Linking School Gardening and Feeding: Experience from the School-Plus-Home Gardens Project (S+HGP) in the Philippines

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SEARCA
School-plus-home Gardens Project
Travel Grant
Director, Dr. Gil C. Saguiguit

UP Los Baños
Agricultural Systems Institute, CAFS
Edible Landscape Program, I-Crops, CAFS
Institute of Human Food and Nutrition, CHE
Discussion Topics:

1. Overview of the School Plus Home Gardens Project (S+HGP) (9-min video)

2. Conceptual and Operational framework linking school gardening and feeding

3. Key Success Factors of the School Gardening and Feeding Linkage
School Plus Home Gardens Project (S+HGP)
(9-min video: https://youtu.be/0td2Aw4chFw)
Success Factors in Linking School Gardening and Feeding Under the School-plus-home Gardens Project (S+HGP)

1. 
2. 
3. 
4. 
5. 
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7. 
8.
1. Policies that support school gardening and feeding

1.1. Department of Education (DepEd) ordinances and memoranda

– School Gardening promoted since 1970s (ML); in 2007 implemented as “Gulayan sa Paaralan (GPP)”

– School-based Feeding Program for undernourished school children promoted since 1997; in 2016 implemented as the “School-based Feeding Program”
1.2. Department of Agriculture memo and law

- 2010; 2013: DA-Bureau of Plant Industry to coordinate with DepEd to support School Gardening

- 2010: Republic Act 10068 or the Organic Agriculture Act (IRR) directed the integration of OA in primary and secondary schools
In short, we had the policies, memo and laws... but the question is “What about the implementation?”
* Challenges to Implementation of GPP and SBFP

• Initial memos were separately issued by DepEd and DA thus were implemented as separate programs in the schools.

• Even if later memos mentioned that harvests from GPP were to be used for SBFP, still many schools implemented it separately (in some schools the garden only served as back-up to the SBFP)
* Challenges to Implementation of GPP and SBFP

- GPP was assigned to the EPP/TLE teacher while SBFP was assigned to the canteen coordinator.
- GPP was done mostly for compliance.
- GPP was regarded as “additional workload” for teachers.
On the positive side...

the policies were important to give the legal basis to implement and allocate funds for the program.
2. Integrative Conceptual and Operational Framework
Conceptual Framework Linking School Gardening and Feeding:

- New and locally adapted “green technologies”
- Improved learning and school performance
- Experiential learning for students
- Capacity building through training of pupils/students, teachers, parents
- Active participation of the community

**EDUCATION**

- School feeding program
- Improve food diversity
- Increase availability of nutritious food

**SCHOOL and HOME GARDENS**

- Livelihood prospects
- Savings in school feeding programs
- Household & community consumption

**NUTRITION**

**ECONOMICS**

Improved Food and Nutrition Security

- National Greening Program
- Adaptation and Mitigation to Climate Change
- Solid Waste Management
- Organic Agriculture

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* DepEd’s School-based Feeding Program

- Feeding of severely wasted and wasted pupils.
- Feeding period is for only 100-120 days.
- Food budget is P18.00/child
  - P16.00 for food; P2.00 for operations)
Well-nourished, Healthy and Well-educated Children

School-Based Feeding Program (SBFP)  
120 days

School Heads and Teachers

Department of Education (DepEd)-Laguna

SCHOOL GARDENS (GPP)

- Food and Nutrition
- Organic Agriculture
- Edible Landscaping
- Climate Change
- Solid Waste Management

Operational Model Linking School Gardening and Feeding:

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* Challenges to the SBFP

• PIDS study showed 9 out of 14 schools surveyed had repeat beneficiary pupils from the previous year’s SBFP (Tabunda, et al 2016)
  - Lack of food during the rest of the year
  - Illnesses
  - Parents’ attitudes and values
3. Multi-stakeholder Capacity Building and Linkages

a. School Teachers and Heads
b. Parents
c. Local, Provincial and Regional government units
3.1. Capacity Building for School Teachers and other stakeholders

- Consultation and Planning Workshops
- Training of Teacher Trainers
- Joint lesson plan write-shops
- Field tours and cross school garden visits
- Teachers’ capacity and confidence to engage in the S+HGP was strengthened through participatory planning, action and M&E.
3. 2. Mobilizing and Capacity Building of Parents

✓ Values strengthening for parents to be more responsible for the nutrition of their children

✓ Encouraged greater parent involvement in school garden activities
3.2. Mobilization and Capacity Building of Parents

✓ Training and seminars on food production, gardening, food and nutrition

✓ Improved linkage with LGU (MAO, MNAO, BHW, BNS) and Local School Board for inputs and services

✓ Parent-child cooking contest using vegetables from the school garden
3.2. Mobilizing and Capacity Building of Parents

✓ Parent-child cooking contest and recipe book compilation and standardization (c/o IHFN-CHE)
- Families actively engaged in their children’s nutrition through school and home gardening.
3.3. Improved coordination among Local, Provincial and Regional government units
**Operational Model Linking School Gardening and Feeding:**

**Well-nourished, Healthy and Well-educated Children**

**SCHOOL GARDENS**

- Food and Nutrition
- Organic Agriculture
- Edible Landscaping
- Climate Change
- Solid Waste Management

**School-Based Feeding Program (SBFP)**

120 days

**Home-Feeding**

245 days

**HOME GARDENS**

- Municipal Nutrition Action Office
- Municipal Social Welfare and Development Office
- Municipal Nutrition Council
- Brgy Health Workers
- Local School Board

- Department of Education (DepEd)-Laguna

- Local Government Units (LGUs)

- Municipal/Provincial Agriculture Office (MAO/OPA)

- DA Regional Field Office

**School Heads and Teachers**

**- Operational Model Linking School Gardening and Feeding:**

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4. Integrating Gardening with the School Curricula
- School Gardens being used as outdoor learning laboratories (Science, Math, English IV and VII)
5. Improved Garden Structures and Planting Techniques for year-round production of vegetables
Students enjoy planting.

Students enjoy eating what they planted.
- Appropriate technologies for climate-smart organic vegetable production
### Year-round production of vegetables:
- **plant different kinds**
- **plant at different months**

<table>
<thead>
<tr>
<th>Crop</th>
<th>Common English Name</th>
<th>Common Filipino Name</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
<td>Arrow Root</td>
<td>Uraro</td>
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<tr>
<td>Bottle Gourd</td>
<td>Upo</td>
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<td>Chili Pepper</td>
<td>Sili</td>
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<tr>
<td>Corn</td>
<td>Mais</td>
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<td>Cowpea</td>
<td>Paayap</td>
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<td>Eggplant</td>
<td>Talong</td>
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<tr>
<td>Lettuce</td>
<td>Letsugas</td>
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<td>Lima Beans</td>
<td>Patani</td>
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<td>Mustard</td>
<td>Mustasa</td>
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<td>Nalta Jute</td>
<td>Saluyot</td>
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<td>Papaya</td>
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<td>Pechay</td>
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<tr>
<td>Pigeon Pea</td>
<td>Kadyos</td>
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<td>Spiny Amaranth</td>
<td>Kulitis</td>
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<td>Sponge Gourd</td>
<td>Patola</td>
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<tr>
<td>String Beans</td>
<td>Sitaw</td>
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<tr>
<td>Sweet Potato Shoots</td>
<td>Talbos ng Kamote</td>
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<tr>
<td>Tomatoes</td>
<td>Kamatis</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Water Spinach</td>
<td>Kangkong</td>
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<tr>
<td>Winged beans</td>
<td>Sigarilyas</td>
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</tbody>
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6. Participatory Development Approach

Facilitation of Participatory Processes

– Participatory Visioning and Situation Analysis
– Joint Action Planning
– Collaborative Implementation
– Participatory Monitoring and Evaluation
7. Inclusive and Stepwise Scaling up

– No school shall be left behind (include smallest and farthest schools)

– Continuing coordination with respective local, provincial and regional partners

– Stepwise and documented scaling up from pilot-to-sister-to-brother schools
8. Inclusive and Stepwise Scaling up

Original Partner School (2016-2017)

LGU
MNAO;
MAO;
MSWD;
relevant
agencies

Sister Schools
2017-2018

Brother Schools
2018-2019
Stepwise scaling-up of the S+HGP
Stepwise scaling-up of the S+HGP
8. Information Dissemination

- Facebook
- Video (YouTube)
- Tarpaulin flip charts
- Guidebook
- Brochures, flyers, posters
- Newspaper/Magazine features
- International conference
- Training of Trainers for Southeast Asia
- TV Patrol Interview
https://www.youtube.com/watch?v=0td2Aw4chFw
ORGANIKONG PAMAMARAAN
UPANG MAKAIWAS SA MGA PESTE

EPEKTO NG PAGGAMIT NG
NATURAL NA PANGANGALAGA
LABAN SA MGA PESTE NG GULAY

PAGGAWA NG VERMICOMPOST

1. Piliin ng lugar
   - malapit sa pinaglukasan ng mga
   - malalim na tiyangan sa pag- 
   - haging may bubong
   - hinid bilang (Good drainage)

2. Paglalagay ng bula sa bin
   - 5. Layang ang bula ang binulok
      - 1 kg bula sa kawit m³ bina
      - Huwag gubasang matuyo ang
   - Diligent kung kinikailanlalog

PAGPAPAUNLAD NG KABUHAYAN
MULA SA ORGANIKONG GULAYAN

ANO ang ORGANIKONG PAGGUGULAYAN?

- Nangangalaga sa kalusugan ng mga
- Nangangalaga sa kalikasan
- Pagkasaktanang may konsensya
- Umiwi sa paggamit na pestisidyo
- 2. Cinamungaling tungkol sa
- 3.2 gr araw

BENEPISO ng ORGANIKONG GULAY

- Ligas sa lason
- Mas masustanya
- Mas malaas
- Matagal nanatiling sariwa
- Nakakabuti sa kapaligiran
- Mataas ang demand

FERMENTED FRUIT JUICE (FFJ)

Mga Gaagamit

- 2 kilo murang dahon ng kakawati, neem tree o ipl-iplil

FERMENTED PLANT JUICE (FPJ)

Mga Gaagamit

- 2 kilo murang dahon ng kakawati, neem tree o ipl-iplil
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BACKGROUND

• The school-plus-home gardens model is based on the pilot study implemented from January 2016 to June 2017 by the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) and the University of the Philippines Los Baños (UPLB) under the Integrated School-Community School-Based Management of Natural Resources Project.

• The project was piloted in six schools in Laguna to test the effectiveness of the school-plus-home gardens model.

THE STEP-BY-STEP PROCESS

The process of establishing, implementing, and sustaining school-plus-home gardens, and the steps involved:

STEP 1: Starting up school gardens
STEP 2: Establishing school gardens for food and nutrition education
STEP 3: Linking school gardens with home gardens
STEP 4: Linking school gardens with children’s homes
STEP 5: Strengthening linkages with local institutions and building capacity
STEP 6: Monitoring progress and evaluating performance
STEP 7: Disseminating information and promoting awareness
STEP 8: Determining overall outcomes and way forward

A self-propelling model with a mechanism for continual scaling up of the approach.
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CONCLUSIONS

Success Factors of the school gardening and feeding linkage

1. Policy support
2. Integrative conceptual and operational framework
3. Multi-stakeholder Capacity Building and Linkage
   a. School Teachers
   b. Parents
   c. Local, Provincial and Regional government units
Success Factors of the school gardening and feeding linkage

4. Integrating gardening into school curricula
5. Improved garden structures and techniques
6. Participatory development approach
7. Inclusive and stepwise scaling-up
8. Information Dissemination
Let’s do GOOD
Let’s be FELT
and TOGETHER
Let’s MAKE A DIFFERENCE in the lives of our children!
Salamat po!
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