



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DE ORO



**Office of the Schools Division
Superintendent**

September 22, 2023

DIVISION MEMORANDUM
SGOD-2023- 804

TO: Public Schools District Supervisors
District Coordinating Principals
Concerned School Heads

COMPLEMENTARY PROGRAMS OF SBFP EVALUATION

1. In line with the Division Memorandum No. 712, S. 2023, "2023 Regional School-Based Feeding Program (SBFP) and Its Complementary Program Evaluation, please be informed that the SGOD – Health and Nutrition Section will conduct Division Gulayan sa Paaralan Program and School Canteen validation to selected schools on selected dates between October 3 to October 20, 2023.
2. Attached are the names of the validation team and the schedule.
3. Travelling, incidental and other expenses shall be charged against local funds subject to the usual accounting and auditing rules and regulations.
4. Immediate dissemination of this memorandum to all concerned is required.

CRISTY C. EPE
Schools Division Superintendent





Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DE ORO

**Office of the Schools Division
Superintendent**

VALIDATION TEAM GPP

Noemi P. Canales - EPS TLE
Gringo John F. Pelaez, RMT, MD - Medical Officer III
Karen Joie S. Catabona, RN - GPP Focal Person
Ronald Allan J. Higgins, RN - School Canteen Focal Person
Donna Kenneth M. Nistal, RN - ISNM Focal Person

DATE	DISTRICT	SCHOOL (GPP)	SCHOOL (CANTEEN)
October 3, 2023	Maragusan East	Mapawa NHS	New Albay NHS
	Maragusan West	Maragusan CES	Maragusan CES
	Maragusan East	New Albay ES	
October 4, 2023	Nabunturan East	Pangutosan ES	Mainit NHS
	Compostela West	Siocon ES	Gabi CES
	Compostela East	Compostela CES	Compostela CES
October 10, 2023	Nabunturan West	New Sibonga ES	
	Monkayo East	Muñoz ES	
	Monkayo West	Monkayo NHS	Monkayo NHS
	Montevista		Montevista CES
October 18, 2023	Pantukan South	P. Fuentes ES	Tagugpo ES
	Pantukan North	Kingking CES	Pantukan ES
	Mabini	Pindasan NHS	Pindasan NHS
October 19, 2023	Laak North	Belmonte IS	Melale NHS
	Laak South	Kapatagan ES	Laak NHS
October 20, 2023	Maco South	New Leyte NHS	
	Maco North	Panibasan ES	Elizalde NHS
	Mawab	Nuevo Iloco ES	LSSSNHS



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Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DE ORO



Office of the Schools Division
Superintendent


August 18, 2023

DIVISION MEMORANDUM
No. 712, s. 2023

**2023 REGIONAL SCHOOL-BASED FEEDING PROGRAM (SBFP) AND ITS
COMPLEMENTARY PROGRAMS EVALUATION**

To: Assistant Schools Division Superintendent
Chiefs, Functional Division
All Section Heads
All Public Schools District Supervisors/District Heads
Public Elementary and Secondary School Heads
All other concerned

1. Attached is a Regional Memorandum ESSD-2023-326 from **ALLAN G. FARNAZO**, Regional Director IV, dated August 14, 2023 informing on the 2023 Regional School-Based feeding Program (SBFP) and its Complementary Programs Evaluation for S.Y. 2022-2023 on **November 13-29, 2023**.
2. The evaluation aims to comprehensively assess the effectiveness, efficiency and impact of the initiatives in improving the nutritional health status, health outcomes, and overall well-being of learners, while identifying the best practices and areas for refinement to inform evidence-based program development and replication.
4. Other details of this memorandum are contained in the enclosure.
5. Immediate dissemination of this Memorandum is desired.


CRISTY C. EPE
Schools Division Superintendent



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12/19/23



Republic of the Philippines
Department of Education
DAVAO REGION

Office of the Regional Director

REGIONAL MEMORANDUM
ESSD-2023-326

To: Schools Division Superintendents

Subject: 2023 REGIONAL SCHOOL-BASED FEEDING PROGRAM (SBFP)
AND ITS COMPLEMENTARY PROGRAMS EVALUATION

Date: August 14, 2023

The School-Based Feeding Program (SBFP) and its Complementary Programs are government initiatives aimed at addressing the issue of malnutrition and improving the overall health and well-being of schoolchildren. These programs involve providing nutritious meals to learners in schools, particularly in schools with high rate of undernutrition. They are regarded as excellent investments in education and their implementation demonstrates not only the improvement in nutritional status of undernourished learners, but also best practices and innovations in various schools and divisions, including collaboration and close coordination with stakeholders.

In this regard, this Office, through the Education Support Services Division, announces the conduct of **2023 Regional School-Based Feeding Program (SBFP) and its Complementary Programs Evaluation for S.Y. 2022-2023 on November 13-29, 2023.**

The evaluation aims to comprehensively assess the effectiveness, efficiency, and impact of the initiatives in improving the nutritional health status, health outcomes, and overall well-being of learners while identifying best practices and areas for refinement to inform evidence-based program development and replication. Specifically, it aims to:

1. identify Model School Implementers of SBFP and its Complementary Programs through screening, evaluating and validating the accomplishments of nominated schools from the different Schools Division Offices (SDOs);
2. motivate school heads to perform well and generate enthusiasm and interest of program implementers and stakeholders; and
3. provide actionable insights that can guide policy decisions, resource allocation, and program improvements to ensure the sustained success of the programs.



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Republic of the Philippines
Department of Education
 DAVAO REGION

Office of the Regional Director

The Regional Evaluation Committee is composed of the following:

ROLE	NAME	OFFICE	POSITION
Chairman	Dr. Warlito E. Hua	ESSD	Chief Education Supervisor
	Dr. Marra B. Medrano	ESSD	Dentist III
Members	Reissa T. Silda	ESSD	NI II
	Stephen Mark T. Castres	ESSD	Detailed Nurse II
	To be identified	PD	Accountant
	Maureen Ava B. Acuna	HRDD	EPS II
External Evaluators			National Nutrition Council RO XI
			Department of Health RO XI
			Department of Agriculture RO XI
			Department of Science and Technology

Annex A provides details on the guidelines of evaluation and Annex B for evaluation criteria for each program.

Hence, this Office enjoins SDOs to extend full support and schools to participate. Your involvement is crucial in ensuring the continued success of our programs and strengthening the sense of community engagement and support for education initiatives.

For further details, Reissa T. Silda, Regional Focal Person, may be contacted at (082) 224-0748.

Immediate and wide dissemination of this memorandum is desired.

DEPARTMENT OF EDUCATION - RO -
 RECORDS SECTION
RELEASED

ALLAN G. BARNAZO
 Director IV

By: *[Signature]*
 Date: *July 11, 2023*
22695

Enclosed: As stated.

cc: [unclear]



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CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR GPP

CRITERIA		Sub-points	Points
I EDUCATIONAL RELEVANCE (Integration with the Curriculum)			13
A Alignment with Learning Objectives	It is aligned with the learning objectives of different subjects. The implementer ensures that the underlying activities and related issues are directly linked to the curriculum, reinforcing and enhancing the knowledge and skills brought in subjects such as science, biology, environmental studies, mathematics, and health.	1	
B Cross-Disciplinary Connections	The program integrates connections and collaborations across different subjects. The implementer makes every opportunity to cross-pond, generating related concepts and skills into multiple subject areas, fostering a holistic and interconnected learning experience. For example, it covers the scientific principles behind plant growth in science class, soil pH measurements and related to the growth of plants, or using social studies and geography to explore aspects of health class.	1	
C Development of Critical Thinking and Problem-Solving Skills	It fosters the development of critical thinking, problem-solving, and decision-making skills among students. Through practical activities, students are encouraged to analyze and solve real-world problems related to plant growth, soil quality, pest management, and resource utilization. They learn to make judicious decisions and use innovative solutions.	2	
D Hands on Experiences	It provides students with hands-on experiences related to gardening and agriculture. Students get to see plants growing, planting, cultivating, and harvesting vegetables, allowing them to apply the theoretical concepts learned in the classroom to real-world situations. These hands-on experiences deepen their understanding and create meaningful connections with the curriculum.	2	
E Promotion of Environmental Awareness and Stewardship	The program promotes environmental awareness and encourages students to assume responsible stewardship of the environment. It educates students about sustainable agricultural practices, the importance of biodiversity, conservation of natural resources, and the impact of human activities on the environment. Students develop a sense of environmental responsibility and learn to make informed choices for a more sustainable future.	1	
F Practical Application of Concepts and Skills	It provides students with opportunities to practice applications of concepts and skills learned in the classroom. Students actively engage in planting, tending, and harvesting vegetables, allowing them to apply scientific principles, mathematical measurements, and critical thinking skills to real-life situations. This hands-on experience enhances their understanding and retention of classroom knowledge.	2	
G Nutrition and Health Education	The program emphasizes nutrition and health of various components, raising students' awareness about the importance of balanced diet and healthy eating habits. Students learn about the nutritional value of fruits and vegetables, the benefits of consuming fresh produce, and the impact of food choices on their overall well-being. This knowledge contributes to their personal development and helps them make healthier food choices.	1	
H Cultivation of Life Skills	GPP cultivates essential life skills among students. Through gardening activities, students develop skills such as teamwork, responsibility, patience, perseverance, and problem-solving. They learn to collaborate, communicate effectively, and take ownership of their tasks. These skills are transferable and benefit students beyond the garden, preparing them for future challenges and opportunities.	2	
I Assessment and Evaluation	The implementer implements effective assessment and evaluation strategies to measure students' learning outcomes related to the school's learning program. They use a variety of assessment methods, such as observations, student reflections, project presentations, and written assignments, to assess students' knowledge, skills, and attitudes developed through the program. This feedback helps inform future planning and improvements.	1	
II INVOLVEMENT OF COMMUNITY			10
A Collaborative Partnerships	The Model School Implementer (MSI) establishes collaborative partnerships with various stakeholders, such as parents, local business, government agencies, and government agencies. These partners seek their support and involvement in the school's various programs, ensuring the community's collaboration is essential to its success.	2	
B Parent and Guardian Involvement	MSI encourages active participation of parents and guardians in the program. They organize orientation sessions, workshops, and other events to engage parents and inform them about the benefits and objectives of the program. Parents are encouraged to contribute their knowledge, skills, and time to support the program's implementation.	1	
C Volunteer Engagement	MSI organizes activities and invites community volunteers to the school to participate in various activities. Volunteers can be from parents, professionals, business, or community members interested in gardening and nutrition. They contribute their expertise, time, and resources to help maintain and expand the school's vegetable garden.	1	
D Community Workshops and Trainings	MSI organizes workshops and trainings related to gardening, sustainable agriculture, nutrition, and food preservation for the local community. These activities provide valuable knowledge and skills to community members, empowering them to contribute to their own health and well-being.	1	

	E Sharing Resources and Expertise	MSI encourages the sharing of resources and expertise between the school and the community. This includes working with local farmers or agricultural experts to provide guidance and support in gardening techniques, organic pest control, and soil management. Community members, in turn, can share their traditional knowledge and practices related to agriculture and food crops.	1	
	F Community Outreach and Awareness	MSI actively promotes the Urban Sa Pamban program within the community, raising awareness about its objectives, benefits, and progress. This is done through outreach activities such as community meetings, local fairs, or agricultural expos to showcase the program's achievements and encourage further community participation.	1	
	G Integration of Local Culture and Practices	MSI recognizes and integrates local culture and practices into the Urban Sa Pamban program. This involves community members in identifying locally adapted crops, traditional agricultural techniques, or indigenous knowledge related to gardening and nutrition.	1	
	H Long-Term Sustainability Planning	MSI works with the community to develop long-term sustainability plans for the Urban Sa Pamban program. This involves community members in decision-making processes, ensuring that the program aligns with the community's needs and resources.	1	
	I Recognition and Celebrations	MSI recognizes and celebrates the contributions of community members to the Urban Sa Pamban program. This includes events, ceremonies, or awards to acknowledge the efforts of volunteers, parents, and community partners.	1	
III GARDEN QUALITY				
	A Well-Maintained Garden Infrastructure	An outstanding garden exhibits well-maintained infrastructure, including raised beds, trellises, fences, composting areas, irrigation systems, and signage. The garden should be organized, clean, and visually appealing, creating an inviting and productive environment for learning and gardening activities.	2	20
	B Soil Quality and Fertility	The garden's soil quality is crucial for plant growth and productivity. An outstanding garden implementation ensures that the soil is healthy and fertile. This involves proper soil preparation, regular testing, and using appropriate amendments to maintain optimal nutrient levels, soil structure, and drainage.	2	
	C Variety and Diversity of Plants (at least 3 samples for each crop: fruit, leafy, root vegetables, indigenous plants & indigenous herbal plants)	An outstanding garden implementation showcases a variety of plants, including different types of vegetables, herbs, fruits, and indigenous crops. The garden should prioritize diverse plant selections to promote biodiversity, enhance nutrition, and provide opportunities for learning about various plant species.	3	
	D Productivity and Harvest Yield (Quarterly)	The garden's productivity is a key indicator of its quality. An outstanding garden implementation demonstrates high productivity and regular harvest yields. The implementer applies proper planting techniques, timely maintenance, and effective pest and disease management strategies to maximize crop production.	3	
	E Organic and Sustainable Practices	An outstanding garden implementation prioritizes organic and sustainable gardening practices. This includes the use of natural fertilizers, composting, companion planting, natural pest control methods, and water conservation techniques. The garden should serve as a model for sustainable agriculture, promoting environmentally friendly practices.	3	
	F Integration of Permaculture Principles	An outstanding garden implementation incorporates permaculture principles, such as utilizing companion planting, designing for efficiency, and using local materials, and creating ecological balance.	2	
	G Maintenance and Seasonal Planning	The garden is well-maintained and cared for throughout the year. An outstanding implementation includes a seasonal maintenance plan, ensuring that the garden is vibrant and productive throughout all four seasons. The implementer maintains a gardening calendar, considering crop rotation, succession planting, and timing of activities to optimize garden productivity.	3	
	H Design and Creativity	MSI uses thoughtful design and creative elements incorporated into the garden space. This implementation emphasizes that a well-designed garden greatly serves practical purposes but also engages students, enhances the learning experience, and contributes to the overall appeal of the program.	2	
IV SUSTAINABILITY				
	A Resource Management	An outstanding implementation focuses on efficient resource management. This includes sustainable water usage, such as implementing rainwater harvesting techniques or efficient irrigation systems, and reducing water wastage. The implementer promotes the responsible use of other resources, such as composting organic waste, utilizing natural pest control methods, and minimizing the use of chemical inputs.	1	15
	B Organic and Chemical-Free Practices	An outstanding implementation prioritizes organic and chemical-free gardening practices. This involves using natural fertilizers, compost, and natural pest management techniques to minimize the use of synthetic chemicals that can harm the environment and human health. The garden serves as a model for sustainable and eco-friendly gardening methods.	1	

	C Biodiversity Conservation	1	
	The implementation actively promotes biodiversity conservation. This involves introducing native or beneficial plant varieties, providing habitats for beneficial insects and wildlife, and practicing crop rotation, planting techniques, and other strategies for diverse plant and animal species, contributing to the preservation of local ecosystems.		
	D Waste Reduction and Recycling	1	
	An outstanding implementation emphasizes waste reduction and recycling practices. The implementation encourages students and the community to reduce waste by composting organic materials, recycling paper, plastic, and utilizing recycled materials in garden infrastructure.		
	E Adoption of Seed Production Technology	1	
	MSL utilizes modern seed production techniques to optimize the quality, diversity, and sustainability of the garden. This includes selecting high-quality seeds, practicing proper storage and handling, and utilizing advanced techniques for seed saving and propagation.		
	F Community Involvement and Ownership	1	
	An outstanding implementation fosters community involvement and ownership of the garden or foodshare program. The implementation actively engages community members in planning, decision-making, and maintaining the garden.		
	G Education on Sustainable Practices	1	
	The implementation provides education on organic farming, pest management, water conservation, and environmental stewardship. The knowledge and skills acquired through the program are used to inform and improve sustainable practices in the community.		
	H Integration of Environmental Education	1	
	An outstanding implementation integrates environmental education into the curriculum or extracurricular programs. Students learn about environmental issues, such as climate change, biodiversity loss, and food security, and explore the interconnectedness between agriculture and the environment. This strategy includes understanding of the importance of sustainable practices for a resilient and equitable future.		
	I Long-Term Planning and Continuity	1	
	An outstanding implementation has a long-term vision and planning strategy for the garden or foodshare program. The implementation develops a sustainability plan that outlines strategies for the future management, maintenance, and expansion of the garden. This includes succession planning, training of new implementers, and ongoing evaluation.		
	J Monitoring and Evaluation	1	
	MSL regularly monitors and evaluates the sustainability of the garden or foodshare program. They assess the program's impact and impact, resource efficiency, community engagement, and student learning outcomes. Monitoring and evaluation data provide insights for continuous improvement and ensure the program's alignment with sustainable goals.		
	K Functionality for the past three years or more	5	
	MSL is functional, sustainable, and optimized for educational and nutrition outcomes for the past three years or more.		
V IMPACT ON NUTRITIONAL STATUS OF SCHOOL			18
A	Percent contribution to school feeding (Total Cost of Vegetable Donated to Feeding/ Total Budget for School Feeding x 100)	9	
	100% score = 9		
	98-99% score = 8		
	96-97% score = 7		
	94-95% score = 6		
	92-93% score = 5		
	90-91% score = 4		
	85-89% score = 3		
	80-84% score = 2		
	75-79% score = 1		
	Below 75% score = 0		
B	Percent Reduction in the number of severely wasted and wasted learners or in the number of improved NS	9	
	100% score = 9		
	98-99% score = 8		
	96-97% score = 7		
	94-95% score = 6		
	92-93% score = 5		
	90-91% score = 4		
	85-89% score = 3		
	80-84% score = 2		
	75-79% score = 1		
	Below 75% score = 0		

VI REPORTS/DOCUMENTS			
A	Completeness (0.5 pt each for Form 1 & 2; 2 pts for Form 3)		12
B	Accuracy (0.5 pt each for Form 1 & 2; 2 pts for Form 3)	3	
C	Promptness (0.5 pt each for Form 1 & 2; 2 pts for Form 3)	3	
D	Program Monitoring Tool	3	
	100% score = 3	3	
	95-99% score = 2		
	90-94% score = 1		
	Below 90% score = 0		
VII INNOVATIONS			12
A	Impact		2
	The innovation should have a significant positive impact on the GEP. It should address key challenges or opportunities and demonstrate the potential to improve the effectiveness, efficiency, or outcomes of the program. The impact can be measured in terms of student engagement, learning outcomes, environmental sustainability, community involvement, or other relevant objectives.		
B	Creativity and Novelty		2
	The best innovation should exhibit creativity and novelty in its approach. It should introduce new ideas, methods, or technologies that go beyond traditional practices and bring fresh perspectives to the GEP. The innovation should demonstrate originality and uniqueness in its application to the context of GEP.		
C	Scalability and Replicability		1
	The best innovation should have the potential to be implemented in various schools or district locations. It should require different resources, constraints, and requirements. It should be adaptable and transferable to various school settings and contexts.		
D	Sustainability		1
	The innovation should contribute to the long-term sustainability of the GEP. It should address the program's environmental, social, and economic dimensions and promote practices that are ecologically responsible, socially equitable, and economically viable. The innovation should support the program's continuity and resilience.		
E	Collaboration and Partnership		1
	The best innovation should foster collaboration and partnership among various stakeholders. It should encourage engagement and involvement of students, teachers, parents, local organizations, experts, or organizations. The innovation should promote shared vision, shared responsibility, and cooperative efforts to achieve its goals.		
F	Practicality and Feasibility		2
	The innovation should be practical and feasible for implementation within the context of GEP. It should take into account available resources, infrastructure, and expertise. The innovation should be implementable, showcasing the skills, knowledge, and expertise of those involved in the program.		
G	Evaluation and Evidence		1
	The best innovation should provide a clear framework for evaluation and evidence-based assessment. It should incorporate mechanisms for monitoring, measuring, and documenting its impact on the GEP. The innovation should demonstrate a commitment to ongoing learning and improvement through data-driven decision-making.		
H	Empowerment and Participation		1.5
	The innovation should empower and actively involve students, teachers, and communities in its implementation of GEP. It should promote ownership, agency, and active participation, enabling individuals to take on leadership roles, contribute their ideas, and make informed decisions related to the program.		
I	Alignment with Program Objectives		0.5
	The best innovation should align with the objectives and priorities of GEP. It should support the program's goals of promoting sustainable agriculture, improving nutrition, fostering environmental awareness, and enhancing students' learning experiences. The innovation should align with the core values and vision of the program.		
		100	100