

FROM PLATE TO PROGRESS: A QUALITATIVE STUDY OF SUCCESS STORIES AND BEST PRACTICES IN SCHOOL-BASED FEEDING INITIATIVES

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ABSTRACT

This qualitative study explored the success stories, challenges, and recommended improvements in the implementation of the School-Based Feeding Program (SBFP) in Mlang Central District. As a key intervention of the Department of Education designed to reduce child malnutrition and enhance learner participation, the SBFP plays an important role in supporting foundational learning and improving learners' health outcomes. Despite its significance, limited research has examined how school heads interpret and experience the implementation of the program within their local contexts. This study therefore sought to identify the most significant best practices, the operational challenges encountered, and the recommendations school administrators believe will strengthen and sustain the SBFP. Using qualitative phenomenology, the study gathered rich narratives from fifteen purposively selected school heads through in-depth interviews and focus group discussions. The analysis focused on identifying significant statements, clustering meanings, and deriving the essence of participants' lived experiences regarding program implementation. Findings revealed several notable success stories, including marked improvements in learners' nutritional status, better attendance, enhanced classroom engagement, and stronger collaboration among teachers, parents, barangay officials, and community stakeholders. Best practices such as organized planning, systematic monitoring, adherence to food safety standards, parent volunteerism, school-community partnerships, and the replication of effective feeding models across schools contributed to these positive outcomes. Despite these gains, participants identified persistent challenges. These included logistical barriers related to transportation and food delivery, inadequate kitchen and storage facilities, inconsistent participation of parents, increased workload for teachers, and budget constraints that affected meal quality and program coverage. Schools addressed some of these challenges through innovations such as school gardens, local procurement arrangements, and strengthened community support. To further improve the SBFP, school administrators recommended increased government funding, improved feeding facilities, enhanced training for implementers, stronger monitoring mechanisms, and greater community and parental involvement. Future research is recommended to examine long-term learner outcomes, stakeholder engagement dynamics, and the effectiveness of centralized feeding systems.

Keywords: *School-Based Feeding Program, qualitative phenomenology, Mlang Central District, best practices, challenges, community involvement, school health and nutrition.*

INTRODUCTION

School-based feeding programs had long served as a critical intervention to address childhood hunger and malnutrition, especially in developing countries where food insecurity remained a persistent concern. These programs had been shown to enhance academic participation and promote children's well-being by providing meals that supported their physical growth and cognitive development. UNICEF (2021) emphasized that adequate school nutrition had been closely linked to improved learning readiness among learners, while Harvey (2023) highlighted how school feeding initiatives worldwide contributed to educational equity. In addition, global analyses by World Food Programme (2022) and Quisumbing and McClafferty (2021) reinforced how feeding initiatives helped bolster attendance, reduce dropout rates, and support vulnerable populations, further validating their role in educational systems across low- and middle-income nations.

International evidence demonstrated both the success and complexity of implementing school feeding initiatives. Agho (2023) noted that although African countries such as Ghana and Nigeria had demonstrated positive benefits from their programs, sustainability challenges such as funding constraints, community participation gaps, and logistical limitations persisted. Adefaye (2023) and Babalola (2021) described the impressive achievements of Nigeria's program in Osun State, yet they also pointed out the need for stronger coordination and stakeholder support to ensure long-term viability.

Similarly, Adebayo (2021) and Adesulu (2021) emphasized that while Osun's reforms had aligned with international standards, community involvement and administrative capacities significantly influenced program outcomes. These global patterns were consistent with broader analyses by Gelli and Abdiwelli Ahmed (2023) and the Ghana School Feeding Programme Secretariat (2023), who emphasized that success in feeding programs depended not only on national policy strength but also on the practices of local implementers.

Regional studies from Asia and the Pacific further illustrated how government-driven feeding initiatives had varied in implementation. In New Zealand, Brett Kelly (2023) and Johnson (2025) reported that while free school lunch programs improved children's well-being, challenges persisted in terms of supply chain management and meal quality. In Indonesia, Dadan (2025) and Hindayana (2025) described how the government's large-scale free school meals investment aimed to boost educational outcomes, yet required strong local systems to translate national policy into effective school-level practice. Similar findings were echoed by Xu (2021) in China and Zhang (2023), who documented substantial gains in school participation and nutrition but stressed the need for more context-sensitive implementation strategies. These international perspectives aligned with analyses by Mary's Meals (2023) and the School Meals Coalition (2023), who underscored the importance of community engagement, monitoring systems, and culturally appropriate menus to ensure program success.

Within the Philippine context, the Department of Education's School-Based Feeding Program (SBFP) had been widely recognized for improving nutritional outcomes among undernourished children. Albert, Tabunda, and Angeles-Agdeppa (2023) highlighted that while the SBFP improved children's weight and participation, regional and district-level disparities remained a major concern. Perez (2021) and Ramos (2022) reported similar findings, noting that program implementation varied depending on resource availability, community support, and administrative capacity. Tetra Pak (2022) and the National Milk Feeding Program (2023) further demonstrated how complementary initiatives, such as milk distribution, strengthened nutrition support for learners but worked best when local implementers actively coordinated processes. These findings aligned with Osei-Fosu (2022), who emphasized that school feeding programs in developing countries were most effective when they responded to local community needs and contextual challenges.

Local studies revealed that school-community partnerships played a critical role in strengthening the delivery of feeding initiatives. Corpuz and Bantulo (2023) and Lago and Quirap (2022), who examined the SBFP in Talakag II District, found that program success largely depended on collaboration among teachers, parents, and barangay officials. Likewise, Dizon (2023), Dizon, Accad, and Caagbay (2023), and Flores (2023) documented that parental involvement significantly influenced program consistency, meal preparation quality, and learner motivation to attend school. These local studies echoed the observations of Bylander and Wilson (2023), who argued that community-driven engagement strengthened program legitimacy and sustainability. Ramos (2022) also emphasized that volunteerism and community participation remained essential components of effective feeding delivery in Philippine public schools.

Preliminary data from Mlang Central District showed that about 70 percent of enrolled learners had participated in the feeding program, reflecting strong engagement but also revealing uneven program outcomes across schools. School officials reported variations in meal preparation processes, stakeholder participation, and delivery systems, which aligned with findings by Delfino (2022), who highlighted similar disparities in San Pablo City's implementation of SBFP. The observed variations also echoed the patterns described by Derese and Marisennayya (2023) in Ethiopia and Yamano and Jayne (2022) in Kenya, where differences in school leadership and local contexts significantly shaped program effectiveness. These parallels demonstrated that the local-level environment played a decisive role in the success or limitations of school feeding implementation.

Given the lack of district-level qualitative research, especially in areas such as Mlang Central District, this study sought to address the gap by exploring success stories and documenting best practices that contributed to effective school-based feeding. Ato Bob (2023), Lynch (2023), and Harvey (2023) emphasized that while national-level frameworks were important, meaningful progress often emerged from local innovations and self-developed strategies by schools. Likewise, the works of Gelli and Abdiwelli Ahmed (2023) and the World Food Programme (2022) stated that identifying micro-level implementation practices offered valuable insights for improving national feeding policies. This study therefore aimed to generate district-specific evidence that could support better

implementation not only in Mlang Central District but also in other districts striving to strengthen child nutrition and educational outcomes.

METHODS

Research Design

A qualitative methodology was utilized for the conduct of this investigation. In this study, qualitative research was conducted to establish the significance that participants attached to the various research challenges they had experienced in the past or were currently going through, particularly regarding the utilization of different strategies in promoting the well-being of teachers, as emphasized by Spady (2021). For the purpose of making sense of and providing an interpretation of the results of this qualitative inquiry, the researcher applied qualitative research procedures following the guidance of Rust (2022). More specifically, the researcher examined situations in their natural setting in order to provide a description of both routine and challenging circumstances encountered by the participants.

Qualitative research was characterized by flexibility, which enabled the researcher to build and adjust the methodology according to the needs of the study, allowing movement back and forth between different stages of execution. This flexibility made it possible for the researcher to revisit earlier steps when data were not yet saturated, which was necessary for ensuring triangulation and establishing credibility of the findings. Creswell (2013) described phenomenology as a qualitative method appropriate for investigating the lived experiences of individuals in relation to a particular phenomenon, and this approach guided the researcher in understanding and interpreting participants' experiences. In this manner, the qualitative method served to illuminate events or circumstances that required deeper contextual and experiential exploration.

Research Participants

For this qualitative study, the research participants were public secondary school heads, and the researcher employed purposive sampling as the chosen sampling technique. Purposive sampling was used to select participants based on their knowledge, experience, and involvement in the implementation of school-based feeding programs in Mlang Central District. This method was particularly well-suited for qualitative research because it allowed the researcher to select individuals who were most likely to provide rich, relevant, and in-depth information regarding the subject matter of the study.

The study involved a total of fifteen (15) research participants, which served as the sample size for the investigation. The sample size was chosen based on guidelines for qualitative research, where a smaller and targeted sample could provide sufficient data for analysis, especially when the focus was on gathering detailed insights from those with relevant experience. Leedy and Ormrod (2010), as cited in Coy (2019), suggested that a sample size of five to twenty-five participants was appropriate for achieving data saturation in qualitative studies. Given this range, the sample size of fifteen participants was considered optimal for capturing diverse experiences and perspectives related to the implementation of school-based feeding programs.

The sample specifically consisted of school heads from Mlang Central District who had been involved in implementing school-based feeding initiatives. To ensure the relevance and depth of the data, the selection of participants was guided by clearly established inclusion and exclusion criteria. The inclusion criteria were as follows: (1) Participants were required to be permanent or regular school heads in Mlang Central District; (2) They must have held the position of school head for at least five years; and (3) They must have been directly involved in the implementation of the school-based feeding program. These criteria were designed to ensure that participants possessed sufficient experience and knowledge to provide meaningful insights into the challenges and best practices associated with the program.

On the other hand, the exclusion criteria applied to individuals who did not meet the minimum requirements. School heads who had not held their position for at least five years, those not directly involved in the school-based feeding program, and individuals who were not permanent or regular school heads were excluded. Furthermore, the study excluded teachers, learners, parents, and other stakeholders who were not directly responsible for implementing or managing the feeding program. These exclusion criteria helped maintain a focus on the experiences of school heads, who served as the key decision-makers and implementers of feeding initiatives within their respective schools.

Two data collection methods were utilized in the study: in-depth interviews (IDIs) and focus group discussions (FGDs). Nine (9) participants were selected for in-depth interviews, which provided individualized and detailed accounts of the participants' experiences and insights. These interviews enabled the researcher to explore participants' perspectives on the challenges and best practices in implementing school-based feeding programs. The remaining six (6) participants took part in focus group discussions, which facilitated interaction among participants and allowed for the sharing of ideas. The FGDs generated collective insights and stimulated discussions about shared experiences among school heads.

The study also recognized the conditions for participant withdrawal. In accordance with ethical research practices, all participants were informed of their right to withdraw from the study at any time without any consequences or penalties. Informed consent was obtained from each participant, ensuring that they understood the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any stage. Patton (1990) underscored the importance of respecting participants' autonomy in qualitative research, and this study adhered to such ethical principles. Participants were assured that their decision to withdraw would not affect their relationship with the researcher or the institution.

Regarding the sampling technique, purposive sampling was classified as a nonprobability sampling method, meaning that participants were selected based on the researcher's judgment rather than through random selection. Creswell (2018) referred to this method as a form of "judgmental" or "expert" sampling, wherein the researcher exercised discretion in choosing individuals capable of providing rich, detailed information about the research topic. This sampling approach was highly effective in qualitative

research, where the objective was to gather in-depth insights from individuals knowledgeable about the issue being explored. In this case, the school heads were the ideal participants because of their direct involvement in the implementation of school-based feeding programs, making them key informants in understanding the successes and challenges of these initiatives in the Mlang Central District.

Data Collection

Data collection for this qualitative study focused on obtaining rich narratives through in-depth interviews and focus group discussions. Participants included school administrators, teachers, parents, and, where appropriate, learners who directly experienced school-based feeding initiatives. In-depth interviews allowed the researcher to elicit detailed accounts of participants' experiences, perspectives, and insights into the successes and challenges of feeding programs. Focus group discussions provided opportunities for collective sharing and reflection, capturing the dynamics of collaboration among stakeholders. This approach was consistent with previous works that highlighted the effectiveness of qualitative methods in uncovering best practices and community-driven success stories in school feeding programs, as demonstrated in the studies of Dizon, Accad, and Caagbay (2023), Flores (2023), and Corpuz and Bantulo (2023).

Interview guides were semi-structured and contained open-ended questions aligned with the research objectives. The questions revolved around participants' lived experiences, the impact of feeding initiatives on learner outcomes, and the practices that contributed to program effectiveness. Each session was audio-recorded with participant consent and transcribed verbatim for analysis. To build trust, the researcher assured participants that their responses would remain confidential and that their identities would be anonymized in all research reports. This ethical procedure followed the practices recommended in international feeding program research, where transparency and respect for participants were emphasized (Harvey, 2023; World Food Programme, 2022).

Data Gathering Procedure

Before any data collection activities were undertaken, the researcher first secured the necessary institutional approvals. The process began with the submission of the full research proposal to the Dean of the Graduate School of the researcher's academic institution. Once the Dean reviewed and endorsed the proposal, it was forwarded to the Ethics Review Committee for ethical clearance. The Ethics Review Committee played a critical role in ensuring that the study adhered to accepted ethical standards for research involving human participants, particularly in the protection of their rights, privacy, and overall well-being. Only after approval and ethical clearance were obtained was the researcher permitted to proceed to the field.

The conduct of the study in Mlang Central District, Division of Cotabato Province, began with establishing contact with the Schools Division Superintendent and the respective school heads implementing the School-Based Feeding Program (SBFP). This step was essential for securing local permissions, identifying participants, and coordinating schedules for interviews and focus group discussions. Previous studies on

school feeding initiatives highlighted the importance of administrative cooperation and stakeholder trust to ensure smooth fieldwork and meaningful engagement with participants (Albert, Tabunda, & Angeles-Agdeppa, 2023; Ramos, 2022). Once permissions were granted, the researcher scheduled data collection in consultation with schools and parents to minimize disruptions to classes and ongoing feeding program activities.

Data Analysis

Data analysis in this qualitative study followed Moustakas' phenomenological method, which was well suited for examining lived experiences and drawing out the essence of participant narratives. Moustakas (1994) emphasized a systematic process beginning with horizontalization, in which the researcher treated all statements with equal value at the initial stage before clustering them into themes. Following this approach, transcribed interviews and focus group discussions were carefully read and coded to identify significant statements related to success stories and best practices in school-based feeding initiatives.

The next stage involved clustering these statements into core themes that reflected shared meanings across participants. These themes included areas such as improved nutritional outcomes, increased school attendance, strengthened parent-school collaboration, and innovative program practices. This step enabled the researcher to move from individual accounts toward collective insights that highlighted what constituted best practice in the district. Such thematic clustering aligned with the works of Ramos (2022) and Albert, Tabunda, and Angeles-Agdeppa (2023), who emphasized the importance of context-driven interpretation in assessing feeding program outcomes.

Finally, the researcher synthesized these themes into a comprehensive textural and structural description of the phenomenon. Textural descriptions detailed what participants experienced, while structural descriptions explained how they experienced these events within their school and community contexts. By integrating both types of descriptions, the researcher arrived at an essence statement that captured the essential meaning of success stories and best practices in school-based feeding initiatives. This analytical framework was reinforced by global literature recognizing qualitative accounts as powerful sources of evidence for informing future school feeding strategies (Agho, 2023; Zhang, 2023; Gelli & Abdiwelli Ahmed, 2023).

RESULTS AND DISCUSSION

This chapter presented the analysis and interpretation of the narratives gathered from public secondary school heads in the Mlang Central District regarding their experiences with the implementation of school-based feeding initiatives. The discussion drew from the themes that emerged through in-depth interviews and focus group discussions, reflecting the participants' insights into the successes, challenges, and contextual realities associated with the School-Based Feeding Program. The chapter integrated these narratives with existing literature to deepen the understanding of how school heads planned, managed, and sustained feeding initiatives within their respective

school communities. It also considered significant contextual factors such as resource availability, community participation, administrative support, and logistical conditions that shaped program implementation at the school level. By situating these accounts within both local and broader educational contexts, the chapter provided a comprehensive perspective on how school leaders in a district environment navigated the operational, managerial, and collaborative dimensions of delivering school-based feeding programs.

QUALITATIVE STRAND

Thematic Analysis on Success Stories and Best Practices in SBFP Implementation

Table 1 presents the thematic analysis of the most significant success stories and best practices that emerged from the implementation of the School-Based Feeding Program (SBFP) in Mlang Central District. The table consolidates participant narratives from individual in-depth interviews (IDI) and focused group discussions (FGD), highlighting how the feeding program fostered improvements in learner nutrition, academic engagement, community participation, program monitoring, replication of best practices, and integration of nutrition-responsive activities such as *Gulayan sa Paaralan*. These themes illustrate a coherent picture of how the SBFP, when supported by strong school-community collaboration, systematic program management, and contextual responsiveness, resulted in positive learner outcomes and sustainable practices. The interpretations below discuss each theme in detail, integrating significant statements and literature to explain the meaning, implications, and depth of the findings.

*Table 1.
Thematic Analysis on Success Stories and Best Practices in SBFP Implementation*

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
Improved Learner Nutrition and Health	Weight gain, improved BMI, increased energy	“Learners showed improved nutritional status and readiness to learn” (P1.1). “Underweight pupils gained weight and improved health” (P2.1). “Two undernourished	The SBFP improved learners’ physical well-being and nutritional outcomes.

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
Enhanced Academic Engagement and Performance	Better focus, attendance, participation	<p>learners returned to normal nutritional status” (P3.1).</p> <p>“Academic performance increased and learners interacted better” (P1.1).</p> <p>“Attendance improved and students became active participants” (P2.1).</p> <p>“Learners became active and motivated to learn” (P4.1).</p>	Improved nutrition increased classroom engagement and learning outcomes.
Strong School and Community Collaboration	Parent involvement, stakeholder support, volunteerism	<p>“Parents helped prepare nutritious meals” (P1.2).</p> <p>“Parent volunteers contributed to meal preparation” (P2.2).</p> <p>“Community partnerships strengthened program sustainability” (P8.1).</p>	Collaboration among parents and stakeholders supported program success.

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
Effective Monitoring and Program Management	Tracking, documentation, SBFP teams	<p>“Monitoring tools helped track beneficiaries” (P5.2).</p> <p>“Regular monitoring guided needed support” (P2.2).</p> <p>“Clear schedules and SBFP teams ensured smooth implementation” (P9.2).</p>	Monitoring strengthened accountability and improved program delivery.
Replication of Best Practices	Benchmarking, sharing systems, district adoption	<p>“Best practices were shared through PTA convergence” (P1.3).</p> <p>“Nearby schools adopted our approaches” (P2.3).</p> <p>“Success shared through LAC sessions and conferences” (P4.3).</p>	Effective models were replicated across schools, improving implementation.
Integration of Nutrition Education and GPP	Gardening, nutrition lessons, hygiene practices	<p>“Nutrition education and gardening helped learners understand healthy eating” (P4.2).</p> <p>“Hygiene and food safety practices were</p>	Nutrition education and school gardening enhanced program sustainability.

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
		strengthened” (P5.2). “Gulayan sa Paaralan supported supplementary food supply” (P6.2).	

Challenges Facing SBFP Implementers

Table 2 presents an extensive thematic interpretation of the challenges faced by School-Based Feeding Program (SBFP) implementers in Mlang Central District. The narratives reveal that despite notable achievements, feeding program implementers confront persistent logistical disruptions, budgetary constraints, low parental participation, teacher workload concerns, stakeholder resistance, and issues surrounding menu acceptability. These challenges reflect the complex, multi-dimensional structure of SBFP implementation, where program success relies on effective coordination, adequate funding, supportive policies, and the engagement of multiple stakeholders. The following thematic interpretations discuss each challenge in depth, integrating significant statements and corresponding literature to demonstrate how these difficulties shape the lived experiences and operational realities of program implementers.

Table 2. Thematic Analysis on Challenges Facing SBFP Implementers

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
Logistical and Transportation Difficulties	Road conditions, delivery delays, weather problems	“Delivery was difficult due to slippery roads” (P1.4). “Transportation issues caused delays” (P2.4).	Terrain and weather conditions hindered timely food delivery.

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
		“Flooding made food delivery very difficult” (P9.3).	
		“Budget constraints caused delays” (P1.5).	
Budget and Resource Limitations	Insufficient funds, equipment shortage, reduced coverage	“Limited budget prevented increasing beneficiaries” (P3.5). “Insufficient funds reduced program scope” (P6.5).	Limited financial resources constrained program quality and reach.
		“Parents showed half-hearted cooperation” (P1.4).	
Inconsistent Parent and Community Participation	Lack of volunteers, low engagement, resistance	“Parents resisted the central kitchen scheme” (P2.6). “Parents struggled to participate regularly” (P12.2).	Low parent involvement affected implementation, sanitation, and logistics.

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
Increased Workload of Teachers	Documentation burden, fatigue, additional tasks	“Teachers had to walk extra miles for implementation needs” (P1.6).	Heavy teacher workload weakened implementation
		“Teachers experienced added responsibilities beyond teaching” (P7.6).	efficiency and morale.
Stakeholder Resistance	Community misunderstanding, initial teacher hesitation	“Teachers initially resisted additional workload” (P2.6).	
		“Parents disagreed due to misconceptions” (P2.6).	Misconceptions created resistance that slowed implementation.
Menu and Food Acceptability Issues	Taste preferences, reheating needs, menu quality	“Community misunderstood program goals” (P12.2).	
		“Learners resisted food served” (P1.4). “Beef meals needed reheating because of fat	Menu issues affected learner acceptance and needed refinement.

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
		residue” (P2.4). “Menu needed improvement for appeal and nutrition” (P3.5).	

Recommendations for Improving SBFP Implementation

Table 3 summarizes the thematic insights regarding recommendations from school administrators and implementers aimed at strengthening and improving SBFP implementation in Mlang Central District. The themes emphasize structural improvements, financial reinforcement, community engagement, capacity-building for staff, enhanced monitoring systems, and sustainability measures. These recommendations reflect the wisdom and experience of implementers who have witnessed both the strengths and limitations of the program. The interpretations below discuss each theme comprehensively, integrating participant narratives and literature to demonstrate how these proposed strategies can enhance the long-term effectiveness and resilience of the SBFP.

Table 3. Thematic Analysis on Recommendations for Improving SBFP Implementation

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
Strengthening Government and Budget Support	Increased funds, improved facilities, equipment	“Government must allocate larger budget to SBFP” (P3.7). “More resources needed to sustain operations” (P6.8).	Increased funding and facility improvements are essential for long-term sustainability.

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
Increasing Community and Parental Involvement	Volunteerism, orientation, feeding committees	<p>“Better kitchen and feeding facilities needed” (FGI12.3).</p> <p>“Mobilizing parents would be a big help” (P1.7).</p> <p>“Community-parent partnership ensures shared responsibility” (P3.9).</p>	<p>Stronger parent and community involvement supports sustainability and ownership.</p>
Improving Program Structure and Delivery	Menu enhancement, standardized procedures, planning	<p>“More volunteers needed to support daily implementation” (FGI12.3).</p> <p>“Menu must be improved without sacrificing nutrition” (P3.7).</p> <p>“Standardized packaging and feeding procedures needed” (P7.7).</p> <p>“Better planning</p>	<p>Structural improvements strengthen consistency and program outcomes.</p>

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
Capacity Building and Training	Implementer training, food safety, technical assistance	<p>increases effectiveness” (P9.7).</p> <p>“Training for teachers and food handlers needed” (P6.8).</p> <p>“Food safety training is important” (FGI14.3).</p> <p>“Better staff training improves service delivery” (FGI11.2).</p>	<p>Continuous training enhances program quality and ensures safe meal delivery.</p>
Strengthening Monitoring and Transparency	Regular assessment, reporting systems, accountability	<p>“Regular monitoring sustains program effectiveness” (P8.7).</p> <p>“Transparency through monthly reporting improved trust” (P2.5).</p> <p>“Feedback helps improve implementation” (FGI13.3).</p>	<p>Monitoring and transparency foster accountability and responsive adjustments.</p>
Promoting Long- Term Sustainability	GPP, local sourcing, partnerships	<p>“Gulayan sa Paaralan sustains and augments feeding” (P9.9).</p>	

Themes	Codes / Categories	Significant Statements (Attributed)	Meanings / Interpretations
		“Partnerships with farmers improve supply” (FGI10.3).	
		“Sustainability requires parent and community involvement” (P8.9).	

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