



Republic of the Philippines
Department of Education

29 JUN 2016

DepEd O R D E R
No. **51**, s. 2016

**IMPLEMENTATION OF THE SCHOOL-BASED FEEDING PROGRAM
FOR SCHOOL YEAR 2016-2017**

To: Bureau Directors
Regional Directors
Schools Division Superintendents
Public Elementary School Heads
All Others Concerned

1. The Department of Education (DepEd), through the School Health Division-Bureau of Learner Support Services (SHD-BLSS), shall implement the **School-Based Feeding Program (SBFP) for School Year (SY) 2016-2017** to address undernutrition and short-term hunger among public school children. The Operational Guidelines for School-Based Feeding Program (SBFP) for SY 2016-2017 are enclosed for reference.
2. SBFP will cover an estimate of 533,425 severely wasted (SW) and 1,385,039 wasted (W) from Kindergarten to Grade 6. The program primarily aims to improve the nutritional status of the beneficiaries by at least 70% at the end of 120 feeding days. Secondly, it aims to increase classroom attendance by 85% and improve the children's health and nutritional values and behavior.
3. School heads (SHs) are expected to monitor the feeding activities and program implementation on a daily basis. The Schools Division Technical Working Group (SDTWG) is expected to monitor the school compliance with the guidelines, procurement process, health and nutritional assessment, and the conduct of complementary activities, such as deworming, food production, waste segregation and composting, and integration of good grooming and personal hygiene. The Regional Technical Working Group (RTWG) is expected to monitor the activities of the schools division offices, such as the timely release of funds to the SHs, progress of implementation, liquidation of funds, and submission of reports.
4. All schools shall establish and maintain the *Gulayan sa Paaralan Program (GPP)* as a source of ingredients for the SBFP and shall encourage the families of the beneficiaries to have their own home gardens so that nutritional improvement is maintained at home. The school GPP coordinator shall coordinate with their local agriculture officials to provide training and seedlings for their home gardens.
5. The schools implementing the SBFP are required to submit a terminal report through the heads of the RTWG and SDTWG to **School Health Division-Bureau of Learner Support Services (SHD-BLSS)**, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City.
6. All regional directors, schools division superintendents, and SHs are enjoined to extend full support to the SBFP.
7. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUJASTRO FSC
Secretary

Encl.:

As stated

Reference:

DepEd Order No. 33, s. 2015

To be indicated in the Perpetual Index
under the following subjects:

CLASSES

FUNDS

HEALTH EDUCATION

PROGRAMS

SCHOOL

STRAND: Governance and Operations

Madel/Jo: DO Implementing Guidelines on SBF 2016-2017
0388-June 1, 2016/2/15/16

(Enclosure to DepEd Order No. 51, s. 2016)

Department of Education
SCHOOL-BASED FEEDING PROGRAM (SBFP)
Operational Guidelines
SY 2016-2017

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Department of Education
Operational Guidelines on the
Implementation of SBFP for SY 2016-2017

I. Rationale

School Feeding Programs are considered to be a sound investment in education. There is evidence that school feeding programs increase school enrollment (Ahmed 2004; Gelli, Meir, and Espejo 2007), cognition (Whaley et al. 2003; Kristjansson et al. 2007; Jukes et al. 2008) and educational achievement (Tan, Lane, and Lassibille 1999; Ahmed 2004; Adelman et.al. 2008), particularly if supported by complementary actions such as deworming and micronutrient fortification or supplementation (Simeon, Grantham-McGregor, and Wong 1995; van Stuijvenberg et.al. 1999; Jukes et.al. 2002).¹

In the past six (6) years, the Department of Education (DepEd) through the Bureau of Learner Support Services (BLSS) School Health Division (SHD) has done policy improvements to make sure that the feeding program meets its objectives. Annual program evaluation indicates that 73% of the undernourished student beneficiaries convert to normal nutrition status at the end of 120 feeding days. School attendance was also noted to have improved and is averaging at 98%. The children were observed to have better class participation and exhibit positive health habits such as washing of hands before and after eating, tooth brushing, and general good grooming behavior. These findings were affirmed by the result of the impact study done by the Philippine Institute of Developmental Studies (PIDS) in 2015.²

The process evaluation research done by PIDS also on the same year indicate that the School-Based Feeding Program (SBFP) is a “well managed program”. School heads and other school personnel were oriented before the program started. Parents of beneficiaries were included as participants of the orientation and committed their services for program implementation. Financial processes including procurement and auditing procedures were thoroughly discussed and monitored by the core TWG at all levels. A good feedback mechanism was established using the supervisory structures of the Region and Division Offices. Division accountants assisted school heads in complying with procurement requirements and in preparing liquidation reports and consulted with staff of the Commission on Audit regarding problems encountered by the SBFP implementers.

¹ What Matters Most for School Health and School Feeding: A Framework Paper: Systems Approach for Better Education Results (SABER). *The World Bank SABER Working Paper*, Series Number 3, June 2011 pp 26-27

² <http://dirp3.pids.gov.ph/websitecms/CDN/PUBLICATIONS/pidsdps1605.pdf>

(Enclosure to DepEd Order No. 51, s. 2016)

The SBFP appeared to work best when complemented with other School Health Program such as deworming, micronutrient supplementation, Gulayan sa Paaralan Program (GPP), and Water, Sanitation, and Hygiene (WASH) in Schools Program. School Heads underscore the importance of these programs to ensure that children are ready to learn and thrive in a healthy school environment that allows them to develop health promoting habits and behaviors for a healthier future generation.

In SY 2016-2017, DepEd will continue to implement the DepEd-funded SBFP in accordance with the General Appropriations Act (GAA) of 2016 under the Republic Act (RA) 10651, and will cover **severely wasted (SW) and wasted (W) learners in Public Elementary Schools.**

II. Scope and Coverage

A. Priority Target Beneficiaries and Schools

The priority target beneficiaries for SBFP shall be the SW and W Kinder to Grade 6 students of SY 2016 – 2017. Target beneficiaries based on the July 2016 Baseline Nutritional Assessment.

In case the actual number of target beneficiaries is greater than the allocation, schools shall take the responsibility of feeding the **identified SW and W students** through Canteen funds or through collaboration with the Local Government Units (LGUs), Non-Government Organizations (NGOs), Civil Society Organizations (CSOs), Parent-Teacher Associations (PTAs), and other stakeholders.

B. Duration

To achieve a significant impact on the nutritional status of children, the feeding shall be done for 120 days. Feeding should commence in July 2016 and continue until the completion of 120 days. In case of delays, the start of feeding activity should not be later than September 2016.

III. Definition of Terms

Undernutrition	State or a health condition resulting from the consumption of inadequate quantity of food over an extended period of time. It is manifested by being underweight, stunting or growth retardation, and in severe cases, clinical signs of marasmus or kwashiorkor. (UNICEF)
Short-term hunger	A condition experienced by children who do not eat breakfast and walk long distances to reach school. (WFP)
Nutritional Assessment	The appraisal of available information to provide a description of existing nutritional situation or nutritional status. (FNRI)

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Nutritional Status	The condition of the body resulting from the intake, absorption, and utilization of food. Clinical examinations, biochemical analyses, anthropometric measurements, and dietary studies are used singly or in combination to determine this condition. (FNRI)
Body Mass Index (BMI)	An indicator of nutritional status expressed as body weight in kilograms divided by the square of the height in meters. It provides a measure of body mass, ranging from thinness to obesity. (WHO)
Weight-for-Age	The simplest and most common indicator for the assessment of growth. It compares the weight of an individual to a standard or reference weight-for-age. This indicator is useful for rapid screening because it combines acute and chronic malnutrition. (WHO)
Wasting or Thinness	A condition where the child's weight is lower than that of a normal child of the same height. (WHO)
Wasted	A thin child whose BMI-for-age fall between -2 to -3 z-score line. (WHO)
Severely Wasted	A very thin child whose BMI-for-age is below -3 z-score line or Standard Deviation (SD). (WHO)
Obese	A child with a condition of being or severely overweight or weight-for-length/height (UPLB-CHE, Institute of Human Nutrition and Food)
Overweight	A child weighing too much for his/her length/height or weight-for-length/height (UPLB-CHE, Institute of Human Nutrition and Food)
Normal	A child whose weight/height-for-age fall between -2 to +2 z-score line (WHO).

IV. Policy Statement

This policy establishes the guidelines for the implementation of the SBFP for SY 2016-2017.

The program aims to improve the nutritional status of the 533,425 SW and 1,385,039 W learners at the end of 120 feeding days.

The program also aims to do the following:

1. improve classroom attendance of target beneficiaries to more than 85% per annum;
2. ensure 100% deworming of target beneficiaries prior to the feeding activity;
3. conduct group daily hand washing and tooth brushing activities as stipulated in DepEd Order No. 10, s. 2016, to impart development of positive health promoting values and behaviors;
4. promote health and nutrition information and awareness among target beneficiaries through the K to 12 Curriculum and its alternative modalities of education; and
5. encourage *Gulayan sa Paaralan* and vegetable backyard gardening in the community to augment the feeding program and to complement the nutrition and poverty reduction initiatives of the Government.

V. Procedures

A. Budget Allocation per Region

The regional allocations for SBFP as indicated in the GAA for Fiscal Year 2016 is shown in Table 1.

Table 1 Regional SBFP Allocations (GAA FY 2016)

Region	No. of Divisions	Severely Wasted	Wasted	Total SW & W	Estimated Cost
I	14	26,371	76,098	102,469	221,333,040
II	9	10,567	35,211	45,778	98,880,480
III	20	47,471	122,439	169,910	367,005,600
IV-A	18	115,326	237,667	352,993	762,465,312
IV-B	7	27,110	63,792	90,902	196,348,320
V	13	46,207	117,366	163,573	353,317,680
VI	18	56,558	137,317	193,875	418,770,000
VII	19	28,779	93,713	122,492	264,582,720
VIII	13	20,661	55,330	75,991	164,140,560
IX	8	16,779	55,129	71,908	155,321,280
X	14	18,405	56,772	75,177	162,382,320
XI	10	15,535	57,347	72,882	157,425,120
XII	9	17,730	58,957	76,687	165,643,920
Caraga	12	12,033	37,404	49,437	106,783,920
CAR	8	2,565	10,231	12,796	27,639,360
ARMM	10	22,586	64,588	87,174	188,295,840
NCR	16	48,742	105,678	154,420	333,547,200
NIR	17	Included in Region 6 and 7			
TOTAL	218	533,425	1,385,039	1,918,464	4,143,882,672

(Enclosure to DepEd Order No. 51, s. 2016)

The budget allocated for feeding is PhP16.00 per beneficiary multiplied by 120 feeding days while the budget allocated for operational expenses allowed is PhP2.00 per beneficiary multiplied by 120 feeding days.

B. Suggested Feeding Models/Modalities

Different SBFP models/modalities were developed through a series of consultations participated in by DepEd school administrators, feeding coordinators and health personnel of DepEd, as well as partner LGUs and NGOs.

The basic typology of schools (urban, rural, and remote) was the major consideration in conceptualizing the feeding models to ensure that the schools will adopt the feeding models applicable and appropriate to the local setting.

The primary objective of having these suggested feeding models is to lessen the burden on teachers and or feeding coordinators specifically in the procurement, accounting and liquidation processes.

The Schools Division Office (SDO), Schools Division Technical Working Group (SDTWG), and the School Heads shall hold a consultation meeting to decide on the modality of feeding to be followed.

The SDOs shall keep a record of the modalities chosen by each school (Table 2).

Table 2 Modalities for SBFP

MODEL/ MODALITY	APPROPRIATENESS BASED OF TYPOLOGY OF SCHOOL	FEEDING MECHANICS	PROCUREMENT METHOD	ACCOUNTING AND LIQUIDATION PROCESSES
1. Regular SBFP scheme	Urban, Rural and Remote schools	Parents and volunteers prepare and serve the food.	School Bids and Awards Committee (BAC) (open to several procurement methods, e.g. public bidding, small value procurement, School BAC as procurement agent)	School Head and feeding coordinator shall prepare and submit the liquidation report to the SDO.
2. LGU-led model (e.g. Valenzuela City K to 12 in-school feeding program)	Urban and Rural schools	Food is prepared by volunteers at the LGU managed central kitchen and is delivered to each school.	LGU BAC shall procure the food commodities either cooked or uncooked and SDO, thru the Agency to Agency procurement method will pay for the food commodities or on a per meal basis	The SDO shall pay the LGU in accordance with accounting and auditing rules and regulations. The SDOs shall submit a report to the DepEd Central Office on the mechanics and implementation of the said LGU led SBFP.
3. Hiring of cook (utilizing school canteen facilities)	Urban and Rural schools (1 cook per 100 beneficiaries)	The school hires a cook and additional helpers to prepare the food at the school canteen and deliver to the classrooms.	Same as the regular SBFP scheme	Payment for the hired cook may be sourced from the operational funds and may be augmented from school Maintenance and Other Operating Expenses (MOOE) fund or canteen proceeds. Payment and liquidation will be the same as the regular SBFP scheme.
4. Central Kitchen model through clustering of schools (minimum of 4 schools)	Urban and Rural schools at close proximity with each other	Food for the 4 schools is cooked at the central kitchen of the lead school. The packed food shall be delivered to/picked-up by member schools.	The lead school (preferably the biggest school with organized BAC) shall conduct the procurement for the cluster schools, and each school shall submit the required documents (Work and Financial Plan (WFP), Project Procurement Management Plan (PPMP), approved Annual Procurement Plan (APP), approved Purchase Request (PR) and cycle menu) as part of the attachments. If the lead school is unable to conduct the procurement, the Division through their Bids and Awards Committee may conduct the procurement of food commodities for the cluster schools.	Funds are downloaded to the lead school. However, in cases where the SDO needs to do the procurement, funds for the feeding will no longer be downloaded to the cluster schools. The funding for the operational costs shall still be downloaded to the schools subject to the usual accounting and auditing rules The lead school or the SDO shall enter into a MOA with the supplier. Other schools shall submit the following to the lead school: -certificate of receipt of food packs delivered daily -SBFP Form 1 (masterlist of beneficiaries) and 4 (record of daily feeding)
NOTE: Central Kitchen Model (No.4) is subject to the request and approval of DepEd Central Office BLSS prior to implementation				

C. Eligible Activities

1. Nutritional Assessment and Identification of Beneficiaries

- a. All schools are expected to conduct nutritional assessment of Kinder to Grade 6 pupils in SY 2016-2017 in the first three weeks of June 2016. These data shall be the bases for assessing the improvement of the nutritional status of the children at the end of the program.
 - i. The World Health Organization Child Growth Standards shall be used as basis for the computation of nutritional status.
 - ii. The baseline data shall be taken at the start of the feeding while the endline data shall be taken at the end of the program. After the baseline data has been taken, nutritional assessment shall be repeated every three (3) months until program termination.
 - iii. A calibrated weighing scale, preferably beam balance, shall be used to take the weight; and steel tape to take the height.
 - iv. To ensure accuracy of BMI computation, all schools are enjoined to make use of the BMI Software provided in a CD to each SDO by the BLSS-SHD.
- b. Each school is expected to identify the SW and W beneficiaries of the program and submit to the SDO not later than July 2016 the names of the SW and W pupils, nutrition profile (birthday, age, weight in kilograms, height in meters, date of weighing, and nutritional status), location of school, name and contact number of the school head and/or authorized personnel and District Supervisor using SBFP Form 1 duly signed by the School Head. The SW pupils shall be segregated from the W pupils.
- c. All SBFP Form 1 submitted by the schools to the SDOs shall be summarized and grouped by funding source. The SDO shall also prepare SBFP Form 2 based on the Enhanced Basic Education Information System (EBEIS) data and submit to RO not later than July 31, 2016. These Form 1 (Summary) and Form 2 shall be submitted to the Regional Office for consolidation.
- d. The RO shall consolidate SBFP Form 2 reports as reference.

2. Creation of SBFP Core Group

The School Heads shall create an SBFP Core Group from among the school personnel (feeding teacher or as designated by the School Head) and parents who shall be responsible in managing and implementing the program for the whole feeding cycle. A Core Group member can only be replaced for valid reasons as approved by the School Head.

The SBFP Core Group shall be composed of (at the minimum) two (2) teaching personnel and one (1) parent; or one (1) teaching personnel and two (2) parents. The names of the members of the SBFP Core Group shall be submitted by the School Head to the SDO for reference in granting service credits to teachers.

The SBFP Core Group shall:

- a. Identify the target beneficiaries based on the criteria provided for approval of the School Head;
- b. Prepare the data enumerated under Section VIII-A of these guidelines;
- c. Finalize the cycle menu for the whole duration of feeding, the Work and Financial Plan (WFP), and the Project Procurement Management Plan (PPMP) for approval of the School Head and for submission to the SDO;
- d. Submit a copy of the approved PPMP to the School BAC or BAC Secretariat for the preparation of the school Annual Procurement Plan (APP) for approval by the School Head;
- e. Together with the School Head, identify parents/volunteers who shall help in the whole duration of the program (identified parents/volunteers should be physically and mentally fit);
- f. Prepare the schedule of parents/volunteers who shall prepare and cook the menu for the day, prepare the feeding area, supervise the daily feeding and wash the dishes;
- g. Educate and capacitate parents who shall help in the food preparation;
- h. Do the recording and reporting using SBFP Forms;
- i. Submit the terminal report at the end of feeding to the SDO through the District Office; and
- j. Ensure compliance to DepEd Order No. 9 s. 2005 entitled 'Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith', in which all activities involved in SBFP shall take into consideration the no class disruption policy.

3. Orientation of Program Implementers

- a. SDOs in coordination with the local Technical Working Group (TWG) (See Section XI for the composition of the TWG) shall conduct an orientation among School Heads and teachers. There shall also be an orientation on the Food Safety Manual.
- b. The schools shall conduct an orientation and consultative meetings among the school personnel, day care workers, barangay officials, organizations of community and parents, and other stakeholders before program implementation to ensure effectiveness, common understanding of the program and the roles and responsibilities of implementers and stakeholders. It is also a good opportunity to seek the support of community members (i.e., school alumni,

(Enclosure to DepEd Order No. 51, s. 2016)

donor families, private corporations) in providing weighing scales (beam balance), storage facilities (refrigerators or freezers), and cooking and feeding paraphernalia.

c. Orientation topics shall include:

- a. overview of the program;
- b. background/rationale;
- c. implementing and partnership guidelines;
- d. roles of PTA and other stakeholders in program implementation;
- e. training/cooking demonstrations for teachers and parents;
- f. food preparation and food safety concepts; and
- g. SBFP Forms

4. Commodities

The School Heads shall have the authority to choose which food items to feed the targeted children based on the standard recipes. In choosing the food commodities, there should be special consideration for the availability and sustainability of supply in the area, reasonability of prices and nutritional value which will help address the nutritional deficiencies of the target beneficiaries. Cultural or religious orientation of beneficiaries shall also be considered in planning the menu (e.g. Halal foods should be given to Muslim school children).

A one-month or two-month cycle menu consisting of rice and a viand shall be prepared and followed.

It is also encouraged to include fruits in the meals or milk from local dairy farmers if the budget can accommodate the costs or when provided by partners.

The SBFP Core Group is encouraged to serve iron-fortified rice, and vitamin enriched/fortified cooking oil and sugar, in support of Republic Act No. 8976, the Philippine Food Fortification Act of 2000, and to use only iodized salt for cooking in support of Republic Act 8172, An Act Promoting Salt Iodization Nationwide and for Related Purposes or ASIN Law. Nutritional drinks i.e. milk and micronutrient supplements provided by partners may also be given to the beneficiaries as a supplement to the hot meals provided that these are approved by Food and Drugs Administration (FDA).

From the Cycle Menu, the School Head and the SBFP Core Group shall determine and prepare the complete list of ingredients needed for the entire duration of the feeding period using the Request For Quotation (RFQ) Form.

5. Procurement and Delivery

a. For DepEd-funded SBFP schools:

Procurement of food commodities shall follow school MOOE procedures in accordance with DepEd Order No. 13, s. 2016, the "Implementing Guidelines on the Direct Release of Maintenance and Other Operating Expenses (MOOE) Allocations of Schools Including Other Funds Managed by Schools"; and/or the provisions of and appropriate procurement methods in RA 9184 and its revised Implementing Rules and Regulations (IRR), e.g., public bidding, small value procurement method, agency-to-agency procurement method, procurement agent procurement method, or community participation procurement method; and procuring entity's approved APP.

In case of Agency-to-Agency (Government-to-Government) procurement method, and considering that the SBFP is a national government program, the total amount of all goods (food commodities) procured or to be procured by each DepEd procuring entity shall not exceed twenty-five percent (25%) of DepEd's total national procurement budget for goods as reflected in DepEd's total approved APPs.

b. For SBFP schools covered by partners:

The schools shall follow the procurement methods of the feeding partners.

6. Feeding proper

Eligible Expenses For Feeding

The budget allocation for SY 2016 – 2017 school based feeding is **Php16.00 per beneficiary** multiplied by 120 feeding days. The schools are expected to procure locally available food commodities for the feeding program. Fund for **operational expenses is Php 2.00 per beneficiary** multiplied by 120 feeding days. The expenses allowed under this program are basic eating/cooking utensils, common office supplies needed for the preparation of reports, minimal transportation expenses, water, dishwashing soap, LPG, charcoal, firewood, kerosene and labor/service of cook. Other expenses related to SBFP or feeding proper like utensils may be sourced out from other local funds (canteen funds, MOOE, Special Education Fund, etc).

Feeding time shall be decided by the School Head in consultation with the SBFP Core Group and PTA according to the needs of the children and practicability of feeding. It shall be conducted at the school feeding center/area or separate room to avoid disruption of classes. The school feeding center/area or separate room shall be within the school.

a. Mechanics

- i. The food shall be served and consumed inside the feeding area and shall not be taken outside the feeding area.
- ii. The parents of the beneficiaries shall provide the basic feeding utensils such as plates, spoons and forks, or may be charged from the P2.00 operational expenses.. Placemats, table napkins/towels, and other feeding paraphernalia may also be used. The parents or volunteers shall likewise be responsible for the washing of used utensils. However, the schools are not allowed to collect any money from the parents/guardian.
- iii. The School Head or his/her authorized representative shall be responsible for supervising the daily feeding.
- iv. Feeding activities shall commence as soon as food stocks are received from the suppliers and/or partner-stakeholders.
- v. Highest standard of hygiene in the preparation and serving of food must be practiced and observed.
- vi. Aside from feeding, the children should be taught proper hygiene (such as proper washing of hands before and after eating), table manners (prayers before and after meals), good grooming, simple concepts on health care, and importance of nutrition in their health and development, among others. The feeding teachers are encouraged to discuss daily the meal for the day and the nutrients which can be derived from the meal.
- vii. In order to facilitate the feeding and not to overburden teachers, the PTAs and other volunteer workers shall be mobilized and tapped to assist in the conduct of the feeding.
- viii. If beneficiaries become overweight/obese, they shall continue to be fed but they will be referred to the PE teacher for involvement in physical activities/exercises and to the School Nurse for health counseling.
- ix. Beneficiaries who are not gaining weight or continue to be severely undernourished shall be referred to the health personnel for further assessment.
- x. The SBFP Core Group is encouraged to minimize food wastage by practicing portion control.
- xi. Children who participated in daily feeding shall be recorded in SBFP Form 4.
- xii. In cases of interruption (i.e., school is used as temporary evacuation center, etc.), the School Head shall ensure that the feeding activity shall be for the targeted children only.

b. Adherence to Food Safety

Food safety standards shall be strictly enforced and followed at all times in accordance with DepEd Order No.14, s.2005, "Instructions to Ensure Consumption of Nutritious and Safe Food in Schools", and DepEd Order No. 52, s.2008, "Compliance with DepEd Policies on Food Safety in Schools".

General Guidelines for Food Safety in Schools:

- i. Availability of potable water and hand washing facilities;
- ii. Well-maintained, clean, well-ventilated and pest-free environment;
- iii. Proper selection of foods and ensuring they are fresh and in good quality;
- iv. Washing/cleaning food items before storing;
- v. Storing dry goods in dry storage area and perishable foods in cold storage area;
- vi. Preparing/cooking of foods on the day it will be served;
- vii. Provision of food covers and containers for safekeeping;
- viii. Hygienic practices in food preparation, cooking display, serving and storage;
- ix. Ensuring that non-food items are not in the kitchen area, or if it cannot be avoided, it should be properly labeled and segregated from food items;
- x. Observing the expiry dates of food commodities; and
- xi. First-in first-out (FIFO) policy shall be observed in withdrawing stocks from the storeroom.

7. Storage and Control System

A system of storing and control of food items in schools should be in place to ensure smooth program implementation. School Heads must allocate space in school for storing food. If no space is available, the School Head may coordinate with the PTA or barangay officials for the provision of storage areas. To avoid the demand for large storage spaces, a staggered delivery system of food commodities may be arranged with the supplier.

8. Awards and Incentives

a. Granting of Service Credits to Teachers

The services rendered by teachers who are members of the SBFP Core Group beyond the required eight hours of service or during weekends and holidays are eligible for service credits in accordance with the provisions of DepEd Order No. 53, s.2003, "Updated Guidelines on Grant of Vacation Service Credits to Teachers". The School Heads are responsible for requesting such incentives for approval by the SDS.

b. Search for Outstanding School Implementer of SBFP

A best school implementer of SBFP may be identified from each region/division and the Most Outstanding SBFP Implementer may be awarded by the DepEd CO from among the eighteen (18) regional winners. Funds for this purpose shall be charged against SHD, BLSS fund allocation.

The selection of winners may be based on the following criteria:

- i. percentage of beneficiaries rehabilitated to normal nutritional status;
- ii. compliance with guidelines;

- iii. prompt submission of liquidation reports;
- iv. establishment of vegetable garden;
- v. good practices developed and lessons learned;
- vi. involvement/support of parents and community;
- vii. advocacy and social/resource mobilization activities

9. Complementary Activities

a. Deworming

- i. It is highly encouraged that beneficiaries undergo deworming prior to feeding in order for them to get the full benefit of the food nutrients. However, in cases where deworming did not happen prior to feeding, the beneficiaries may still undergo deworming anytime within the first three months of the feeding program.
- ii. Beneficiaries, with their parents' consent, could avail of the mass deworming activity conducted in schools. Teachers may administer the deworming tablets provided that a health personnel (from the school or community) is in the school premises to take action on any adverse event following the deworming.
- iii. The Department of Health (DOH) through the DepEd regional office Education Support Services Division (ESSD) shall provide the deworming medicines and which will be distributed as well to the SDOs and to schools.

b. Good Grooming and Personal Hygiene

Beneficiaries shall be required to practice good grooming and observe proper hygiene such as wearing of clean clothes, proper hand washing before and after eating, tooth brushing, and keeping nails short and clean. The feeding teachers shall do a quick inspection before feeding starts.

c. Integration of the Essential Health Care Program (EHCP)

- i. The EHCP is a school-based health program of the DepEd in partnership with the LGUs.
- ii. The package consists of daily handwashing with soap, toothbrushing with fluoride toothpaste and bi-annual deworming of children.
- iii. Each child gets one toothbrush and has access to toothpaste, soap and deworming tablets. The amount needed for these materials is only Php25 per child for the entire school year.
- iv. Funds for this purpose may come from partners or may charged to the school's MOOE.

d. Gulayan sa Paaralan Program (GPP)

- i. Schools are enjoined to have a fully functional vegetable garden for the whole school year to supplement the school feeding.
- ii. In compliance with DepEd Memo No. 234, s.2008, Planting of *Malunggay* Trees in Schools, all schools should plant at least 50 *malunggay* trees within the school premises. An area in the school shall be allotted for production of nutrient-rich fruits and vegetables like legumes, root crops, leafy green and yellow fruits and vegetables. In urban areas, schools may adopt an urban gardening technology.
- iii. The schools may source initial planting materials from the local agriculture office.
- iv. The schools may coordinate with the barangay council to designate an area in the community where the parents of the beneficiaries could establish a communal vegetable garden as primary source of vegetables for the supplementary feeding. Initial planting materials may be provided to the households by the local agriculture office or the barangay council upon request.
- v. Retention of good seeds and planting materials shall be encouraged as a regular source of replanting materials for sustainability.
- vi. Replanting of at least 20 *malunggay* trees every July is encouraged to sustain the feeding program.
- vii. It is emphasized that ingredients for the provision of food commodities shall be sourced locally. All public schools are encouraged to procure these ingredients from any of the following local sources:
 - The school's vegetable garden established under the GPP
 - Home and communal gardens by families of SBFP beneficiaries
 - Local farmers, especially those classified by DSWD under the poverty line

e. Waste Segregation and Composting

- i. Practice waste segregation and ensure the provision of containers for biodegradable, non-biodegradable, and recyclable materials.
- ii. Practice waste management, use of 5Rs (reduce, reuse, recycle, repair, and rethink), and composting to minimize garbage.
- iii. Avoid using styrofoam and plastic containers.

f. Productivity, Life, and Values Development Training

The schools may coordinate with partner stakeholders for the conduct of trainings for parents in order to sustain family food security, increase school retention and improve the nutritional status of children in the long term.

- i. Values formation
- ii. Climate-smart, training/gardening

(Enclosure to DepEd Order No. 51, s. 2016)

- Bio-Intensive Gardening (BIG)
 - Food Always In The Home (FAITH) approach
 - *Gulayan sa Paaralan* Program
 - Fish culture using cement tank/drum
 - Urban gardening
 - Livelihood/income generating projects
- iii. Health and Nutrition education
- Health & Nutrition education in schools aims to create positive attitudes, skills and promote life-long lifestyle behaviors. Thus, nutrition concepts consistent with the Nutritional Guidelines for Filipinos should be integrated in class discussions.
 - Information education and communication materials provided by the National Nutrition Council (NNC), i.e. posters on the Daily Nutritional Guide for Children 7-12 years, vegetables, eggs; *Pagkaing Sapat at Abot Kaya* exhibit materials; billboard of *Gabay sa Wastong Nutrisyon*, vegetable and egg; and *Pabasa sa Nutrisyon* kit may be used.

D. Procedure for Fund Availment/Release

1. Allotment intended for the SBFP is released to the DepEd ROs as stated in the National Budget Circular (NBC) number 561 on the Release of 2016 Funds.
2. However, it has been noted that there are still unutilized SBFP funds from SY 2015-2016. These need to be taken into consideration prior to the release of SY 2016-2017 funds.
3. Schools implementing the SBFP in SY 2015-2016 were classified under three categories based on the status of implementation as of the beginning of SY 2016-2017 (refer to Table 3). Release of SBFP funds for SY 2016-2017 will be made only after schools have met the conditions listed, which include completion of feeding days and submission of liquidation reports.

Table 3 Fund Releases Based on Categories

Category	Status as of beginning of SY 2016-2017	Description	Conditional Release
1	Have not yet completed the 40 days feeding from first tranche or have not yet completed the 80 days feeding from second tranche release of funds	Schools that have not yet completed 120 feeding days using the SY 2015-2016 SBFP funds	The SY 2016-2017 SBFP funds will not be released to the divisions with schools who have not fully utilized the SY 2015-2016 funds. The Divisions should ensure that all schools will implement the program using the available 2015 funds first and liquidate

			the same prior to receiving the releases from 2016 allocation.
2	No liquidation reports	Schools have completed 120 feeding days but have not submitted liquidation reports for SY 2015-2016 SBFP funds	Divisions should ensure that all SBFP schools have fully liquidated SBFP 2015 funds prior to the release of SY 2016-2017 funds.
3	Completed	Schools that have completed the implementation of 120 feeding days and have submitted liquidation reports	All schools that have completed 120 feeding days and have submitted liquidation reports shall be given the allocations for the SY 2016-2017

4. The DepEd RO shall issue Sub-ARO to the SDOs for the procurement of feeding commodities and operational expenses once SY 2015-2016 funds have been fully utilized or accounted for. The basis for the release of SY 2016-2017 funds is the NS Baseline Report for SY 2016-2017. Schools shall submit to the SDO the actual NS Baseline Report for SY 2016-2017 not later than the third week of July 2016.

SDOs shall be guided by the following in coming up with the SY 2016-2017 SBFP allocations by schools:

- If the actual total number of SW and W children in a school based on SY 2016-2017 is more than the allocated target number of beneficiaries, the school shall cover all SW and prioritize the W Kinder to Grade 3 and extend to succeeding grade levels until the budget allocation is reached.
 - If the actual total number of SW and W children in the school based on the current school year is less than the allocated target number of beneficiaries, feeding days may be extended beyond 120 days
5. Upon receipt of Sub-ARO, SDOs shall submit a request for their corresponding Notice of Cash Allocation (NCAs), attaching a copy of Sub-ARO and listings of recipient schools, to their respective Regional DBM Office within five (5) days. The DepEd RO may facilitate the request of all SDOs for faster release of NCAs.
 6. Upon receipt of the Work and Financial Plan (WFP), and the Project Procurement Management Plan (PPMP) from the schools, the SDOs shall release the cash advances to the School Heads. The SDO may release the funds in two or three tranches or through regular monthly releases as preferred by or agreed with the school recipients. Succeeding allocations shall be released to recipient schools upon submission of liquidation reports pertaining to the previous releases.

(Enclosure to DepEd Order No. 51, s. 2016)

7. The manual on the Simplified Accounting Guidelines and Procedures for the use of Non-Implementing Units/Schools shall be adopted to account the receipts, utilization and liquidation of funds of non-implementing units.
8. SDO Accountants shall ensure that the School Head or accountable officer has duly applied for bonding with the Bureau of Treasury, Fidelity Bond Division. Additional bond shall be sourced from the School MOOE.
9. Allocation from canteen proceeds and other related income generating projects may also be utilized for this purpose.
10. The School Head is primarily responsible in the liquidation of the funds released to them by the SDS.
11. The SDO Accounting Division shall ensure the timely submission of liquidation reports by the School Heads.
12. All Regional SBFP Focal Persons shall submit a status of implementation report, including utilization of funds, by the end of SY 2016-2017 on or before May 2, 2017 at the DepEd Central Office – BLSS.

E. Roles and Responsibilities

1. The SBFP TWG shall be organized at the national, regional, and division levels. The TWG shall review and recommend program policies, coordinate and monitor program implementation, and provide guidance and support to school implementers
2. The Regional and Division TWGs shall be composed of, but not limited to, the DepEd focal person and his/her alternate, Adopt-a-School coordinator, accountant, and procurement personnel.
3. The roles and responsibilities are as follows:
 - a. DepEd CO:
 - i. The BLSS-SHD shall be the focal unit for SBFP supervised by the Undersecretary for Governance and Operations;
 - ii. Propose budget allocation for SBFP;
 - iii. Conduct the program implementation orientation to DepEd Regional/Division focal persons and School Heads;
 - iv. Monitor and provide technical assistance to DepEd ROs in the implementation of the SBFP;
 - v. Develop policies and issue memoranda/orders related to SBFP and other complementary programs for effective program implementation; and
 - vi. Prepare the SBFP Terminal Report for SY 2016-2017

(Enclosure to DepEd Order No. 51, s. 2016)

b. DepEd ROs:

- i. Orient the Division Focal Persons, Accountants, and COA Auditors on the program and its implementing guidelines;
- ii. Submit to DepEd SHD-BLSS the list of recipient schools which will implement the program together with the lists of target beneficiaries, project proposal, and master list of beneficiaries;
- iii. Designate permanent project focal persons to ensure that implementation of the SBFP is administered properly;
- iv. Oversee the implementation of the program and ensure timely release and liquidation of funds by the SDOs;
- v. Ensure proper coordination and active engagement with LGUs, NGOs/CSOs, and other groups undertaking the school feeding program;
- vi. Monitor and provide technical assistance to SDOs in the implementation of the SBFP; and
- vii. Submit a program terminal report to DepEd BLSS-SHD.

c. DepEd SDOs:

- i. 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 SBFP;
- ii. Orient the District Supervisors, School Heads, feeding coordinators, and Monitoring and Evaluation Personnel in the School Governance and Operation Division (SGOD) on the program and its implementing guidelines;
- iii. Submit to DepEd RO the list of recipient schools that will implement the program together with the lists of target beneficiaries;
- iv. Oversee the implementation of the program and facilitate the prompt liquidation of funds by the schools;
- v. Designate permanent project focal persons to ensure that implementation of the SBFP is administered properly;
- vi. Ensure the timely release of funds to the schools;
- vii. Ensure proper coordination and active engagement with LGUs, NGOs/CSOs, and other groups undertaking the feeding program;
- viii. Monitor the compliance of the schools to the guidelines, procurement process, health and nutritional assessment and other complementary activities; and
- ix. Consolidate and submit to DepEd RO the terminal reports from the schools

d. DepEd Schools:

- i. The School Head shall organize the SBFP Core Group who shall perform the functions enumerated under Section V.C.2 of these guidelines;
- ii. Submit to SDO the lists of target beneficiaries;
- iii. The School Head shall oversee the daily implementation of the feeding program including procurement, actual feeding, health and nutritional assessment, disbursement and liquidation of funds, and complementary activities;
- iv. Submit on time the necessary documentation and liquidation reports to the SDO;

e. Ensure proper coordination and active engagement with LGUs, NGOs, CSOs, and other groups undertaking the feeding program; and

- f. Submit to the SDO a consolidated terminal report after the completion of the program.

F. Partnership-Building and Creation of Local Alliance

1. Value of Partnership-Building

By working cooperatively with partners, the SBFP can result in greater impact, scale, reform and sustainability. The LGUs, NGOs, and other private sector groups can be tapped in the implementation of the SBFP in order to reach out to more pupils.

Partnerships provide better opportunities to harness the strengths and competencies of each partner. They can also help in finding better ways of doing things to achieve a more efficient program implementation, since each partner can bring value to the partnership.

2. Partnership Arrangement

The DepEd will work with partner-stakeholders in the provincial, city, and/or the municipality levels and will create a local alliance for the SBFP implementation. For SY 2016-2017, partnership will shift from primary school-based “feeding” to focus on complementary support to SBFP i.e. milk, nutritious beverages or micronutrient supplements on rice and viand allocations on SBFP or with technical assistance to improve the effectiveness of the SBFP implementation..

a. Identification of Potential Partners for SBFP

- i. The SDOs through the Adopt-A-School Program (ASP) Coordinator shall make an initial list of current and potential SBFP partners which may include the LGUs, NGOs/CSOs, professional organizations, faith-based organizations, local private sector groups, migrant organizations, cooperatives or people’s organizations that are committed to support the feeding program.

Table 4 Suggested menu of services/support that partners may provide:

Services/support	Quantity	Estimated cost
1. Weighing scale (detecto or beam balance)	1 per school	Detecto – Php18,000 Beam balance- Php6,000
2. Feeding paraphernalia/cooking utensils	Plates, cups, glasses, spoon and fork (1 set per beneficiary)	Php5,000 for a school with 100 beneficiaries
3. Allowance for kitchen help	1 helper for 100 pupil beneficiaries	Php200.00 - 300.00 per helper (or may be based on the

(Enclosure to DepEd Order No. 51, s. 2016)

		prevailing rate in the area)
4. Manpower (volunteers)	Depends on the number of beneficiaries	
5. Inputs for gulayan sa paaralan	Seeds, seedlings, seed trays, organic fertilizers, garden tools, garden infrastructure etc.	Php60,000 for the establishment of school garden
6. Refurbishment of feeding centers		
7. Assistance in the logistical requirements for the distribution of food to the beneficiaries		

- ii. Partners (such as LGUs) who have committed to provide hotmeals to severely wasted and wasted learners are advised to proceed with their feeding in their identified schools after the DepEd has completed the 120 feeding days. This is in consonance with our guidelines that "no two feeding program shall be implemented in one school". This will also ensure continuous feeding program for children until the end of the school year and will address the issue of regression to SW and W of children that were rehabilitated after the 120 days feeding (PIDS SBFP Impact Evaluation, 2014).
 - iii. SDOs shall formalize the partnership through a Memorandum of Agreement (MOA) containing the terms of the partnership. It is important that each partner is aware of their roles and responsibilities.
 - iv. Private sector partners may avail of the tax incentives on the expenses incurred in the project by fulfilling the requirements of the ASP in accordance with Republic Act No. 8525. The ASP Secretariat shall review and process the application and endorse it to the concerned revenue district office of the Bureau of Internal Revenue (BIR) for approval.
- b. Convening the Planning Meeting
- i. Once the list of potential partners is ready, the SDO shall form a local alliance by conducting partnership conferences to orient the current and potential partners about SBFP and the need to build partnerships.
 - ii. In areas where the LGUs agree to partner for the SBFP, the SDOs shall take the lead in coordinating, convening, and managing the partnerships.
 - iii. Suggested activities/topics in the planning meeting:
 - commitment setting among all partners with concrete modes of support (manpower, financial donations, etc.);
 - assigning schools which will be covered by each partner;

(Enclosure to DepEd Order No. 51, s. 2016)

- oversight of process and output generation;
- reporting mechanism for gathering data; and
- performance indicators and key result areas to make the oversight function more effective and efficient.

c. Special Cases

If there are partners who are interested to do school feeding but cannot meet the minimum number of feeding days (100 days) as stipulated in DepEd Order No. 54, s.2013, the SDO shall pool the resources from other partners to complete the standard number of feeding days.

d. Partnership-Building Guide

The Jollibee Group Foundation and its partners, in coordination with the DepEd Office for Partnerships and External Linkages, developed a partnership-building manual. This can be used by the SDOs as reference. A PDF copy of this manual will be made available to the SDOs via e-mail.

3. Coordination Mechanism

With the involvement of various partners in the SBFP, a mechanism for coordination must be established to ensure that agreements during the planning meeting will be carried out effectively and efficiently.

a. Coordination Meeting

The SBFP local alliance shall regularly meet within the school year to keep track of the progress and identify challenges and corresponding solutions in the SBFP implementation. It is recommended that the coordination meetings of the local alliance be held (a) before the start of the program in July 2016 (aside from the partnership workshop); (b) mid of the program (October 2016), and (c) end of the program (January 2017).

The coordination meeting agenda shall cover but is not limited to the following topics:

- i. program monitoring including trouble-shooting;
- ii. mid-program and end of the program evaluation results of SBFP; and
- iii. updates on data needed from each partner involved.

b. Roles and Responsibilities in the Coordination Process

Roles in the coordination process of the SBFP local alliance shall be made clear and have been agreed upon by each of the local alliance member. The decision-making shall be made in consultation with all of the members.

(Enclosure to DepEd Order No. 51, s. 2016)

- i. Convener - the essential characteristic of the convener is credibility or authority to bring together current and potential partners to the local alliance. In areas where the LGU agreed to be a partner of the DepEd in the SBFP, the convener can be the LGU but in close coordination with the SDO. However, in areas where the LGU is not available, the SDO should act as the convener.
- ii. Facilitator - the SDO is recommended to facilitate the coordination process and ensure that it is moving forward and that all partners are invested in the process. The facilitator's role may not be limited to the DepEd but may also be performed by the LGU or the NGO/private sector group of the local alliance. Regardless of who plays the role, the person to be assigned must have the facilitation skills which will lead to the achievement of the goals set by the local alliance.
- iii. Stakeholder/Partner representative - all of the members of the local alliance are encouraged to actively participate, invest in the process, own and commit to the program to achieve its success.

c. Resolving Partnership Issues/Conflicts

The SDO shall formalize the partnership with the LGUs, NGOs, private sector and/or other groups through a MOA containing the outline of basic roles and responsibilities of each party. A mechanism for resolving partnership issues must be included in the MOA.

d. Planning for Sustainability

- i. The SDO shall develop regular monitoring and reporting mechanisms with the LGU and/or other partners who are members of the local alliance. Buy-in of LGU and stakeholders increases when they see that improvements and results happen within increments of time.
- ii. An important part of sustaining the LGU's support for the program is to include the program in the Annual Investment Plan or the Annual Budget of the LGU. It is recommended that the SDOs advocate among their counterpart LGUs (provinces, cities) as well as municipalities and barangays to pass local resolutions which reflect the support of the LGU through the allocation of manpower (e.g. BHWS and BNS to help in school feeding), technical, and financial resources for the sustained implementation of the program.
- iii. The SDO shall ensure that in the discussions, the provincial or city planning officers, treasurer, accountant, COA representative, barangay chairpersons, legislative heads of the committees for youth, health, and education are included. They can serve as local champions to include the project in the main plans and budget of the LGU.

VI. Program Monitoring and Evaluation

A. Monitoring Activities

Progress Monitoring shall be conducted to assess the efficiency of implementation of the program. During monitoring activities, all monitors are expected to correct practices that are not in accordance with the guidelines and provide recommendations to problems/issues at hand which are within their function. Problems/issues needing resolution from higher authorities must be referred immediately for prompt action. Results of monitoring shall be integrated in the Terminal Report.

1. School Level - The School Head is expected to monitor daily the feeding activities and program implementation. School Heads and feeding coordinators shall also monitor the learners under the *Pantawid Pamilya Pilipino* Program (4Ps) of DSWD that are included in the feeding program to make sure that these children are able to attend the feeding activity.
 - a. NS shall be taken at the start of the feeding, after every three (3) months and at the end of the program to determine the improvement of the beneficiaries.
 - b. Daily attendance of pupils and conduct of feeding shall be accomplished by the SBFP Core Group using SBFP Form 4.
2. SDO Level - The SDO TWG is expected to monitor monthly the compliance of the schools to the guidelines, procurement process, health and nutritional assessment, start of feeding, and the conduct of complementary activities such as deworming, food production, waste segregation and composting, integration of EHCP, good grooming and personal hygiene, and productivity, life, and values development training.
3. Regional Level - The regional TWG is expected to monitor quarterly the activities of the SDOs such as the activities with partners, request for funds, submission of required documents from the schools, timely release of funds to the School Heads, start of feeding, progress of implementation, and liquidation of funds.
4. National Level – The national TWG is expected to monitor at least once the activities of the ROs such as technical assistance to SDOs, orientation of SDOs, ensuring that the program is implemented on time and according to standards.

B. Submission of Reports

1. Report on SBFP Coverage and Start of Feeding

All schools shall submit to DepEd BLSS-SHD, through the SDOs and ROs, the number of beneficiaries for SY 2016-2017 and the start of feeding using SBFP

(Enclosure to DepEd Order No. 51, s. 2016)

Form 3. The ROs and SDO shall consolidate and submit the report to BLSS-SHD before October 2016. This shall be for both SBFP-DepEd- and SBFP-Partner-funded beneficiaries.

2. Terminal Report

- a. All School Heads shall submit a terminal report to include the following: program accomplishments; list of names of beneficiaries; findings of the monitoring activities; issues encountered and actions taken; procurement process; good practices or lessons learned; personnel involved, pictorials before, during, and after the feeding activities, and goods procured.
- b. All terminal reports shall be submitted to the DepEd SDO through the District Office, then to the DepEd RO, then the DepEd ROs to DepEd BLSS-SHD.
- c. The DepEd ROs and SDOs are expected to consolidate all reports before submission to DepEd BLSS-SHD.
- d. These procedures apply to schools both SBFP-DepEd- and SBFP-Partner-funded. The names of the partners shall also be included in the report.

C. Program Evaluation

An evaluation shall be conducted during the last quarter of the year. Guidelines shall be issued subsequently to this effect.

VII. Penalty Clause

The SDO and School Head/Personnel who violate any provision of this Order shall be dealt with administratively, pursuant to DepEd Order No. 49, s. 2006, The Revised Rules of Procedure of the Department of Education on Administrative Cases.

VIII. References

"Child Growth Standards," World Health Organization (WHO), accessed July 11, 2015, <http://www.who.int/nutrition/publications/childgrowthstandards-technical-report-1/en/>

"Hunger," World Food Programme (WFP), accessed July 11, 2015, <http://www.wfp.org/hunger/glossary>

"Improving Child Nutrition," United Nations Children Education Fund (UNICEF), accessed July 11, 2015. http://www.unicef.org/publication/files/Nutrition_Report

"What Matters Most for School Health and School Feeding: A Framework Paper," Systems Approach for Better Education Results (SABER) Working Paper Series No. 3 pp 26-27. <http://documents.worldbank.org/curated/en/2012/06/1806974/matters-school-health-school-feeding-framework-paper>

SBFP Form 3

Department of Education
Region _____

SCHOOL-BASED FEEDING PROGRAM (SBFP) SUMMARY OF BENEFICIARIES & START OF FEEDING

Division/Province: _____
City/ Municipality/Barangay : _____
Name of School / School District : _____
School ID Number: _____
Date of Start of Feeding: _____

Number of Undernourished School Children by Grade Level	Nutritional Status at Start of Feeding					Remarks
	No. of Severely Wasted	No. of Wasted	Total Beneficiaries	No. of 4 Ps Beneficiaries	No. of Pupils who are beneficiaries in previous years	
1. Kinder						
2. Grade I						
3. Grade II						
4. Grade III						
5. Grade IV						
6. Grade V						
7. Grade VI						
Total						

Prepared by: _____

SBFP DepEd Focal _____

Note: This form shall be prepared by the school, to be compiled by the DO, and for final compilation by the RO, for submission to DepEd BLSS-SHD

SCHOOL-BASED FEEDING PROGRAM (SBFP)
SY _____

PROGRAM TERMINAL REPORT (PTR)

Region: _____
 Division: _____
 District: _____
 School: _____
 School Enrolment: _____

A. Program Accomplishment

Status of Implementation:

Completed _____ (indicate number of days completed)

Discontinued _____

For continuation _____

Grade Level	Number of Beneficiaries		No. of Beneficiaries Dewormed		No. of Beneficiaries who are also 4Ps Beneficiaries		No. of Pupils who are Previous Beneficiaries of SBFP	
	Target	Actual	No.	%	No.	%	No.	%
Kinder								
Grades 1-6								
TOTAL:								

Financial Status			
Amount Allocated	Amount Received fr DO	Amount Disbursed	Amount Liquidated

B. Nutritional Status

Nutritional Status	Before Feeding	After Feeding				
		SW/SU	W/U	N	Ow	O
Severely Wasted/Underweight (SW/SU)						
Wasted/Underweight (W/U)						
Normal (N)						
Overweight (OW)						
Obese (O)						
Total:						

School-Based Feeding Program
QUESTIONNAIRE FOR THE PROGRESS MONITORING AND EVALUATION
(Central Office)
SY _____

Region: _____

Date: _____

I. INTERVIEW/FOCUS GROUP DISCUSSION WITH SBFP FOCAL PERSONS

1. What are the preparatory activities done by the Regional Office with regards to the implementation of SBFP for SY _____?

2. Of the activities mentioned, in what part were you involved and to what extent? If you were not involved, in what part do you think you should have been involved?

3. Was there a Technical Working Group formed in the RO? Who created it? Who are the persons involved? What is the role of each member of the TWG? Was the expected role accomplished by the TWG members? If not, cite the reasons and instances.

4. Is/Are there SBFP Focal Person/s designated by the Regional Director? Who is/are the Focal Persons? What are the roles of the SBFP Focal Person/s?

5. As SBFP Focal Person, do you have the support of the Regional Office?

6. When was the Funds for capability-building released to DepED RO?

- Date Received _____
- Amount Received _____

7. Were you involved in the division-level orientation for school implementers?

- Date of orientation conducted _____
- No. of schools oriented? _____
- Number of schols with no orientation? _____

8. Have you monitored the implementation of SBFP in SDOs & schools?

If yes, what are the major findings?

If no, cite the reasons for not monitoring

9. What are the strengths and weaknesses of the program?

10. What are the opportunities and threats?

11. What are the best practices of the region in SBFP implementation?

12. What are the issues and concerns you have encountered? How did the RO resolve it?

13. Do you think you will have a successful implementation of SBFP this year? Why?

14. What are your suggestions for program improvement?

II. DOCUMENTARY ANALYSIS – Regional Level

DOCUMENT	AVAILABILITY (v if Available, X if not available)	REMARKS
1. Regional Action Plan		
2. Regional Allocation per Division		
3. Submission of SBFP Form 1		
4. Submission of SBFP Form 2		
5. Submission of SBFP Form 3		
6. Submission of SBFP Terminal Report for previous year		

Identify the Divisions that have poor compliance in the submission of required reports.

School-Based Feeding Program
QUESTIONNAIRE FOR THE PROGRESS MONITORING AND EVALUATION
(Regional Level)
SY _____

Division: _____

Date: _____

I. INTERVIEW/FOCUS GROUP DISCUSSION WITH SBFP FOCAL PERSONS

1. What are the preparatory activities done by the Division Office with regards to the implementation of SBFP for SY _____?

2. Of the activities mentioned, in what part were you involved and to what extent? If you were not involved, in what part do you think you should have been involved?

3. Was there a Technical Working Group formed in the SDO? Who created it? Who are the persons involved? What is the role of each member of the TWG? Was the expected role accomplished by the TWG members? If not, cite the reasons and instances.

4. Is/Are there SBFP Focal Person/s designated by the SDS? Who is/are the Focal Persons? What are the roles of the SBFP Focal Person/s?

5. As SBFP Focal Person, do you have the support of the SDO?

6. Is there proper coordination & communication with RO and SDO? Were there issues encountered with the coordination with RO? Was it resolved? How?

7. When was the Funds for SBFP from CO released to SDO?

- Date Received _____
- Amount Received _____

8. Did you conduct orientation for school implementers?

- Date of orientation conducted _____
- No. of schools oriented? _____
- Number of schols with no orientation? _____

9. Have you monitored the implementation of SBFP in SDOs & schools?

If yes, what are the major findings?

If no, cite the reasons for not monitoring

10. What are the strengths and weaknesses of the program?

11. What are the opportunities and threats?

12. What are the best practices of the region in SBFP implementation?

13. What are the issues and concerns you have encountered? How did the SDO resolve it?

15. Do you think you will have a successful implementation of SBFP this year? Why?

16. What are your suggestions for program improvement?

17. Have you created Municipal /City level local alliance?

- No. of preparatory meeting conducted _____
- Actual meeting conducted with partners _____

18. Who are the active partners / stakeholders in the division?

19. How much funds were released from SDO to Schools?

- Total Amount released to Schools _____
- Number of tranches _____

20. Was there orientation conducted to schools? Who are the participants? Who funded the activity?

- With orientation _____
- No orientation _____

21. How many active partners / stakeholders in schools?

- NGO _____
- GO _____
- LGU _____
- Foundation _____
- Others (please specify) _____

22. Do you have complete program management data?

- Date started _____
- No. of feeding days as of visit _____
- Expected no. of days of completion _____
- Procurement method followed _____
- Nutrition Education in schools _____
- Weighing scale used in schools _____
- Parent involvement _____

23. Any complementary activities conducted?

- No. of beneficiaries dewormed _____
- With functional School garden _____
- Personal hygiene & good grooming _____
- Waste congregation and composting _____
- Adherence to food safety _____

Number of Beneficiaries			Budget Allocation
SW	W	Total	

How many SWs were not covered by the program? _____

How many Ws were not covered? _____

Nutritional Status SY _____

Total Enrolment:	Number	%
SW		
W		
N		
OW		
O		
TOTAL:		

II. DOCUMENTARY ANALYSIS – Division Level

DOCUMENT	AVAILABILITY (√ if Available, X if not available)	REMARKS
1. Division Action Plan		
2. Division Work & Financial Plan		
3. School Work & Financial Plan		(specify if all recipient schools have submitted)
4. Cycle Menu from schools		(specify if all recipient schools have submitted)
5. Project Procurement Management Plan		(specify if all recipient schools have submitted)
6. Transfer of funds from RO to SDO		(specify the date)
7. Regional Allocation per School		
8. Transfer of funds from SDO to schools		(specify the date)
9. Liquidation Reports from Schools		
10. List of beneficiaries		
11. Submission of SBFP Form 1		
12. Submission of SBFP Form 2		
13. Submission of SBFP Form 3		
14. Submission of SBFP Terminal Report for previous year		

Identify the schools that have poor compliance in the submission of required reports (if any).

School-Based Feeding Program
QUESTIONNAIRE FOR THE PROGRESS MONITORING AND EVALUATION
 (Division Level)
 SY _____

School: _____

Date: _____

1. Preparation of Data for the Program

- List of beneficiaries
- Nutritional Assessment

	Baseline	Midline	Endline
SW	_____	_____	_____
W	_____	_____	_____
N	_____	_____	_____
OW	_____	_____	_____
O	_____	_____	_____
TOTAL	_____	_____	_____

- School Work and Financial Plan _____
- Cycle Menu _____
- Project Procurement Management Plan _____

2. Release of funds from SDO to School

- Amount released in School
 - ❖ 1st tranche _____
 - ❖ 2nd tranche _____
- Date Received _____
- No funds Allocated _____

3. Orientation of SBFP

- with orientation _____
- no orientation _____

4. Partnership with various stakeholders in the School

- NGO _____
- GO _____
- LGU _____
- Foundation _____

5. Program Management

- Date Started _____
- Expected no. of days of completion _____
- Procurement method followed _____
- Nutrition Education during feeding _____
- Weighing scale used in school _____

- Compliance to cycle menu _____
- Attendance of the beneficiaries _____
- Parents Involvement _____

6. Development of Health and Nutrition Values

- Proper handwashing _____
- Prayer before and after meal _____
- Good grooming and personal hygiene _____

7. Complementary Activities

- No. of beneficiaries dewormed _____
- With functional School Garden _____
- Waste segregation and composting _____
- Adherence to food safety _____

8. Submission of SBFP forms

- with report _____
- without report _____

9. Submission of Liquidation Report

- with liquidation _____
- without liquidation _____

10. Issues and concerns

Submitted by :
