

Republic of the Philippines  
Department of Education  
Region VII, Central Visayas  
**DIVISION OF CEBU PROVINCE**  
Sudlon, Lahug, Cebu City



September 10, 2013

DIVISION MEMORANDUM  
No. 512, s. 2013

**MEMORANDUM OF UNDERSTANDING AND IMPLEMENTATION GUIDELINES  
ON AGRI-PINOY GULAYAN SA PAARALAN PROGRAM (AP-GPP)**

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

1. This Office announces that the Memorandum of Understanding (MOU) between the Department of Agriculture and the Department of Education, has been signed by Secretary Armin Luistro and Secretary Proceso J. Alcala.
2. It is expected that with the signing of this MOU, a copy of which is hereto attached, pupils/students, teachers, school heads and stakeholders will fully implement the AP-GPP in the field.
3. Immediate dissemination of this Memorandum is desired.

  
**ARDEN D. MONISIT, Ed.D.**  
Schools Division Superintendent



Republic of the Philippines  
 Department of Agriculture  
**BUREAU OF PLANT INDUSTRY**  
 Manila



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**MEMORANDUM :**

**TO :** ALL REGIONAL EXECUTIVE DIRECTOR  
 DA REGIONAL FIELD UNITS, REGIONS 1-13, AND CAR  
  
 THE SECRETARY, AUTONOMOUS REGION OF MUSLIM MINDANAO  
  
 THE PROGRAM DIRECTOR  
 HIGH VALUE CROPS DEVELOPMENT PROGRAM

**FROM :** THE DIRECTOR  
 BUREAU OF PLANT INDUSTRY

**RE :** MEMORANDUM OF UNDERSTANDING AND IMPLEMENTING GUIDELINES  
 ON AGRI - PINOY GULAYAN SA PAARALAN PROGRAM

**DATE :** July 22, 2013

We are furnishing your Office with a copy of Memorandum of Understanding between the Department of Agriculture and the Department of Education on the implementation of Agri - Pinoy Gulayan sa Paaralan Program (AP - GPP) signed by Secretary Proceso J. Alcala and Secretary Armin Luistro. Likewise, the Implementing Guidelines of the said program which was also signed by the two(2) Secretaries is also attached.

It is expected that with the signing of the documents, the Regional Field Units will fully implement the AP - GPP.

  
 CLARITO M. BARRON, PhD, CESO IV  
 Director



Republic of the Philippines  
DEPARTMENT OF AGRICULTURE ~ KAGAWARAN NG EDUKASYON  
Office of the Secretary  
Elliptical Road, Diliman, Quezon City ~ DepEd Complex, Maralco Avenue, Pasig City



**REVISED IMPLEMENTING GUIDELINES ON**  
**AGRI-PINOY GULAYAN SA PAARALAN PROGRAM**  
**CY 2013-2016**

**I. BACKGROUND**

School-based food production initiatives, particularly the establishment of vegetable gardens, as effective ways of addressing nutritional needs have been in place in the educational system for a long time. It is believed that learners starting early in agricultural practices should likely develop attitudes and values towards good nutrition and food security.

In CY 2007, the Department of Agriculture (DA) and the Department of Education (DepED) collaborated to implement the Gulayan sa Paaralan Program (GPP) in support to the hunger mitigation initiatives of the government. DepED Issued Memorandum No. 293, S. 2007 "Gulayan sa Paaralan" to encourage both public elementary and secondary schools to establish school gardens to ensure continuous supply of vegetables for the supplementary feeding. The intention then was to forge a Memorandum of Understanding (MOU) between the two agencies. A series of program orientation was conducted by regional and division focal persons.

DA, consistent with its goal of attaining self-reliance and self-sufficiency, implemented the Agri-Pinoy Gulayan sa Paaralan Program (Agri - Pinoy GPP) to encourage school aged children to engage in simple food production activities and promote consumption of vegetables. DepED continues to implement Agri Pinoy Gulayan sa Paaralan Program but placed it under the umbrella of the National Greening Program (NGP) as one of its sub-programs to promote production of foods that are rich in protein, carbohydrates, vitamin A and iron as major input to school feeding. The school gardens serve as source of vegetables for the school supplementary feeding program.

**II. OBJECTIVES:**

General:

Promote food security in schools and communities through self-help food production activities and values among learners and the appreciation of agriculture as a life support system.

Specific:

1. to promote vegetable production in public elementary and secondary schools;
2. to establish and maintain school gardens as ready food basket/ source of vegetables in sustaining supplementary feeding;
3. to serve as laboratory for learners;
4. to produce vegetables in the schools that are rich sources of protein, calorie, vitamins, and minerals and eventually increase vegetable consumption and improve learners' nutrition;
5. to showcase small-scale food production models; and,
6. to inculcate among the learners the values of vegetable gardening, good health and nutrition, love of labor, and caring for others.

**III. MECHANICS OF IMPLEMENTATION**

**III.1 Target Areas**

The Agri-Pinoy GPP shall be implemented in all public elementary and secondary schools nationwide.

Prioritization of schools will be based on the presence of at least three (3) of the following considerations:

- high prevalence of malnutrition based on nutritional status end line report of the previous school year
- high poverty incidence of the area (belongs to 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> class municipalities)
- 4Ps beneficiaries
- low academic performance of school (below 75% proficiency levels)
- presence of active stakeholders

All school heads shall submit to the Division Office, through the District Office, every start of the school year (June) a profile of the school Agri-Pinoy GPP indicating the following data:

- Name of school, address, name of school head and contact details
- Total enrolment
- Measurement of available lot/space for food production
- Preferred vegetables to be planted

The Division Office shall consolidate the data and submit to the DA-Regional Field Unit (DA - RFU) through DepEd Regional Office (DepED - RO)

### III.2 Capacity-Building

- *Orientation*

Program orientation will be conducted by the DA-RFUs and will be participated in by principals, EPP/TLE/Alternative Learning System (ALS) teachers, learners, 4Ps and parents.

- *Training*

DA-RFUs in partnership with ATI shall coordinate with DepED in the conduct of trainings. A standardized training module shall be adopted in all regions that will cover topics on vegetable production, urban/container and backyard gardening, organic fertilizer and seed production and storage.

### III.3 Provision of production inputs

DA-RFUs shall provide various production inputs and garden tools to schools such as the following:

- Starter seeds shall include preferred vegetable seeds that can help address malnutrition problems in schools, (i.e. protein-energy and micro nutrient malnutrition);
- Organic fertilizer and inputs will be used to enhance soil fertility and improve production yield. Organic inputs may consist of animal wastes, (chicken dung), crop residues, food wastes, vermicast, etc.;
- Garden tools are necessary to achieve better yield. One set of garden tool which may include spade, grab hoe, shovel, sprinkler, trowels, digging bar, rake, bolo, etc., shall be given. On the other hand, schools are also encouraged to improvise their own garden tools and;
- Others like seedling trays, etc.

### III.4 Establishment, Maintenance and Sustainability of School Gardens

#### III.4.1 Establishment and Maintenance of School Gardens

- Each school shall have at least a minimum of 200 square meters area. For schools without available space/flooded area, they can adopt container gardening.
- Starter seeds of open pollinated varieties of vegetables and other inputs shall be provided by the DA-RFUs and distributed to the participating schools.
- The schools shall be responsible for the establishment and maintenance of school gardens as well as the production of seeds for the next cropping.

- Schools gardens shall be continuously maintained and sustained thru establishment of nurseries, seed production in partnership with stakeholders.
- The school garden should be secured to protect the crops from stray animals.

#### III.4.2 Preferred Vegetables

- Preferred vegetables that can help address malnutrition problems in schools, i.e. protein-energy and micro nutrient malnutrition:
  - sources of protein- leguminous vegetables such as beans, mungo, peas, etc.
  - sources of calorie/energy - root crops such as gabi, camote, cassava, etc.
  - sources of Vitamin A and iron-leafy green vegetables such as tops of gabi, malunggay, saluyot, alugbati, kangkong, sili, kulitis, pechay, etc.
- Harvests shall be used for feeding and as source of seeds and planting materials for the next cropping season.

#### III.5 ADVOCACY CAMPAIGN

- a. The nutritional dimension of food production and related messages shall be taught to learners through integration in appropriate subject areas e.g. Health and EPP/TLE in the elementary and secondary school curriculum.
- b. The effort to increase vegetable production and consumption shall be vigorously pursued thru quad media like print, broadcast, TV and social media.
- c. Poster making and slogan writing contests can also be conducted at the school level during the Health and Nutrition Month Celebration and other related school celebrations. This is to create awareness among learners and other stakeholders.

#### III.6 MONITORING AND EVALUATION

##### III.6.1. Recording and reporting

1. The School Agri-Pinoy GPP Focal Person shall keep records of the following:
  - Total area (sqm) devoted to vegetable school gardens
  - Type of vegetables grown
  - Volume of production (kg)
  - Volume utilized for feeding and other purposes (kg)

- No. of learner beneficiaries in the funding program
  - No. of parents involved in the program
  - Best practices shall be documented for possible adoption in other schools, i.e: Bio intensive gardening, Multiple cropping system, Organic farming, Nursery establishment and management, Composting, Container/Urban gardening, etc.
2. For the DA focal person, additional data have to be reported.
- No. of school gardens established/maintained
  - Volume of seeds distributed (kg)
  - No. of garden tools distributed (set)
  - No. of trainings conducted
  - No. of training participants
  - No. of meetings conducted with program partners
3. All records/data of the program should be kept in a conspicuous place and be made available to the monitoring personnel.
4. The school shall submit a quarterly School Garden Report to the District Office for consolidation. The consolidated report shall be submitted to the Division Office. Consequently, the Division Office shall submit the report to the Regional GPP Coordinator of DepEd. Such report shall then be submitted to the Regional GPP Coordinator of DA who shall consolidate all reports and accomplish the prescribed form for submission to DA-BPI. BPI shall transmit official report to DepEd-HNC.

### III.6.2 Monitoring

- A. Regular monitoring shall be done to ensure that the program is being implemented as planned to attain its objectives of the program. Frequency of monitoring shall be as follows, or as need arises:
- |                   |   |   |
|-------------------|---|---|
| 1. Division level | - | monthly                                     |
| 2. Regional level | - | Quarterly                                   |
| 3. National level | - | Semestral monitoring (September & February) |
- B. All key result areas related to the Agri - Pinoy GPP implementation in newly established and maintained vegetable school gardens shall be monitored and evaluated.
- C. Issues and concerns shall also be noted and recorded to determine gaps in the Agri - Pinoy GPP implementation to devise possible remedies and solutions.

### III.6.3 Evaluation

A year-end program monitoring review and evaluation shall be conducted. On the other hand, a mid-term evaluation shall be done after two years of implementation to determine its effectiveness.

Impact Evaluation shall be done on the first semester of CY2016 by a commissioned third party evaluator to assess long term impacts of the program to the learners on the areas of nutrition, values and love for agriculture as well as its impact on the teachers, school heads, parents and other program target beneficiaries as a whole.

### III.7 SEARCHES AND AWARDS

To give recognition to the best implementers of the Agri - Pinoy GPP, a yearly Search for Outstanding Teachers and School Implementer will be conducted. This could also be an avenue to identify and showcase the best practices of the program that could be adopted and replicated to other schools.

The Search will be conducted at the Division, Regional and National Level. Incentive and plaque of recognition shall be given to the winners

## IV. CREATION OF TECHNICAL WORKING GROUPS

A. A Memorandum of Understanding (MOU) between DA and DepED shall be signed by the Department Secretaries to continue the implementation of the program.

B. An Agri-Pinoy GPP Technical Working Group (TWG) shall be created at the national and regional level to coordinate, plan, provide technical assistance, monitor, and evaluate the implementation of the program.

➤ At the national level, the TWG shall be composed of DA, BPI, ATI, DepED, HYCDP and representatives from Agri- Pinoy GPP Regional Focal Person from Luzon, Visayas and Mindanao and DepED Health and Nutrition Center (HNC), selected Regional GPP Coordinators and Health and Nutrition personnel, Bureau of Secondary Education and Bureau of Elementary Education

➤ At the regional level, the TWG shall be composed of DA-RFU, DA-ATI, and DepED Regional GPP Coordinators and selected personnel from the Health and Nutrition Unit (HNU)/Section and EPP/TLE supervisors

C. At the school level, an Agri - Pinoy GPP Core Group shall be created by the school head compose of EPP/TLE Teachers, parents, learners and other stakeholders.



#### IV.1. ROLES AND RESPONSIBILITIES

The following are the roles and responsibilities of the TWG:

##### A. National Level

1. Formulate policies and guidelines that will ensure effective implementation of Agri - Pinoy Gulayan sa Paaralan Program (Agri - Pinoy GPP);
2. Analyze issues and concerns affecting the implementation of the program and recommend solutions;
3. Document and promote best practices that can be adopted;
4. Manage the development of training modules;
5. Conduct monitoring and evaluation of the program implementation;
6. Conduct TWG meeting every last week of the quarter or as the need arises;
7. Facilitate submission of reports as required by partner agencies;
8. Perform other functions that may be assigned;

##### B. Regional Level

1. Recommend to the national TWG policies to improve implementation of the program;
2. Orient the field implementers on the program and their roles and responsibilities;
3. Conduct quarterly monitoring on the implementation of the program;
4. Prepare quarterly progress report for submission to National TWG ;
5. Conduct meetings as the need arises to update the members and discuss/resolve problems and issues on its implementation;
6. Lead in advocacy for support to the program.

##### C. School Level

1. Work hand in hand with the feeding coordinator in the preparation of school food production/school feeding plan in the effort to address malnutrition among learners.
2. Prepare planting calendars at the beginning of each school year in order to ensure a whole year round supply of harvest for feeding. Target vegetables for production purposes shall be prepared in a Gantt Chart.

Hereunder are the agencies comprising the TWG and their respective roles and responsibilities at different levels:

**A. National Level****1. Department of Agriculture**

- a. Serve as lead implementing agency of the Agri-Pinoy GPP (DA-BPI, DA - RFUs)
- b. Lead in the planning, monitoring and evaluation of program (DA-BPI)
- c. Provide funding support to the program (HVCDF)
- d. Formulate and recommend policies. (DA - BPI)
- e. Design and conduct training modules (DA-ATI)
- f. Maintain data bank system of Agri Pinoy Gulayan sa Paaralan Program (DA-BPI)
- g. Promote vegetable consumption through the use of quad media (DA-BPI, AFIS)

**2. Department of Education (DepEd)**

- a. Develop components of the Agri-Pinoy GPP
- b. Formulate and recommend policies.
- c. Assist in the advocacy, monitoring and evaluation of the program
- d. Maintain data bank system of Agri Pinoy Gulayan sa Paaralan Program.

**B. Regional Level****1. DA-RFU**

- a. Coordinate project implementation
- b. Conduct trainings and technical assistance in the establishment and maintenance of school gardens and nurseries
- c. Conduct planning, monitoring and evaluation of the program in the region
- d. Conduct advocacy activities in the region
- e. Prepare and submit quarterly progress report to DA-BPI.

**2. DepEd-RO**

- a. Assist in the orientation of the program implementers and other stakeholders
- b. Approve the identified priority schools
- a. Participate in the advocacy activities
- b. Conduct planning, monitoring and evaluation of the program in the region

- c. Submit quarterly, semi-annual and annual accomplishment reports to DA-RFU

### 3 Provincial Level

- a. Coordinate the implementation, monitoring and evaluation of the Program
- b. Assist in the advocacy of the Gulayan sa Paaralan
- c. Participate in the Inter-agency activities

### 4 DepED-Division Office

- a. Endorse priority schools to the ROs
- b. Participate in the orientation training for the school implementers
- c. Conduct planning, monitoring and evaluation of the program in the Division
- d. Assist in the advocacy of the Program
- e. Consolidate implementation reports from the districts
- f. Submit quarterly reports to DepED Regional Office

### Municipal/District level

#### 1. Municipal Agriculture Officer (MAO)

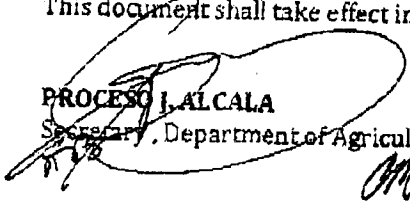
- a. Coordinate project implementation
- b. Provide technical assistance
- c. Assist in the advocacy of the Agri - Pinoy Gulayan sa Paaralan Program
- d. Participate in the Inter-agency activities

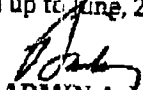
#### 2. School District

- a. Consolidate implementation reports from the school level
- b. Submit report to Division office
- c. Assist in the advocacy of the project

If any clause, sentence, paragraph, section or part of this Revised Implementing Guidelines on Agri-Pinoy Gulayan sa Paaralan Program shall be deemed invalid, it shall not affect, impair or invalidate the remaining therefore.

This document shall take effect immediately and shall be enforced up to June, 2016.

  
**PROCESO L. ALCALA**  
Secretary, Department of Agriculture

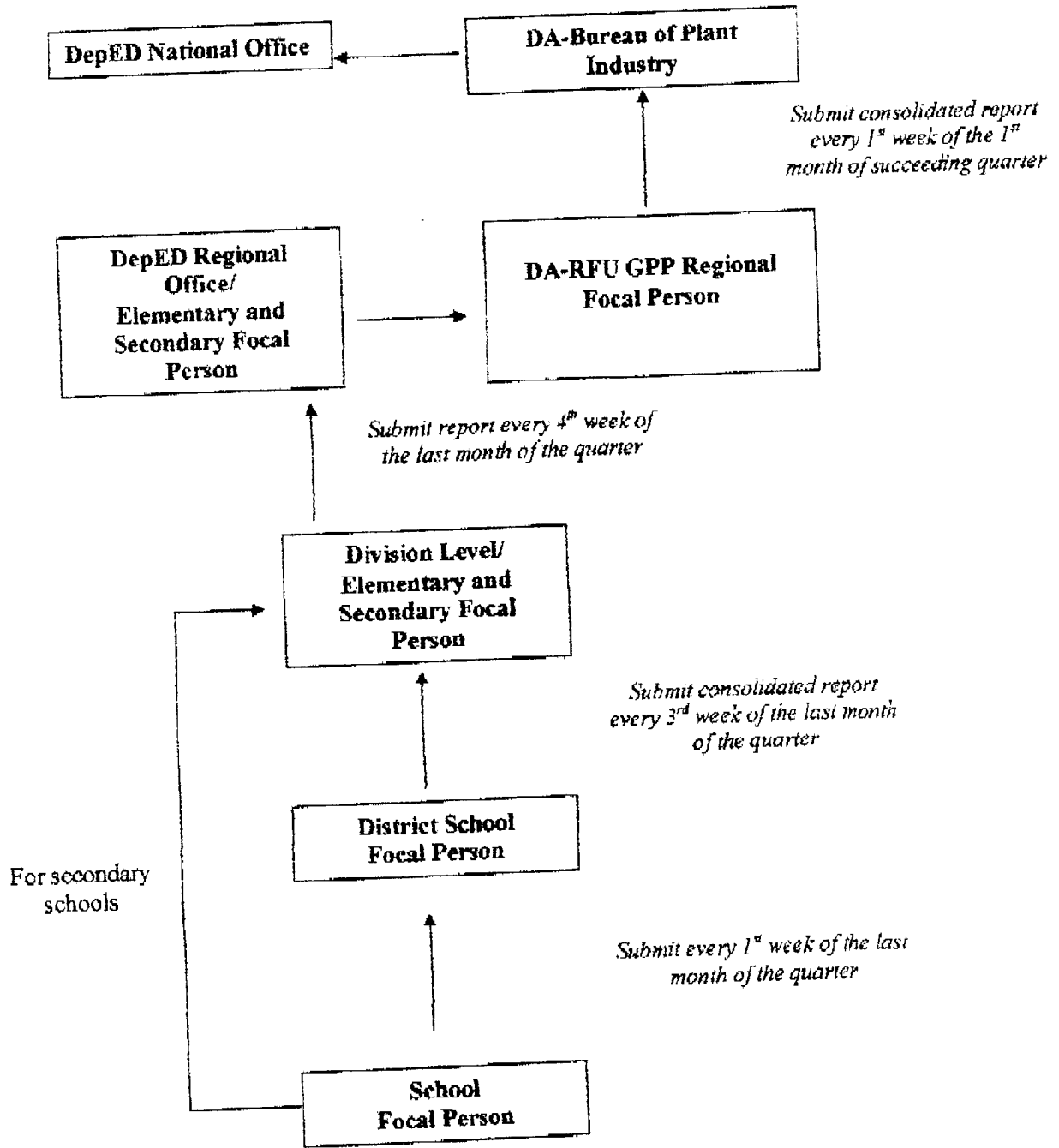
  
**Br. ARMIN A. LUISTRO FSC**  
Secretary, Department of Education

June 2013

DEPARTMENT OF AGRICULTURE  
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### AGRI-PINOY GULAYAN SA PAARALAN (GPP) MONITORING SYSTEM





Republic of the Philippines  
DEPARTMENT OF AGRICULTURE ~ KAGAWARAN NG EDUKASYON  
Office of the Secretary  
Elliptical Road, Diliman, Quezon City ~ DepEd Complex, Meralco Avenue, Pasig City



## MEMORANDUM OF UNDERSTANDING

**KNOW ALL MEN BY THESE PRESENTS:**

This Memorandum of Understanding is entered into by and between:

The **DEPARTMENT OF AGRICULTURE**, a national agency mandated to promote agricultural development and growth, with office address at Elliptical Road, Diliman, Quezon City, represented herein by its Secretary, the Honorable **PROCESO J. ALCALA** and herein referred to as **DA**;

The **DEPARTMENT OF EDUCATION**, a national agency mandated to provide quality basic education that is equitably accessible to all with office address at DepEd Complex, Meralco Ave., Pasig City represented herein by its Secretary **Br. ARMIN A. LUISTRO FSC**, herein referred to as **DepEd**.

**WHEREAS**, the Department of Agriculture anchors its program and activities on (a). food security and sufficiency, (b). sustainable agriculture and fisheries, (c). natural resources management and (d). local government units development;

**WHEREAS**, the Department of Agriculture promotes and develops technological interventions that increase productivity while ensuring sustainability;

**WHEREAS**, the Department of Agriculture believes that establishment of gardens (school, homestead, barangays and etc.) will contribute to ensuring food sustainability and safety;

**WHEREAS**, the Department of Agriculture seeks to partner with other national government agencies particularly its convergence partners such as DENR, DAR, DepEd and etc;

**WHEREAS**, the Department of Education is mandated to provide quality basic education that is accessible to all and lay the foundation for lifelong learning and service for the common good.

**WHEREAS**, the Department of Education exercises authority over the operations of schools and institutions providing education services in the Philippines and institute programs and activities like Gulayan sa Paaralan Program towards improving access to and quality of learning and school governance.

**WHEREAS**, the Department of Education believes that nutrition and education are closely linked and it should develop skills, knowledge and values of school children through modern vegetable gardening with organic approach, creating awareness and interest on the health benefits of vegetable consumption.

**WHEREAS**, the Departments of Agriculture and the Department of Education believe that school gardens should serve as showcase for small - scale food production models for households and communities to replicate;

**WHEREAS**, the Departments of Agriculture and the Department of Education, believe that school gardens should be used for food production in particular and attain food sufficiency in general;

**NOW, THEREFORE**, in consideration of the above premises the parties hereby mutually agree as follow:

**A. The Department of Agriculture (DA) shall:**

1. take the lead in planning, implementing, and monitoring of the program;
2. provide starter open pollinated varieties of vegetable seeds and agricultural inputs and farm implements (traditional and indigenous vegetable seeds, garden tools, and IEC materials);
3. provide technical assistance to participating schools with the support of LGU's;
4. designate focal persons who will closely collaborate with DepEd and Local Government Units (LGUs) in the implementation of the program;
5. conduct trainings in coordination with the Agricultural Training Institute (ATI);
6. lead in the advocacy campaign in increasing vegetable production and consumption;
7. assist in the seed production in every school district that will serve as source of vegetable seeds; and,
8. monitor and evaluate the extent of establishment and maintenance of school gardens.

**B. The Department of Education (DepEd) shall:**

1. work harmoniously with DA in the planning, implementation, and monitoring of the program;
2. appoint a Focal Person in every school/district/division/region that will supervise the program;
3. establish and maintain school gardens or adopt container/ hydroponic gardening;
4. sustain the availability of quality vegetable seeds for planting;
5. integrate food production concepts and activities in the curriculum;
6. ensure that harvests will be used primarily for supplementary feeding;
7. submit reports of accomplishment to DA-BPI through channels; and,
8. mobilize all Technical-Vocational agricultural schools to provide technical assistance in the establishment of seed banks, school nurseries and assist in the training of agriculture teachers.

This Memorandum of Understanding shall take effect upon signing hereof by both parties and shall remain valid and binding for the duration of the program. Any modification and amendment to this Memorandum of Understanding shall be mutually agreed upon writing the parties concerned.

By:

By:

DEPARTMENT OF AGRICULTURE

DEPARTMENT OF EDUCATION

*[Signature]*  
SEC. PROCESO ALCALA  
Secretary

*[Signature]*  
BR. ARMIN A. LUISTRO FSC  
Secretary

SIGNED IN THE PRESENCE OF:

*[Signature]*  
MARITO M. BARRON, PhD. CESO IV  
Witness

*[Signature]*  
JUAN R. ARAGO, Jr., DMD, MEd.  
Witness

DEPARTMENT OF AGRICULTURE  
in replying please use this code  
For Signature: 8-08-13-0343  
Released: 03/26/2013 01:36 PM





**ACKNOWLEDGMENT**

REPUBLIC OF THE PHILIPPINES )  
CITY OF MANILA ) S.S.

BEFORE ME, a Notary Public for and in the above jurisdiction, personally appeared the following:

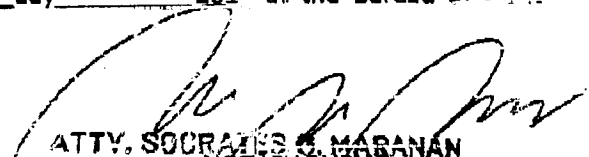
NAME	VALID I.D.	DATE/PLACE ISSUED
ENR. ARMIN A. LUISTRO FSC	DP#0007134	Sept. 8, 2010 / DFA-Manila
PROCESO J. ALCARA	DA#001	June 2010

known to me to be the same persons who executed the foregoing instrument and acknowledged to me that the same is their own free will and voluntary act and deed.

This instrument consists four (4) pages including this page wherein the acknowledgment is written, and signed by the parties and their instrumental witnesses on each and every page hereof.

WITNESS MY HAND SEAL, this \_\_\_\_\_ day \_\_\_\_\_ 2013 at the Bureau of Plant Industry, Philippines.

22 JUL 2013



ATTY. SOCRATES S. MARANAN  
NOTARY PUBLIC

UNTIL DECEMBER 31, 2013  
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