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Lived Experiences of the Beneficiaries and Stakeholders on School-Based Feeding Program in Selected Public Elementary Schools: Basis For The Development of an Action Plan

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ABSTRACT

This study explores the lived experiences of beneficiaries and stakeholders involved in the implementation of the School-Based Feeding Program (SBFP) in selected public elementary schools in Los Baños, Laguna, Philippines. Despite national mandates and clear operational guidelines, the implementation of SBFP shaped by localized challenges and contextual factors. Employing a qualitative phenomenographic approach, the research gathers insights from parents, teachers, school administrators, and program implementers through focus group discussions and key informant interviews.

Guided by a Theory of Change framework adapted from the WFP-UNICEF joint model on nutrition, the study identifies both enabling and hindering factors affecting the program's efficiency, effectiveness, and sustainability. Strong community engagement and stakeholder collaboration emerged as critical success drivers, while persistent issues in logistics, limited resources, and inconsistent policy enforcement continue to hinder uniform implementation. Notably, the study reveals examples of “positive deviance”—innovative local practices that address barriers effectively despite resource constraints.

The analysis highlights how lived experiences, framed by the social and institutional realities of each school, can inform more responsive and adaptive program design. This concludes in a context-specific action plan grounded in the voices of those most affected. By integrating qualitative insights with strategic planning, the research evaluates the extent of SBFP implementation and offers practical recommendations. These include enhancing monitoring systems, strengthening school-community partnerships, and embedding nutrition initiatives within broader educational and development frameworks.

Keywords: educational support; nutrition outcomes; phenomenography; stakeholder engagement; Theory of Change