables and herbs, but also the values nurtured through hands-on agricultural activities, including teamwork, environmental stewardship, and resourcefulness. Activities during the event may include produce exhibits, recipe demonstrations, garden tours, and recognition of outstanding efforts, allowing students, teachers, and community members to engage in knowledge sharing and celebrate local food production.

## **7. Evaluation Criteria**

The evaluation of school gardens under the *Gulayan sa Paaralan: Gabay sa Kalusugan, Karunungan, at Kabuhayan* competition shall follow the standards outlined in DepEd Regional Memorandum No. 451, s. 2024, which serves as the official reference for assessing program outcomes and guiding school-level implementation. This memorandum provides a structured framework that supports the integration of agriculture into the academic environment, ensuring that the program aligns with regional educational priorities.

The proposed facilitators shall be composed of:

### **Municipal Level:**

- Local Government Unit
- Provincial Government of Pampanga
- Department of Education

### **District Level:**

- Provincial Government of Pampanga
- Department of Agriculture
- Department of Education
- Second (2<sup>nd</sup>) Legislative District of Pampanga

For every municipality, one elementary school and one high school will be declared as the official winners. Thereafter, one elementary school and one high school will be selected for recognition at the district level from the pool of municipal awardees.

## **8. Budgetary Requirement**

The Provincial Government of Pampanga will provide ₱720,000 to support the awards, recognition activities, and honoraria under this component. This allocation

covers the prizes for schools and barangays that demonstrate outstanding commitment and performance throughout the competition. Equal recognition will be extended to both elementary and high school awardees to promote fairness, sustainability, and meaningful community participation.

Additional funding from the Department of Education and the Office of the Representative of the Second Legislative District of Pampanga will complement this allocation. Collectively, the total budgetary support for this program amounts to ₱1,368,208.

Prizes and certificates will be presented to the winning schools and barangays by the sponsors and partner agencies during the awarding ceremony, highlighting their significant contributions to school-based gardening and solid waste management initiatives.

		Item	Quantity	Amount
<b>Provincial Government of Pampanga</b>	Each winning elementary and high school per municipality (6 municipalities)	₱30,000	12	₱360,000
	One winning elementary school and one winning high school across the district	₱70,000	2	₱140,000
	Financial support for the establishment or rehabilitation of Barangay Materials Recovery Facilities (MRFs) where the winning schools are located	₱100,000	2	₱200,000
	Honoraria for the facilitators			₱20,000
	<b>Total</b>			<b>₱720,000</b>
<b>OTHER EXPENSES</b>				
<b>Department of Education</b>	Gardening tools and seed packs to sustain the implementation of GPP activities		Approximately 140 schools	₱621,208
<b>Second Legislative District of Pampanga</b>	Meals and Snacks			₱27,000
	<b>Total</b>			<b>₱648,208</b>
<b>Grand Total</b>				<b>₱1,368,208</b>

## 9. Honoraria for the Facilitators

The **DBM Budget Circular No. 2007-1**, otherwise known as the "**Guidelines on the Grant of Honoraria to Lecturers, Resource Persons, Coordinators, and Facilitators**," will serve as the primary reference for determining the grant of honoraria to facilitators participating in the implementation of the GPP. This circular provides the national guidelines on the payment of honoraria to government personnel who perform duties beyond their regular responsibilities, such as acting as resource persons, coordinators, or facilitators in government programs and activities. It recognizes honoraria as compensation for additional work rendered in support of special projects. The prescribed rates and funding conditions outlined in the circular will guide the allocation of honoraria for facilitators to ensure that payments are made within authorized limits and in accordance with existing government budgeting and accounting regulations.

## 10. Sustainability Measures

The long-term success of the program depends on how participating schools continue their initiatives beyond the competition period. To uphold the values of agricultural learning and environmental stewardship, the following sustainability measures will be implemented:

- Schools will continue composting biodegradable waste to enhance soil quality and reduce overall waste generation.
- Collaboration with barangay officials, agricultural offices, and PTAs will be strengthened to maintain and expand school gardens year-round.
- Gardening activities will be incorporated into classroom learning through EPP, TLE, or related subjects to promote continuous student engagement and hands-on education.

## IV. PROGRAM TIMELINE

ACTIVITIES	EXPECTED OUTPUTS			
	2025		2026	
	NOV	DEC	JAN	FEB
1. Launching of the Gulayan sa Paaralan Program in District II				
2. Planting Period / Garden Development				
3. Educational activities				
4. School-based feeding program				
5. Evaluation of Participants - Municipal Level Winners				
6. Evaluation of Participants - District Level Winners				
7. Harvest festival				

**V. EXPECTED OUTPUTS**

The expected outputs of the GPP are closely aligned with its objectives. These outputs reflect the long-term results of the program's implementation across participating schools in District II:

1. **More than 40 high schools and 100 elementary schools have fully operational school gardens** established and actively maintained, each demonstrating the application of sustainable, site-appropriate farming techniques.
2. **At least 2,000 students directly benefitting** from enhanced nutrition through the integration of harvested produce into their school-based feeding programs, contributing to better health and academic performance.
3. **Student-led cultivation of a minimum of three vegetable crops per school**, applying modern and organic practices such as composting, seed saving, and crop rotation as part of experiential learning.
4. **Enhanced agricultural competency among participating students**, evidenced by their active involvement in crop management, recordkeeping, and group-based garden planning, with potential for replication at the household or barangay level.
5. **Sustained garden operations beyond the contest period**, supported by composting systems, localized planting calendars, and continued partnerships with local government units, agricultural offices, and parent-teacher associations.
6. **Well-documented implementation reports from each school**, including visual records, harvest data, and narrative reflections on challenges and innovations, which may serve as a model for expansion in other districts.

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Approved:

  
**HON. LILIA G. PINEDA**  
Governor



## ANNEX A

CRITERIA						Total Score
<b>1. VEGETABLE PLANTED</b>	<b>(AT LEAST 200 SQM LAND AREA)</b>					<b>20 PTS</b>
Minimum of 5 varieties of each group (a,b,c)	<b>(41-50 up) 20</b>	<b>(31-40) 15</b>	<b>(21-30) 10</b>	<b>(11-20) 5</b>	<b>(10) 1</b>	
a. GO (root crops)						
b. GROW (legumes)						
c. GLOW (leafy vegetables)						
<b>2. INDIGENOUS PLANTS</b> (minimum of 10 varieties)						<b>10 PTS</b>
<b>3. URBAN / CONTAINED GARDENING</b>	<b>(50 up) 5</b>	<b>(36-49) 4</b>	<b>(26-35) 3</b>	<b>(16-15) 2</b>	<b>(15 below) 1</b>	<b>5 PTS</b>
(At least 50 containers with different kinds of plants)						
<b>4. ESTABLISHED AND FUNCTIONAL GARDEN FACILITY</b>						<b>10 PTS</b>
<b>a. School Nursery / Crop Museum (Minimum of 5 variety per category)</b>	<b>(90 above) 5</b>	<b>(61-89) 4</b>	<b>(31-60) 3</b>	<b>(10-30) 2</b>	<b>(below 10) 1</b>	
a. 1 Forest Tree						
a. 2 Fruit Tree						
a. 3 Vegetables						
a. 4 Indigenous Crops						
<b>b. Seed Bank</b>	<b>(90 above) 5</b>	<b>(61-89) 4</b>	<b>(31-60) 3</b>	<b>(10-30) 2</b>	<b>(below 10) 1</b>	
b. 1 Vegetable Seeds						
b. 2 Fruit Seeds						
b. 3 Indigenous Crops						
<b>5. STAND OF CROPS</b>	<b>100%</b> 10	<b>80%</b> 8	<b>60%</b> 6	<b>40%</b> 4	<b>20%</b> 2	<b>10 PTS</b>
<b>6. ADAPTATION OF DIFFERENT STRATEGIES / TECHNOLOGIES</b>						<b>10 PTS</b>
Bio Intensive Gardening 4 (pts)						
Organic Pest Management 3 (pts)						
Organic Fertilizer (pts)						3
<b>7. CONTRIBUTION TO THE SCHOOL BASED FEEDING PROGRAM</b>						
<b>Feeding Program Report</b>	<b>(50kg up)</b>	<b>(40-49kg)</b>	<b>(30-39kg)</b>	<b>(11-29kg)</b>	<b>(10kg)</b>	<b>20 PTS</b>
	20	18	16	14	12	
<b>8. ACCESSIBILITY AND SUFFICIENCY OF WATER SUPPLY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>5 PTS</b>
<b>9. OTHER RELEVANT ACTIVITIES</b>						<b>5 PTS</b>

a. Waste management with MRF (Functional with segregation)	(3 pts)	
b. Income Generating Projects	(2 pts)	

<b>10. INTERNAL EXTERNAL STAKEHOLDERS</b>		<b>(8-10) 5</b>	<b>(6-7) 4</b>	<b>(4-5) 3</b>	<b>(2-3) 2</b>	<b>(1) 1</b>	<b>5 PTS</b>
(community, NGAs, NGO's, CSFO, PAO, MAO, CAO participation)							
<b>TOTAL</b>							<b>100 PTS</b>

**Source:** DepEd Regional Memorandum No. 451, s. 2024

**Evaluator:**

Name:

Designation:

Signature:

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