

ESTABLISHING A MUTUALLY BENEFICIAL PARTNERSHIP BETWEEN THE FEEDING PROGRAM OF ORANI NATIONAL HIGH SCHOOL - PAGASA AND THE SCHOOL GULAYAN SA PAARALAN INITIATIVE

by:

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In the Philippines, the Gulayan sa Paaralan Project (GPP), which aims to promote sustainable agriculture, increase nutritional intake of both students and teachers, and provide additional revenue-generating programs. This initiative seeks to enhance the School-Based Feeding Program (SBFP) by facilitating students' access to fresh and nutritious food through the establishment of school gardens. It is essential that the GPP model is designed to be sustainable in order to maintain these advantages for our students, educational institutions, and the wider community.

The GPP's primary objective is to create a sustainable vegetable production system that supports school feeding initiatives, thereby guaranteeing that undernourished students receive affordable and nutrient-dense meals. This initiative not only diminishes reliance on external suppliers but also actively involves students in agricultural practices, providing them with essential life skills and promoting an understanding of environmental sustainability.

Based on Eusebio et al. (2017), it focused on school garden sustainability that emphasizes community engagement and funding stability. They then found that things like parental involvement, local government unit, and non-government organization involvement in the program increased the effectiveness and sustainability of these programs. According to Cabalda et al. (2011), the importance of school gardens on

nutritional outcomes is highlighted as they integrated health and agricultural concepts into the schooling system.

Moreover, Rodriguez et al. (2019) emphasized the necessity for innovative gardening methods, such as hydroponics and vertical farming, to optimize productivity in constrained spaces. They pointed out that such innovations could greatly increase the scalability of the GPP, particularly in urban school environments. Additionally, Garcia et al. (2020) underscored the significance of establishing robust partnerships between schools and local farmers.

References:

Eusebio, J. et al. (2017). Sustainability of School Gardens for the Feeding Program.

Cabalda, A. et al. (2011). Nutritional Impact of School-Based Gardens.

Rodriguez, A., et al. (2019). Empowering Schools through Urban Agriculture.

Garcia, L., & Santos, R. (2020). School Gardens as Catalysts for Community Nutrition.