General Recommendations

- Adoption of integrated approach in implementing school feeding, gardening and nutrition education

- Capacity building of program implementers coupled with regular monitoring and technical assistance from supervisors and school heads to ensure and sustain effective implementation
General Recommendations

- Allotment of additional human resources or dedicated personnel to execute program activities
- Budget allocation and partnership building with the local government unit & other stakeholders for funding and other forms of support to gardening and nutrition education activities
for School Gardens

- Institutionalization of a garden set of standards using the BIG approach:
  - Allocation of at least 200 m² land area for the school garden
  - Emphasis on climate-hardy and nutritionally relevant indigenous vegetables to provide fresh sources of vegetables for school feeding programs year-round.
Crop diversification to ensure food production across the year (seasonality considerations) and ensure soil is not exhausted, and pest incidence is reduced.

Establishment of school crop museums, at least one per district, to conserve underutilized but nutritionally relevant heritage crops

Institutionalization of seed exchange events to maintain agrobiodiversity
Utilization of school gardens as a platform for learning and for sharing among children and parents

- Formal integration of garden as demonstration and laboratory for more subjects aside from EPP and Science to stimulate multiple senses to reinforce learning and ensure better recall of the subject being taught.
for Supplementary Feeding

- Early release of funds, at least on the 2nd week of June, every school year to give the schools time to prepare the feeding centers and meet other needs.

  - The region could evaluate previous prevalence rates (trend) as basis for the release of funds instead of waiting for data from all schools affected by late enrollees.
for Supplementary Feeding

- Extension of school-based feeding program from 120 to 180 days to allow higher weight gain of children.

- Institutionalization of the use of iron-fortified rice to help address prevalence of anemia among school children.
for Supplementary Feeding

- Standardization of nutrition assessment procedure (SOP) from baseline to end line to prevent inconsistencies and irregularities.
  - Provision of accurate and standard equipment for weighing and height taking, thru fundraising, canteen or local funds to ensure efficient nutritional assessment of children. The calibrated anthropometric tools must be used from baseline to end line.
Designation of a trained personnel, equipped with anthropometric trainings or similar capacity-building activities, as focal person for anthropometric measurement.

The trained focal person will do the actual measurement and will be assisted accordingly by each grade-level adviser or BNS/BHW as scheduled.

A conducive area for nutrition assessment should be identified.
Utilization of indigenous vegetables from the school garden, guided by the standardized indigenous vegetable recipes

- Participatory recipe development with school members and the community to enhance parents’ involvement in school activities
for Supplementary Feeding

- Establishment of referral system of SBFP recipients from the school to the community (e.g., health center, BHW, BNS, LGU) for proper follow up and management
Implementation of the School-based Feeding Program and Gulayan sa Paaralan Program should be integrated with Nutrition Education to sustain the adoption of better food and nutrition-related behavior among children, parents & guardians.
for Nutrition Education

- Issuance of legal mandate and implementation guidelines on the nutrition education to have a clear reference, especially on matters such as:
  - Planning, and designation of technical working group and nutrition education coordinator
  - online monitoring and evaluation scheme to track progress; and
  - budget appropriation.
Nutrition education for children should be integrated in school platforms such as:

**Class lessons**

Formal integration of nutrition themes in the curriculum across learning areas and grade levels can ensure sustainability.
Nutrition education for children should be integrated in school platforms such as:

**School-based feeding program**

- Schools are recommended to at least educate the beneficiaries on the value of food and nutrients before meals, especially local vegetables and crops sourced from their gardens.

- The feeding facility should allow nutrition education during feeding; promotion of indigenous and locally adopted vegetables and crops is highly recommended.
Nutrition education for children should be integrated in school platforms such as:

**Garden-based learning activities**
Promotion of school gardens as learning laboratory for children and community members
Nutrition education for parents could be conducted with existing school activities such as:

- PTA/PTC meetings
- Participatory activities conducted for community members
for Nutrition Education

- Official partnerships between DepEd and relevant agencies which develop and formulate nutrition materials should be established.
  - Allocation of budget from DepEd to institutionalize provision of nutrition information, education and communication materials and references from credible agencies to schools and teachers will ensure accessibility of valid and updated nutrition information.
Phase 2

SCALING UP

Bringing good nutrition to more kids more quickly!
Scaling up: What have we achieved

National

Regional (Region 4 A)

Provincial (Cavite)
Upscaling

• Institutionalized and sustained integrated school-based nutrition program
• Wider adoption of bio-intensive gardening (BIG)
• Strengthened school gardening and feeding links
• Increased investment on school nutrition programming
• Enabling policies supportive of school nutrition

Multi scalar approach to scale up the school nutrition model
Partnership Building

2011
- DepEd Cavite-IIRR
- 5 schools

2012-2015
- DepEd Cavite; DepEd Region IV-A; IIRR/FNRI
- 27 pilot schools

2016-2018
- DepEd Cavite, Dasma, Imus, Gen Trias, and Region IV-A; DepEd central office / IIRR / FNRI
- 58 Light house schools

2018 onwards
- DepEd Central office / IIRR /FNRI
- 220 Light house schools
Establishment of lighthouse schools (LS)

- Every LS will feature a regular school feeding program, a well maintained/sustained bio intensive garden, and related school-based nutrition education activities.
- Designated action research site
- Platform for outscaling

58 LS across the 20 school divisions with 2751 public elementary schools (more than 80,000 learners)
Setting up of crop museums (CM) as a mechanism to conserve and disseminate nutritionally dense local/indigenous crops

- Conservation site
- Multiplication site
- Multiplication site
- **Diversity kits/starter kits were distributed to all LS and CM**

237 CM
Crop museum concept being adopted

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<td><strong>GRAND TOTAL</strong></td>
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SCHOOL NUTRITION CONFERENCE
Other agencies’ engagement and support

Department of Agriculture – Bureau of Plant Industry
- A national level training
- A total of 37 participants (23 DA regional staff from the 17 regions of the Philippines and 14 DepEd regional staff)

National Nutrition Council
- Enhancement of nutrition education strategies
- Inclusion of the ISNM in Philippine Plan of Action for Nutrition

Department of Social Welfare and Development Region IVA
- Dissemination of the model to day care centers

Corporate social responsibility arm of private companies
- Incorporation of the model in their programs (e.g. nutrition education modules)

The Department of Education Central office had allocated budget in 2018 to train and establish 1 lighthouse school per school division in 17 regions of the Philippines (220 light house schools)
DepEd efforts for nationwide uptake

National:
Public Elem Schools = 38,803
Public Elem Enrollment = 14,488,231

Wasted: 1,214,406
Severely Wasted = 535,989

BIG and Crop Museum now part of the School gardening guidelines (GPP)

Use of local / indigenous vegetables from the garden already part of the School-based feeding guidelines
### Roll-out of Integrated School Nutrition Model Nationwide by DepEd central office

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1st batch of ToT participants from Region 1, 2 and CAR
Sharing with LGUs and other NGOs
Continued Partnership with the DepEd
Salamat Po!