

Implementation of the School - Based Feeding Program of Public Elementary Schools: Basis for Teachers' Capacity Enhancement Training

Niña L. Solania¹ and Ariel U. Cubillas²

Faculty, Butuan Central Elementary School, Butuan City Division¹

Faculty, College of Education, Caraga State University²

Abstract: The study assessed the implementation of the School-Based Feeding Program in public elementary schools as basis for teachers' capacity enhancement training. The study employed mixed methods of research. Survey questionnaires, interview and focus group discussions were used in data gathering. The study revealed affirmative nutritional gains among the beneficiaries, from 726 severely wasted and wasted pupils, 575 (79.20%) beneficiaries were rehabilitated to normal. The results show that the nutritional status before and after the SBFP is significantly different at $\alpha=.05$. Positive nutritional values and behavior were also obtained. There were problems encountered in the implementation of the SBFP namely poor feeding system, lack of enthusiasm to eat vegetables, and difficulty in purchasing due to teacher's workload. The School-Based Feeding Program is not a stand-alone intervention and it requires collective involvements and strong partnership from its stakeholders.

Key Words: School-Based Feeding Program; Program Administrators, Implementers and Beneficiaries; Gulayan sa Paaralan, Central Elementary Schools.

Introduction

The World Food Programme (WFP) has reported that 821 million people were chronically undernourished in 2018. This means that roughly one-ninth of humanity has insufficient food to lead a healthy life, with many on the brink of starvation. In 2015, the global community adopted the 17 Global Goals for Sustainable Development to improve people's lives by 2030. Goal 2 which is Zero Hunger, pledges to end hunger, achieves food security, improves nutrition and promotes sustainable agriculture, and is the priority of the World Food Programme (WFP, 2018).

Malnutrition in Asia

In Asia, according to UNICEF Statistics (2016), 50 million children under 5 were wasted and 16 million were severely wasted. This translates into a prevalence of almost 8 percent and just less than 3 percent, respectively. In the Philippines under-nutrition is a serious problem. Available data show a large number of Filipino children is undernourished: 3.6 million of children 0-59 months are underweight, and 4 million are stunted. Children are affected not only because of the lack of food. Their lives are also placed at risk by poor feeding and care practices, poor health

conditions of pregnant and breastfeeding women, lack of access to health services, and unsanitary conditions (UNICEF Health and Nutrition, 2017).

Effects of Undernourishment to School Children

Undernutrition puts children's cognitive development and educational performance at risk. Studies show that children who are stunted (low height-for-age) at 12-36 months of age have poorer cognitive performance and lower grade level attainment. By the age of 60 months, the cognitive impact of stunting is irreversible. Children who are stunted in the first two years of life are more likely to repeat grade levels, drop out of school, and delay school entry. They are also more likely not to finish secondary education. Members of the working age population who experienced childhood stunting have lower income levels. In addition, child deaths result in a loss of income for both the family and the country (Lebanan, et.al, 2016).

School-Based Food and Nutrition Interventions

The Department of Education (DepEd) recognizes the importance of good nutrition for the improvement of academic performance of learners. It is considered to be a sound investment in education as it is associated with increased enrolment, improved attendance, better performance, decreased repetition and decreased dropout. The first Food for Education (FFE) program launched by the DepEd in 1997 was a breakfast feeding program intended to address short-term hunger among public school children. Through the years, DepEd's feeding program underwent changes in target beneficiaries, coverage, and service delivery mode and eventually shifted focus from merely addressing short-term hunger to that of addressing undernutrition among enrolled in public elementary schools. School feeding is also one of the government's interventions to address persistent malnutrition among children. The School-Based Feeding Program aims to; provide feeding to learners, prioritizing SW and W and improve their nutritional status at the end of 120 feeding days, ensure 100% deworming of target beneficiaries prior to feeding activity, conduct group daily handwashing and tooth brushing, promote health and nutrition and awareness among target beneficiaries, encourage Gulayan sa Paaralan Program and backyard gardening to augment the feeding program.

The SBFP appeared to work best when complemented with other School health Programs such as deworming, micronutrient supplementation, Gulayan sa Paaralan Program (GPP), Solid Waste Management and Wash in Schools (WinS) 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 (DO 39, s. 2017).

At present, DepEd issued D.O. No. 39, s 2017 with supplemental guidelines of D.O. No. 15, s 2018. Accordingly, the proposed SY 2018 – 2019 budget of the SBFP will cater to a targeted 37,587 schools with 532,138 severely wasted (SW) and 1,259,793 wasted (W) school children in

Kinder to Grade 6 nationwide with a budget of P 3,870,570,960.00 for the period of 120 days. In the Division of Butuan City, the target beneficiaries of the School-based Feeding Program (SBFP) are 1,982 severely wasted (SW) and 3,105 wasted (W) school children with a budget allocation of P10,987,920.00.

Methodology

Research Design

The study employed mixed methods of research. The quantitative and qualitative methods were used to understand the relationship between the variables of the study.

Instrument

Three research instruments were used to collect the data in this study. It includes; survey questionnaires, interview and focus group discussion (FGD). Questionnaires were administered to the school heads, SBFP Coordinator, teachers, and parents. The questionnaires consisted of two parts: the nutritional values and behaviors of the beneficiaries and level of implementation of the SBFP through the personnel, facilities, and finances of the program.

An interview and focus group discussion was also conducted to the SBFP coordinator, teachers and parents to generate information regarding the challenges or problems encountered that hinder the provision of the SBFP and the initiatives undertaken towards it. It determined the best practices of the schools towards the implementation of the program. Document analysis was used on gathering the rest of the data. The researcher with the permission of the school head, SBFP coordinator and teachers went through the SBFP forms and monitoring tools to identify the nutritional status of the beneficiaries before and after the program implementation. Records on enrolment and class attendance register were also viewed for data gathering purposes only.

Data Collection and Analysis

Pre-testing

The questionnaires were validated through their face and content. The face validity of the questionnaire was established by two research experts while the content of the questionnaire was validated by three (3) experts in program implementation. For testing of the reliability of the questionnaire, 15 higher grade teachers and parents from Butuan Central Elementary School served as the respondents. Results from the survey questionnaires were analyzed through Cronbach's Alpha reliability test. The alpha coefficient for the thirty-two (32) items is .975; which means that the items have relatively high internal consistency, thus bearing very high reliability.

Data Gathering Procedures

The data were collected in four stages. In the first stage, a letter permission to administer the questionnaires was given to the Schools Division Superintendent, Schools Division Supervisor, School Heads and SBFP Coordinator of the 8 randomly sampled central elementary schools before conducting the data gathering. The researcher met the concerned individuals to explain the purpose and objectives of the study vividly. After the approval and permission on the initial stage, the researcher prepared all the research tools for distribution on the central schools. For the second stage, a document analysis was utilized to gather the SBFP forms, monitoring tools, and teacher's class register to observe the attendance progress of the beneficiaries. The survey questionnaires were disseminated to all the participants of the study including the SBFP core group, teachers and parents. Then the third stage followed, after gathering the initial primary data, an interview and Focus Group Discussion (FGD) commenced to identify the challenges and problems encountered, initiatives conducted and the best practices introduced in their respective schools. Lastly, on the final stage, all the data was collated for quantification and analysis. All the data solicited was treated as confidential.

Findings

Status of the beneficiaries before and after the implementation of the SBFP in terms of:

1.1. Nutritional Status

The study covers the severely wasted and wasted beneficiaries of the eight (8) randomly sampled central elementary schools. The weight of the beneficiaries was determined during the baseline nutritional assessment in June 2018 and the endline assessment was conducted on January 2019 based on the schools' terminal report. The duration of the SBFP implementation is 120 feeding days to achieve the desired goals of the program. Table 1 shows the nutritional status assessment of the beneficiaries before and after the feeding program.

The data presented on table 1 revealed the affirmative change that occurred before and after the implementation of the SBFP. A decrease can be observed on severely wasted pupils from 401 (55.23%) to 32 (4.41%), while the wasted marked decrease also from 325 (44.77%) to 119 (16.39%). It is also evident that 575 (79.20%) beneficiaries were rehabilitated to normal.

Table 1. Nutritional status of the beneficiaries.

Nutritional status	Before Feeding	%	After Feeding	%
Severely Wasted	401	55.23	32	4.41
Wasted	325	44.77	119	16.39
Normal	0	0	575	79.20
TOTAL	726	100.00	726	100.00

The rehabilitation of the beneficiaries from severely wasted and wasted to normal demonstrates a positive result of the SBFP among the central schools. According to the parents of the

beneficiaries during the FGDs, the collaborative effort of the SBFP administrators and implementers played a huge part in the success of the rehabilitation of the beneficiaries.

The aforesaid claim is supported by the study of Zenebe, et.al (2018) which is based on qualitative and quantitative research. He found out that there is a positive effect of the SFP on the nutritional status and school attendance of school children in the district. The findings from the current study also confirmed that the mean BMI-for-age z-score of the beneficiary students has significantly increased as compared with that of the non-beneficiaries. It is reported that there is an increase in the BMI of school fed children compared to that of school children in the control group. The findings suggest that the SFP has improved the dietary diversity and nutritional status of school children.

1.2. Attendance

According to the policy guidelines of D.O. 39, S. 2017, one of the aims of the SBFP is to contribute to the improvement of classroom attendance of the beneficiaries by 85% per annum. Presented below is the percentage of attendance as recorded every month on the whole duration of the feeding program by the central schools.

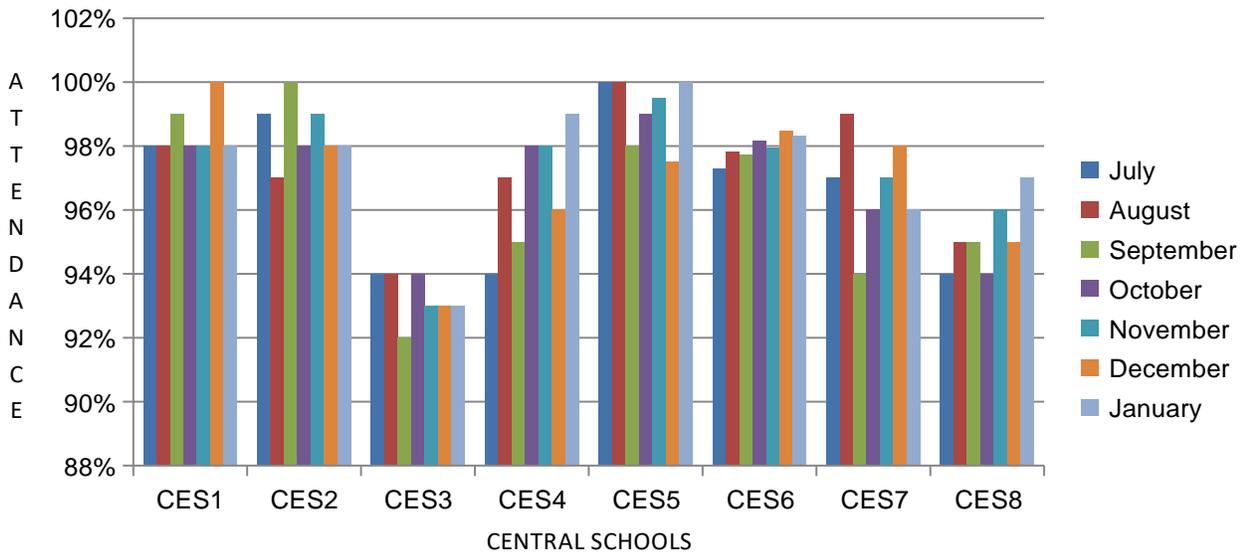


Figure 1. Percentage of attendance by school during the SBF Implementation

As observed in figure 1, all of the participant schools got a monthly average attendance of 92% as the lowest and 100% or with perfect attendance being the highest. This shows a high attendance rate of the SBFP beneficiaries during its implementation. CES5, CES1, and CES3 got the highest attendance while CES2 got the lowest attendance among the schools.

According to the SBFP coordinators, 85 - 100% classroom attendance of the beneficiaries was assured to achieve the successful implementation of the SBFP and to create an impact on the nutritional status of the beneficiaries.

The study of Yendaw and Dayour (2014) demonstrated a very high influence of SBFP on the school attendance patterns of pupils in the study area. From the results, it was found that before the implementation of the programme, only 22% of pupils attended school throughout the week while 36.7% attended school three times in a week. While after the introduction of SFP, pupils' attendance to school throughout the week (65.4%) tremendously improved. It implies that the implementation of the school feeding programme in the study area has actually resulted in a phenomenal increase in pupils' attendance in school. In that regard, the sustenance of the programme would, therefore, go a long way to help improve the educational standards in the study community. It can also be observed in their study that school feeding programmes increase pupil's school attendance by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education.

1.3. Nutritional values and behaviour

Table 2 divulged the nutritional values and behavior of the beneficiaries before and after the implementation of the feeding program respectively, as observed by the parents on their children's awareness on food nutritive values and eating practices in school and at home.

The data revealed an overall weighted mean of 2.46 described as poor, as discerned before the SBFP implementation. This portrays a poorly observed values and behavior of the pupils that need to be mitigated through the feeding program. Among the indicators listed, the second indicator eats fruits obtained the highest mean with 3.92 with a description of satisfactory. It means even before the implementation of SBFP, the beneficiaries are already fond of fruits. The beneficiaries also voluntarily place eating utensils on the kitchen sink or wash area after eating as shown by its mean of 3.50 described as satisfactory. It can be deemed that there is good practice at home with the guidance of the parents. Meanwhile, knows proper handwashing revealed the lowest mean with 1.47 described as needs improvement. Proper handwashing is an important facet of a healthy lifestyle and must not be taken for granted. It is the best way to keep children from getting sick and prevent the spread of germs. It is then followed by knows proper tooth brushing with a mean of 1.86 with a description of poor. This exposes a weak awareness of proper handwashing and tooth brushing among the beneficiaries.

Identical indicators were also administered to gain a picture of the nutritional values and behavior of the beneficiaries after the implementation of SBFP. The result showed a weighted mean of 4.51 described as very satisfactory. The high outcome was uncovered due to the impact of the feeding activity during the duration of the program. Eats fruits got the highest with a mean of 4.76 described as very satisfactory. It was followed by understands that getting all the essential vitamins, minerals and other nutrients are important to have healthy growth and

development with a mean of 4.66 described as very satisfactory. This shows an improvement in the nutritional values of the beneficiaries to apply what they have learned on the program in their everyday life. On the other hand, the lowest mean was obtained by eats vegetables with a mean of 3.50 described as satisfactory. It was then followed by understands a healthy and balanced diet with a mean of 4.39 and a description of satisfactory. It is evident that teaching the children about healthy nutrition is a continuous process and not only during the duration of the program and must not be limited inside the school but also at home.

Table 2. Mean Distribution of the nutritional values and behavior of the beneficiaries before and after the SBFP implementation

Nutritional Values and Behavior of the Beneficiaries	BEFORE the SBFP Implementation		AFTER the SBFP Implementation	
	Mean	Verbal Description	Mean	Verbal Description
My child....				
1 eats vegetables	2.10	Poor	3.50	Satisfactory
2 eats fruits	3.92	Satisfactory	4.76	Very Satisfactory
3 likes healthy food	3.43	Fair	4.48	Satisfactory
4 understands a healthy and balanced diet	1.92	Poor	4.39	Satisfactory
5 knows that eating unhealthy foods can cause serious health problems	1.94	Poor	4.49	Satisfactory
6 understands the importance of breakfast to start-up the day	3.07	Fair	4.58	Very Satisfactory
7 finishes his/her food without left-overs	2.06	Poor	4.48	Satisfactory
8 understands the importance of Go, Grow and Glow foods in the body	1.92	Poor	4.60	Very Satisfactory
9 understands that getting all the essential vitamins, minerals and other nutrients are important to have healthy growth and development	3.03	Fair	4.66	Very Satisfactory
10 knows that eating healthy foods can make them active in class	3.25	Fair	4.74	Very Satisfactory
11 knows proper table manners	2.02	Poor	4.50	Very Satisfactory
12 voluntarily places his/her eating utensils on the kitchen sink or wash area after eating	3.50	Satisfactory	4.50	Very Satisfactory
13 knows proper hygiene and good grooming	2.02	Poor	4.51	Very Satisfactory
14 knows proper handwashing	1.47	Needs Improvement	4.62	Very Satisfactory
15 knows proper tooth brushing	1.86	Poor	4.63	Very Satisfactory
16 applies what he/she learned about health	1.88	Poor	4.65	Very

and nutrition at home				Satisfactory
Overall Weighted Mean	2.46	Poor	4.51	Very Satisfactory

Range of Means: 1:00-1.49 needs improvement; 1:50-2.49 poor; 2.50-3.49 fair; 3.50-4.49 satisfactory; 4.49-5.00 very satisfactory.

As revealed on the tabulated data, the beneficiaries still have a reservation on eating vegetables. Creativity and sneaky strategies must be applied to make the veggie loather beneficiaries turn into a veggie lover.

Other participant schools also created approaches to encourage their pupils to eat whatever healthy foods served to them. On the other hand, the beneficiaries eat fruits even before and after the program implementation. There is also a significant change in the handwashing and tooth brushing behavior of the beneficiaries before and after the SBFP. The feeding program initiated by the coordinators conducted an effective leeway for the beneficiaries to learn efficiently the proper handwashing and tooth brushing as shown by the result. It is also observed that there is a noteworthy improvement on how the beneficiaries applied what they have learned about health and nutrition during the 120 days of feeding program at home. The positive results on the beneficiaries' nutritional values and behavior before and after the SBFP implementation showed a substantial accomplishment of the program which can improve not only their nutrition but also their performance at school.

In the study of Rivera (2017), the goal of improving the children's' health and nutrition values and behavior was rated 4.28 (high attainment). According to the respondents, the improvement of the children's' health and nutrition values and behavior were highly attained because of the improvement noticed in the behavior of the beneficiaries during the program implementation. However, according to the respondents these improvements should be internalized. In improving the health and nutrition behavior of pupils the following behavior was rated namely: saying graces/praying before and after meals were rated as very high attainment or 4.56 while toothbrushing after eating and saying "please and thank you" when requesting for food to be passed was rated as 4.39 (high attainment) and falling in line was rated as 4.37 (high attainment), keeping nails short and clean and handwashing before and after eating were rated 4.33 (high attainment), not talking when the mouth is full was rated 4.27 or high attainment, combed hair for girls was rated as 4.21 of high attainment, wearing of clean clothes was rated as 4.19 (high attainment) while sitting properly was rated as 3.89 or high implementation. The grand mean for the goal of improving the children's health and nutrition values and behavior was 4.28 or high attainment.

The problems encountered and the mechanism employed to address the problem in the implementation of the SBFP

Several problems were identified in the SBFP implementation on the randomly sampled central elementary schools based on the result of the interviews and FGDs conducted. The mechanisms employed to address the problems were also identified to determine the actions taken by the schools for the fluidity of the program.

Among the eight (8) participant schools, 7 schools point out lesser participation among the parents of the beneficiaries. Most of them rarely cooperate on the agreed feeding schedule to help in the cooking and other preparation. And to bridge the gap between the lack of cooperation among parents of the beneficiaries, some schools encouraged the parents through presenting the improvements on their children in terms of nutritional status, hygiene and table manners. They are also encouraged to attend meetings whenever called for. Weak partnership among external stakeholders, LGU, NGA and other volunteers can also be observed. Lesser communication or no communication at all to tap the stakeholders is evident within the school.

Another problem encountered is the poor feeding system in the first week of the implementation. Some beneficiaries were ashamed of being SBFP recipients, they are afraid to be called 'malnourished' by their classmates, and other name calling. This resulted in lesser attendance of the beneficiaries during the first week of the feeding program. Because of the less participation of the beneficiaries during the first week, some SBFP coordinators initiated ways to fully consume the prepared meals for the day. It can be observed that there is weak monitoring among the advisers of the beneficiaries. Thus, the school heads keep on reminding their teachers to let their pupils, who are beneficiaries, avail the feeding program intended for them.

Another problem that can be observed on the conduct of the feeding program is the lack of enthusiasm of the beneficiaries to eat vegetables. Some of them are picky eaters, most especially if the menu of the day consists of vegetable. Some of the SBFP coordinators and kitchen staff ensure creativity in their preparation to ensure that the beneficiaries will like and enjoy their foods. The SBFP implementers also make sure that they have portion control every time they served the foods to avoid wastage. School garden and Gulayan sa Paaralan (GPP) contributed also on providing fresh vegetables to the feeding program.

Difficulty in purchasing the ingredients for the week due to the teacher's work and limited time is one of the problems encountered by some schools. Some schools do not have a proper storage area for dry and frozen goods. This results in everyday procurement of the ingredients. But because of the limited time of the teacher to purchase the goods required, it has become a problem. Based on D.O. 39, S. 2017, the School Bids and Awards Committee (SBAC) will conduct the procurement of goods using the shopping or negotiated procurement method but sometimes because of their unavailability due to conflicts of school commitments and workloads, the SBFP coordinator assumes their absence and lack of commitment. Some schools took action by reducing the number of contact hours of the teachers. But still, there exist difficulties especially on the procurement of goods needed in the feeding program.

The study of Rivera (2018) revealed similar problems encountered in the SBFP implementation. According to his study, the problems encountered in the implementation of the SBFP in Tarlac Province are: delayed release of budget, inability of parents to attend regularly in the preparation of food for SBFP, additional work in buying commodities with receipts, dislike of pupil beneficiaries of vegetable, indifference of pupil beneficiaries to the feeding program, recipients did not bring their own plates and spoon and lack of cooking utensils for food preparation for SBFP recipients.

Among the problems encountered during the SBFP implementation was: the delayed release of the budget for feeding which was considered by the participants as always an issue. According to the participants, there was a delayed release of fund for the SBFP implementation which prompted them to use their own money or lend just to follow the schedule of the implementation of the program.

Best practices in SBFP

Aside from achieving the objectives of the school-based feeding program, some schools extended extra efforts to make their feeding program fully successful.

One of the best practices portrayed by schools is the full support of the school vegetable garden or Gulayan sa Paaralan to augment the needs of the feeding program and to supply fresh organic vegetables. They grow vegetables that can be consumed by the pupils such as malunggay, eggplant, okra and leafy vegetables. They also let the beneficiaries and their parents pluck the veggies that will be used in the cooking. This is to edify and to see for themselves the beauty of backyard gardening.

Another best practice showcased by a certain school is catering the pupils who belong to DORP (Drop-out Risk Reduction Program) and include them in the feeding program. It is an avenue to encourage pupils who are at risk of dropping out to go to school.

Instilled proper hygiene and good grooming is also one of the best practices of some schools. They taught the beneficiaries to apply proper hygiene and good grooming not only in school but also at home and in their daily lives. To ensure the application of their learnings the parents were asked by the SBFP coordinators about their child's improvement. Aside from that, they are also taught on table manners and praying before and after eating.

Another best practice portrayed is inculcating proper table manners during feeding time. They are also taught to pray before and after meals. Simple and personal prayers were taught to the beneficiaries to give thanks to the blessings they have received.

The food server always ensures portion control to minimize food wastages. The beneficiaries were encouraged to eat the food served to them without left-overs. Aside from that, a high

standard of food preparation and serving was observed by some schools making it as one of their best practices.

Conclusions

This study was conducted to identify the status of the beneficiaries before and after the implementation of the SBFP in terms of nutritional status, attendance, and nutritional values and behavior; to identify the problems encountered and the mechanism employed to address the problem in the implementation of the SBFP and lastly to document the schools' best practices of the central elementary schools in Butuan City Division.

In summary, the data showed that out of the 726 beneficiaries, a decrease can be observed on severely wasted pupils from 401 (55.23%) to 32 (4.41%), while the wasted marked decrease also from 325 (44.77%) to 119 (16.39%). It is also evident that 575 (79.20%) beneficiaries were rehabilitated to normal. The study revealed the affirmative change that occurred before and after the implementation of the SBFP. The participant schools got a monthly average attendance of 92% as the lowest and 100% or with perfect attendance being the highest. This shows a high attendance rate of the SBFP beneficiaries during its implementation. CES5, CES1, and CES3 got the highest attendance while CES2 got the lowest attendance among the schools. The data revealed an overall weighted mean of 2.46 with a description of poor as discerned before the SBFP implementation. This portrays a poorly observed values and behavior of the pupils. The lowest mean was gained by proper handwashing and proper tooth brushing with 1.47 and 1.86 respectively. Meanwhile, the result after the implementation showed a weighted mean of 4.51 described as very satisfactory. The commendable result was revealed due to the impact of the feeding program in the duration. The lowest mean was obtained by eating vegetables with 3.50 described as satisfactory.

Thus, the study concluded that the School-Based Feeding Program facilitates the rehabilitation of the nutritional status of the beneficiaries from severely wasted and wasted to normal. The program contributes to high attendance of the beneficiaries. The SBFP implementation improves also the nutritional values and behavior of the beneficiaries.

Effective implementation of the program requires active participation among the parents of the beneficiaries, a strong support from stakeholders and volunteers, strengthen the feeding system in the first week of its implementation, encourage the beneficiaries to eat vegetables, and design a plan to address the difficulty in purchasing the ingredients for the week due to the teacher's workload and limited time.

The best practices in the SBFP implementation includes: full-support of the school vegetable garden or Gulayan sa Paaralan to augment the needs of the feeding program and supply fresh organic vegetables, inclusion of pupils that belongs to DORP (Drop-out Risk Reduction Program) in the feeding program, teaching and instilling proper hygiene and good grooming

among the beneficiaries, inculcating proper table manners and praying before meals, ensuring less or no food wastages at all and observing high standards in the preparation and serving of foods.

Recommendations

In light of the findings and conclusions, the following are recommended and forwarded for consideration:

1. Continuous implementation of the SBFP would be a good action by the program administrators and implementers to reach out to more pupils.
2. Regular monitoring of the nutritional status may be done monthly to identify the progress of the beneficiaries. It is enviable that there would be a reorientation to the SBFP coordinators, teachers and school nurse on the conduct of the baseline and endline nutritional status assessment to assure accuracy on the nutritional status of the pupils prior to the selection of the beneficiaries for SBFP implementation.
3. It is desirable that the school would strive to inculcate positive attitudes towards nutrition among the pupils by motivating the pupils to participate in health and nutrition activities for vast benefits. They may exert extra efforts in disseminating information on the development and internalization of the health and nutrition values and behaviors.
4. The problems encountered in the implementation of the SBFP namely: lesser participation among the parents of the beneficiaries, weak support from stakeholders and volunteers, poor feeding system in the first week of the implementation, lack of enthusiasm of the beneficiaries to eat vegetables and difficulty in purchasing the ingredients for the week due to the teacher's work and limited time must be addressed. Thus, a proposed consultative meeting, conferences, and orientation will be conducted by and among the budget officer, accountant, health, and nutrition personnel, administrative aides, program administrators, program implementers, pupils and parents.
5. Further research is recommended to carry out on non-central and small schools to see whether there are any similarities or differences on the problems encountered and best practices portrayed since this study only focused on the central elementary schools in Butuan City. In addition, they could also explore other factors such as assessing the impact of SBFP on retention, academic performance, social and physical development, etc. Lastly, it is recommended to conduct a follow-up study in order to validate the result of the study or to conduct a further study.

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