



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



April 25, 2025

REGIONAL MEMORANDUM

No. 383, s. 2025

To: Schools Division Superintendents
All Others Concerned

SUBMISSION OF UPDATED LIST OF SCHOOLS IMPLEMENTING GULAYAN SA PAARALAN PROGRAM (GPP) AND LIGHTHOUSE SCHOOLS FOR INTEGRATED SCHOOL NUTRITION MODEL (ISNM) AND ACCOMPLISHMENT REPORTS

1. This is with reference to the attached Memorandum from **MALCOLM S. GARMA**, Assistant Secretary, Office-In-Charge, Office of the Undersecretary for Operations, dated March 11, 2025, regarding the Submission of Updated List of Schools Implementing Gulayan sa Paaralan Program (GPP) and Lighthouse Schools for Integrated School Nutrition Model (ISNM) and Accomplishment Reports.
2. All EPP-TLE-TVL Education Program Supervisors and SGOD Co-coordinator are kindly requested to ensure the completion of all reports. All documents are expected to be accomplished and submitted on or before **APRIL 30, 2025**.
3. For immediate dissemination and compliance.


JOCELYN DR ANDAYA

Regional Director, NCR

Concurrent Officer-In-Charge, Office of the
Assistant Secretary for Operations

CLMD/JAR25



Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

MEMORANDUM

DM-OUOPS-2025-68-61741

TO : ALL REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : MALCOLM S. GARMAN, Jr.
Assistant Secretary, in Charge
Office of the Undersecretary for Operations

SUBJECT : SUBMISSION OF UPDATED LIST OF SCHOOLS IMPLEMENTING
GULAYAN SA PAARALAN PROGRAM (GPP) AND LIGHTHOUSE
SCHOOLS FOR INTEGRATED SCHOOL NUTRITION MODEL (ISNM)
AND ACCOMPLISHMENT REPORTS

DATE : March 11, 2025

The Bureau of Learner Support Services - School Health Division (BLSS-SHD), under the Operations Strand, oversees the implementation of the *Gulayan sa Paaralan Program (GPP)* in conjunction with the *Integrated School Nutrition Model (ISNM)* as part of the Nutrition and Hygiene Unit. The GPP and ISNM aim to promote ecological gardening techniques that enhance productivity and sustainability, ultimately increasing food resources in schools and encouraging greater vegetable consumption among learners.

The Regional and Schools Division Offices (ROs and SDOs) are requested to do the following:

1. Create a **Technical Working Group (TWG)** at the Regional Office (RO) and Schools Division Office (SDO), composed of personnel from ESSD and CLMD for ROs, and SGOD and CI for SDOs. Each TWG must designate a focal person and a co-focal person, ensuring that if the focal person comes from ESSD, the co-focal must be from CLMD, and vice versa for ROs. Similarly, for SDOs, if the focal person is from SGOD, the co-focal must be from CI, and vice versa. Please submit the names of the Focal Persons and their contact details (email address and cellphone number) to sbfp@deped.gov.ph on or before March 31, 2025.
2. Provide the updated list of schools implementing the *Gulayan sa Paaralan Program (GPP)* and conduct a Rapid Self-Assessment of school vegetable gardens based on the following categories:
 - Punla (Seed)
 - Sibol (Sprout)
 - Usbong (Shoot)
 - Bunga (Fruit)



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For reference, please see **Annex A: Indicators for Rapid Self-Assessment of Vegetable Gardens** under the GPP. You may input the corresponding category for each school in the **List of GPP Implementing Schools**, accessible via this link: <https://tinyurl.com/2025-GPP>.

3. Validate the **"FY 2024 List of ISNM Lighthouse Schools"** using the link <https://tinyurl.com/FY-2024-ISNM-LS> by indicating in column F if the school is to be retained or for replacement; if for replacement, indicate in column G the new school recommended as Lighthouse; and in column H, provide the reasons why the original lighthouse school was replaced.
4. This Office also reiterates the submission of the GPP and ISNM **Accomplishment Reports**, as stipulated in OUOPS Memo No. 2023-099-1260, titled **"Guidelines on the Utilization of Downloaded Additional Program Support Funds for CY 2024,"** dated February 14, 2024 (**Annex B**) through this link: <https://tinyurl.com/FY2024-AR>.

The aforementioned documents are expected to be accomplished and submitted on or before **March 31, 2025**.

For further inquiries or clarifications, please contact Dr. Maria Corazon C. Dumlao, Chief Health Program Officer; Ms. Magdalene Portia T. Cariaga, Senior Education Program Specialist; Ms. Christine Isabel B. Buenvenida, Health Education and Promotion Officer II; or Mr. Ferdinand M. Nunez, Technical Assistant II of the BLSS-SHD via telephone at 8632-9935 or email at sbfp@deped.gov.ph.

For immediate dissemination and compliance.

For reference, please see **Annex A: Indicators for Rapid Self-Assessment of Vegetable Gardens** under the GPP. You may input the corresponding category for each school in the **List of GPP Implementing Schools**, accessible via this link: <https://tinyurl.com/2025-GPP>.

3. Validate the **"FY 2024 List of ISNM Lighthouse Schools"** using the link <https://tinyurl.com/FY-2024-ISNM-LS> by indicating in column F if the school is to be retained or for replacement; if for replacement, indicate in column G the new school recommended as Lighthouse; and in column H, provide the reasons why the original lighthouse school was replaced.
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For immediate dissemination and compliance.

**Terms of Reference of the *Gulayan sa Paaralan*
Technical Working Group (TWG) Regional and Schools Division Offices:**

1. Regional Office (through the Education Support Services Division, ESSD and Curriculum and Learning Management Division) shall:

- a. Oversee the implementation of the program in the region by providing guidance and technical assistance to the Schools Division Offices (SDOs);
- b. Designate a GPP Regional Coordinator and co-coordinator (Please take note that if the coordinator comes from ESSD, the co-coordinator must be from CLMD, and vice versa for ROs);
- c. Conduct regular meetings to discuss the annual targets and plans and resolve problems and issues on its implementation;
- d. Conduct orientation of field implementers on the program and their roles and responsibilities;
- e. Identify and lead the activities to be conducted by the SDOs;
- f. Prepare a Work and Financial Plan and procurement documents (if applicable);
- g. Ensure timely downloading of funds and its utilization by the SDOs;
- h. Conduct monitoring on the implementation of the program;
- i. Lead advocacy activities in support to the program;
- j. Recommend to the CO issues and concerns for possible policy formulation of the program;
- k. Analyze issues and concerns affecting the implementation of the program and recommend solutions; and
- l. Prepare and submit report to CO.

2. Division Office (through the School Governance and Operations Division SGOD and Curriculum Implementation Division) shall:

- a. Oversee the implementation of the program in the SDO by providing guidance and technical assistance to the schools;
- b. Designate a Division GPP Coordinator and co-coordinator (Please take note that if the coordinator is from SGOD, the co-coordinator must be from CI, and vice versa);
- c. Identify and lead the activities to be conducted by the schools;
- d. Prepare a Work and Financial Plan and procurement documents (if applicable);
- e. Orient the school implementers on the program;
- f. Conduct monitoring and evaluation of school implementation in compliance with the guidelines;
- g. Forge partnerships with LGUs and/or NGOs/CSOs in areas where there are LGUs and/or NGOs/CSOs that are willing to partner for the GPP;
- h. Lead advocacy activities in support to the program;
- i. Prepare and submit report to RO; and
- j. Lead in advocacy for support to the program.

Annex A

INDICATORS FOR RATING THE STATUS LEVEL OF VEGETABLE GARDEN/GULAYAN SA PAARALAN (GPP)				
Criteria	Seedling/Pula (Basic)	Sprout/Sibol (Intermediate)	Budding/Usbong (Advanced)	Equilib/Briga (Sustained Excellence)
Available Space for Gardening. The size of the garden space determines the potential for crop production and sustainability. Larger areas allow for more diverse plantings and expansion into other agricultural activities such as grain crops and livestock. Urban and container gardening can be added to the size of the garden.	At least 100 sq. meters of garden space	At least 150 sq. meters of garden space	200 sq. meters or more of garden space	Expanded beyond 200 sq. meters, incorporating additional agricultural inputs (e.g., grain crops, livestock).
Crop Production (Vegetables, Pula, and Other Grain Crops). A well-maintained school garden should grow a variety of vegetables and, where possible, pula and other grain crops. Increasing the number of crops contributes to food security, learner nutrition, and agricultural learning.	At least 5 vegetable crops (100 sq. meters)	10 to 15 vegetable crops (150 sq. meters)	20 or more vegetable crops (200 sq. meters)	Fully integrated crop diversity, including livestock and aquaculture. Expansion of production to include pula, other grain crops, and livestock (e.g., chicken, ducks, goats, fish, etc.)
Yields and Utilization (School-Based Feeding Program - SBFP, Supplementary Feeding, and Income-Generating Projects - IGP). This criterion evaluates how much produce is harvested and how effectively it is used. The goal is to maximize production for school-based feeding programs (SBFP), supplementary feeding, and income-generating projects (IGP) to support school initiatives.	Produces at least 10 kg per crop for feeding programs	Produces 20-30 kg per crop; surplus sold or shared with communities	Produces 50 kg or more per crop; active in Income-Generating Projects (IGP)	High yields with strong financial sustainability of school and community benefits.
Gardening Methods and Innovations. The adoption of advanced gardening techniques ensures sustainability and efficiency. Schools can use Bio-Intensive Gardening, composting, seed banking, multiple cropping, container gardening, urban gardening, aquaculture, and vertical gardening to optimize production.	Uses basic Bio-Intensive Gardening techniques (crop rotation, compost pit, organic fertilizer)	Incorporates seed banking, multiple cropping, and container gardening	Utilizes urban gardening, aquaculture, vertical gardening, and crop museums	Fully innovative approach, integrating excellent agriculture techniques
Garden Sustainability (Maintaining Garden Even During Summer). A sustainable garden continues to thrive even when classes are not in session. This requires long-term planning, community involvement, and maintenance strategies such as summer caretakers (ETA, teachers, or students).	Garden maintained during school months only	Partial maintenance during summer with some crops sustained	Fully functional year-round with summer caretakers (students, ETA, or community involvement)	Fully self-sustaining with long-term management plans
Stakeholder Collaboration (Engagement with Partners and External Support). Partnerships with government agencies (e.g., Department of Agriculture), NGOs, and local businesses provide technical expertise, funding, and resources to support and enhance the school garden.	Engages with at least one external partner (e.g., DA-LAO, NGOs, LGUs)	Has multiple stakeholders supporting the garden program	Implements formal agreements (MOA/MOU) with various stakeholders for technical and financial support	Strong multi-sector partnerships with continuous funding and technical support

Seed Exchange and Distribution. Schools with productive gardens can promote sustainability by saving seeds, exchanging with other schools, and maintaining a seed bank. This ensures continuous crop production and reduces reliance on external seed sources.	Saves seeds for internal school use	Shares seeds with nearby schools	Establishes a seed bank and formal seed exchange program	Recognized as a model seed bank for sustainable farming.
Water Management. A reliable water source is essential for maintaining a productive garden. Schools may utilize different water sources, including rainwater collection, wells, pumps, and cooperative water systems, to ensure year-round irrigation.	Uses rainwater or limited water sources (e.g., river, wells, pumps)	Organized water system with wells, pumps, or irrigation	Water cooperative or waterworks system ensuring sustainable irrigation	Advanced water conservation systems (drip irrigation, water recycling, etc.).
Nutrition Education (Awareness Among Students on the Benefits of Vegetables). This criterion assesses how well students understand the nutritional value of vegetables and their role in a healthy diet. Schools should integrate nutrition education into their curriculum and promote awareness campaigns.	50% of students are aware of basic vegetable nutrition	70% of students can identify crops and their nutritional benefits	90% or more students have in-depth knowledge of nutritional values and food security	Integrated nutrition education with strong community engagement
Advocacy Campaign (Promoting Nutrition and Food Production Awareness). Gardening programs should extend beyond food production to include advocacy efforts, such as nutrition month celebrations, social media campaigns, poster-making contests, and cooking competitions to reinforce the importance of healthy eating.	Conducts basic nutrition education (classroom discussions, posters)	Engages in school-wide advocacy (slogan making, social media, IEC materials, cooking contest at the school level during Nutrition month and supplementary feeding)	Hosts nutrition contests, media campaigns, and community outreach. Supplementary feeding in school	Recognized as a model for nutrition advocacy in the community.
Monitoring and Evaluation (Data Recording and Assessment of GPP Progress). Regular monitoring and documentation help track the garden's progress, assess challenges, and improve future initiatives. Schools should maintain records of production, feeding program utilization, and program impact.	Keeps basic records of gardening activities	Conducts regular documentation and progress assessments	Implements formal evaluation tools and reporting systems to track sustainability and impact	Fully integrated data monitoring system with impact assessment
Capability Building (Training for Learners, Teachers, and PTA Involvement). Training sessions for students, teachers, and parents ensure that they acquire proper gardening knowledge and skills. Schools can invite experts from agricultural organizations to provide technical assistance.	Teachers and students attend local training or orientation (DA-LAO)	Invites external experts from DA, NGOs (IRR, OMG-EWSF, SEARCA, or agricultural institutions)	Conducts train-the-trainer programs for long-term capacity building	Recognized as a training hub for other schools
Availability of Garden Tools. Having sufficient gardening tools and equipment ensures efficiency in maintaining the garden. Schools should provide essential tools like hoes, shovels, watering cans, and compost bins, and upgrade to advanced equipment as needed.	At least 2 sets of garden tools	4 sets of garden tools	6 sets or more, including advanced tools (e.g., drip irrigation, greenhouses)	Equipped with specialized farming tools and modern technology