

**AN INVESTIGATION INTO THE IMPACT OF SCHOOL FEEDING
PROGRAM ON THE ACADEMIC PERFORMANCE OF
LEARNERS IN THE SELECTED SCHOOLS OF
KESSES DIVISION WARENG
DISTRICT**

BY

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**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN
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APRIL, 2009

DECLARATION

I Julia Jepkirono Korir declare that this is my original work which has never been submitted by any one else, in Kampala International University and even in other higher institutions of learning.

Sign 

DATE: 17/4/09

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STUDENT

APPROVAL

This is to acknowledge that this proposal has been under my supervision as a university supervisor and is now ready for submission.

Signed 

Mrs. Nabusetta Deborah Taligoola

Date..... 17/04/09



DEDICATION

This work is affectionately dedicated to my Husband and children for their support patience and understanding during this period of study not forgetting all those who constantly wished me success

ACKNOWLEDGEMENT

My gratitude first goes to God who has given me the strength and courage to undertake this research.

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Mrs. Taligoola who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a great deal.

I am indebted to my friends who gave me encouragement in time of difficulties. Thanks also go to all those lecturers who impacted professionalism into my work.

I wish to thank my family for their love, financial support and inspiration during my stay in Kampala International University (K.I.U).

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ABSTRACT

The purpose of this study was to investigate the impact of school feeding programs on the academic performance of learners in Kesses Division in Wareng District. The specific objectives of the study were to examine the school attendance of schools where there is school feeding programs, to establish the level of development of children in schools where feeding programs are found and to find out the effects of feeding programs on the education of pupils in Kesses Division in Wareng District. The methods used for data collection was questionnaires to the teachers who were involved in this study. In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that feeding programs enhanced the performance of pupils in Kesses Division in Wareng District. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations on areas pertaining to Develop targeting criteria and mechanisms that concentrate program resources on high risk children and communities, among other recommendations.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Foreign aid is essentially a compromise between the "have" and "have not" countries of the world, a cross between what donor nations are willing or able to provide and what recipient nations actually want. The fit is not always perfect. Bilateral assistance programs, in particular, are as much products of domestic as international economic and political realities. These forces often operate to widen the gap between what developed nations want and what donor nations give. When a program can meet the differing and often conflicting priorities of both sides of the development assistance equation, support for it is almost always broad, deep, and unquestioned. Such a program -- representing the essence of positive sum game thinking -- responds to the needs of varied and often competing constituencies in ways that are readily perceptible to all.

School feeding programs supported by the Agency for International Development (AID) through its Food for Peace operation appears to be the embodiment of such win-win gamesmanship. They, along with other Food for Peace programs, further the aspirations of an important constituency in America's heartland, the farmer. New markets for surplus products are generated, and domestic price levels for targeted commodities are maintained. Indeed, with the possible exception of aid to Israel, there is probably no U.S. foreign assistance endeavor that generates more sustained or vocal constituent support than Food for Peace. It serves as a cornerstone of both domestic and international U.S. foreign aid program.

On the other side of the coin are the needs met in developing countries through Food for Peace. These programs are, in a nutshell, politically

very popular. Often, they constitute an important, tangible sign that a national government is committed to helping the rural or urban poor. It is widely held that school feeding programs help quench the ever-growing thirst for education (and its attendant benefits) among the poor by removing roadblocks along the path to learning.

1.2 Statement of the problem

Although many School Feeding Programs have been conceived out of ideological, political and economic pressures, the prejudices of international or national personnel, or even commercial or other non-objective influences, the first step toward an effective program is to build programs on sound and transparent objectives. Since School Feeding Programs are highly visible and can offer a significant income transfer to families they will always be inherently political. To avoid the use of programs for political purposes, information on programs especially, who the program is for and why and targeting measures must be made readily available to the public. Because these political interventions some of the school feeding programs are not successful. The purpose of this research therefore is to investigate the status of the school feeding programs of schools in Kesses Division in Wareng District.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate the impact of school feeding programs in Kesses Division in Wareng District.

1.3.1 Specific Objectives

1. To examine the school attendance of schools where there is school feeding programs.

2. To assess the level of development of children in schools where feeding programs are found
3. To find out the effects of feeding programs on the education of pupils in Kesses Division

1.4 Research questions

1. What is the attendance of schools where there are school feeding programs?
2. What is the level of development of children in schools where feeding programs are found?
3. What are the effects of feeding programs on the education of pupils in Kesses Division?

1.5 Scope of the study

The study investigated the impact of school feeding programs in Kesses Division in Wareng District. The objectives of the study in 1.3.1 above were the major theme of the investigation. And other aspect of the topic other than that mentioned in the objectives were not investigated. The study took place between August 2008 to December 2008.

1.6 Significance of the study

The study will be of a major significance to the following;

Policy makers will be able to identify better methods of distributing food in schools to avoid theft of the food.

School authorities will learn better methods of storing and feeding the children with the food they have been supplied so that it becomes enough for the pupils to feed on.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one

2.1 School Attendance and Enrollment

Four principal types of studies have been conducted to assess the impact of School Feeding Programs on attendance and enrollment. The first type, retrospective analysis, involves the measurement of changes in school attendance or enrollment when School Feeding Programs are temporarily or permanently discontinued. Thus, program presence is treated as the independent variable, with attendance or enrollment considered as the dependent variable. A major weakness of this design is that program suspensions, if perceived as temporary or if passed unnoticed by parents, are not likely to exert the same kind of influence on attendance as total program discontinuation. Indeed, parents may "grin and bear" such short-term interruption of service precisely because they have confidence that the program will be restored. (Jamison et al, 1993)

A second type of study is comparative. School attendance and enrollment data for School Feeding Program and non- School Feeding Program schools are compared to discern the relative impact of School Feeding Programs on the dependent variables. Frequently, the comparison is based on impressionistic data rather than on actual records. Furthermore, the essential fallacy of such studies is the

assumption that School Feeding Program and non- School Feeding Program schools are comparable. Where targeting of schools occurs, it is reasonable to assume major differences between School Feeding Program and non- School Feeding Program schools in terms of such important determinants of school attendance as socioeconomic status, distance of pupils from school, and teacher quality. (Jacoby E, Pollitt E, 1997)

A third type of study is non-comparative. This methodology seeks to gauge the impact of School Feeding Program on attendance and enrollment for a group of schools without the use of controls or comparative frameworks. By and large, studies in this category rely on impressionistic testimony from teachers concerning changes in school attendance. The findings are suspect on a number of grounds. First, respondents might attribute an impact on attendance to the program if they think their responses might in some measure influence the program's continuation. Second, the conventional wisdom is that School Feeding Programs affect attendance favorably. Therefore, teachers commenting on this relationship may not be willing to substitute their own judgment for what they believe ought to happen. (Jacoby E, Pollitt E, 1997)

The fourth type of research that has a bearing on the relationship between School Feeding Programs and enrollment or attendance does not deal directly with School Feeding Programs but rather with an analysis of school attendance or enrollment determinants. In particular, these studies examine the relative impact that such variables as socioeconomic status, verbal functioning, gender, and correlates of nutritional status (primarily height and weight) exert on school enrollment. The reason for including this type of study in a discussion on the relationship between SFPs and attendance is that such research provides two kinds of important insights. First, it sheds light on the extent to which

nutritional status influences school enrollment or attendance. If it could be shown, for example, that nutritional status is a critical determinant of attendance, and then a logical argument favoring School Feeding Programs that are adequate to affect a child's nutritional status could be advanced. Even if other types of studies suggest a negligible or tenuous relationship between School Feeding Programs and attendance, a case in support of School Feeding Programs might still be made if those School Feeding Programs with marginal impact on attendance were also the ones that had marginal impact on nutritional status. (Jacoby E, Pollitt E, 1997)

The second set of insights that such studies provide concerns why some children go to school while others do not. School feeding in part represents an income transfer program. The assumption has been that this income transfer might offset some of the costs of schooling. It is further assumed that without such transfer payments, schooling costs might be prohibitive for a targeted segment of the school-age population. The research on determinants of school attendance provides a framework for testing such assumptions. (FAO, 1988)

In organizing a review of literature along topical lines, it is possible to distort the researcher's intention somewhat by implying that the study in question dealt only with the issue under consideration. Frequently, this is not the case. Many of the school attendance studies presented in this section, for example, also examined SFP impact on cognitive or nutritional status. Likewise, some studies that appear methodologically weak with respect to how changes in school attendance were captured may have been much sounder in their approach to measuring changes in nutritional status or cognitive development. Nevertheless, in this section only those research procedures and findings that directly relate to school attendance and enrollment are discussed. Where academic performance

impact was also treated systematically, an analysis of the findings and methodology used to derive them appears in Section (FAO, 1988)

2.2 The Relationship between Diet and Cognitive Development

The National Academy of Sciences was asked by President Carter in 1979 to determine what the research community could do to alleviate world malnutrition. In response to this invitation, a study team was formed and research objectives were identified. Investigation of the relationship between food intake and function was given the highest priority because of the consensus achieved in support of the view that malnutrition affects human capacities and behaviors in ways inimical to societal development. (Ceci, Stephen, 1995)

Subsequently, AID, in an effort to advance such a research program further, asked the Committee on International Nutrition Programs of the Food and Nutrition Board, National Research Council, to convene a workshop (held in July 1977) to identify the major functional areas to be investigated. Eventually, five were selected, including three that are relevant to the present study: work output, cognitive function, and social/behavioral function. (Ceci, Stephen, 1995)

In 1978, the University of California, Berkeley, was awarded a planning grant by AID to establish a collaborative research program in these areas. In partial fulfillment of this contract, the University published a report in 1980 that summarizes the state of knowledge concerning how varying levels of food/energy intake affect the individual's ability to function in Society. (Ceci, Stephen, 1995)

With respect to cognitive development and social functioning, the report noted that mild-to-moderate malnutrition acts synergistically with social-

environmental factors to affect cognitive function. Experimentally, however, it is difficult to separate the specific contributions of each. Most of the reports relating to malnutrition with cognitive deficit come from animal research (particularly rat studies) and neurobiological evidence. Mildly malnourished primates do not demonstrate primary learning deficits, but they do show passivity, apathy, shortened attention span, and failure to acclimate themselves to repetitive stimuli. Studies on preschool and school-age children are consistent with these findings, further suggesting that malnutrition may be associated with deficient performance of tasks involving short-term memory and attention. (Ahmed AU, Billah K, 1994)

With respect to activity, the report notes that very little is known about the relationship between food intake and the ability to perform work. However, some evidence from studies undertaken in Guatemala suggests that increased caloric intake affects work output positively. There is no doubt that severe nutritional deficit restricts an individual's ability to work. Individuals with mild-to-moderate deficiencies, however, appear to perform at some "adapted" activity level. For example, one adaptation to caloric restriction appears to be an increase in resting or quiet activities. (Kruger M, Badenhorst CJ, et al, 1994)

A background paper on nutritional status and cognitive functioning by Meyers et al, (1989) appears as an appendix to the Berkeley report. The authors consider cognitive function to include memory, learning problem solving, language acquisition and use, and abstract thinking. They note that because of the interaction between under nutrition and the adverse social and environmental circumstances in which it occurs, evidence of a direct causal relationship between mild-to-moderate under-nutrition alone and impaired intellectual competence has not yet been established. Consequently, they argue, one of the major issues to which future

research should be directed is the question of how mild-to-moderate malnutrition and sociocultural, economic, and other environmental influences combine in affecting mental development and cognitive capacity. One important aspect of this question is whether the consequences of mild-to-moderate malnutrition and of improved nutritional status due to supplementation vary as a function of an individual's social and physical environment. Recent research on severe malnutrition is cited by the authors to suggest that the effects of supplementation are greater in "unfavorable" environments than in "supportive" ones.

Moore EC (1994) point out that in research on undernourished children, cognitive assessments have tended to be global, composite measures that rely heavily on IQ measurement. They conclude, however, that such assessments are likely to add relatively little new information on the ways in which nutrition and cognitive function are related. They posit that measures of specific cognitive processes hold out greater promise for obtaining useful data. Among the processes singled out for special consideration are ability to mobilize and maintain attention memory (both the acquisition and retention phases); behaviors for exploring and information-seeking; reaction to stimuli; the child's acquisition of language; and the child's progression through "stages" in the structure of thought (i.e., along the lines of the Piagetian model).

2.3 Education and learning depend on good nutrition and health

Nutritional and health status are powerful influences on a child's learning and on how well a child performs in school. Children who lack certain nutrients in their diet (particularly iron and iodine), or who suffer from protein-energy malnutrition, hunger, parasitic infections or other diseases, do not have the same potential for learning as healthy and well-nourished children. Weak health and poor nutrition among school-age

children diminish their cognitive development either through physiological changes or by reducing their ability to participate in learning experiences - or both.

Contrary to conventional wisdom, nutritional status does not improve with age. The extra demands on school-age children (to perform chores, for example, or walk long distances to school) create a need for energy that is much greater than that of younger children. Indeed available data indicate high levels of protein-energy malnutrition and short-term hunger among school-age children.

Moreover, deficiencies of critical nutrients such as iodine, vitamin A and iron among the school aged are pervasive (Partnership for Child Development, 1998b). It is estimated that 60 million school-age children suffer from iodine deficiency disorders and that another 85 million are at risk for acute respiratory disease and other infections because they are deficient in vitamin A. The number suffering from iron deficiency anemia is greater still - 210 million (Jamison and others 1993).

Parasitic worms that infect the intestines or the blood are a major source of disease and malnutrition in school-age children. An estimated 320 million school-age children are infected with roundworm, 233 million with whipworm, and 239 million with hookworm (Partnership for Child Development, 1997a). Schistosomiasis affects an estimated 200 million people throughout the world, approximately 88 million of whom are under 15 years old (Nokes et al, 1998).

Poor nutrition and health among schoolchildren contributes to the inefficiency of the educational system. Children with diminished cognitive abilities and sensory impairments naturally perform less well and are more likely to repeat grades and to drop out of school than

children who are not impaired; they also enroll in school at a later age, if at all, and finish fewer years of schooling. The irregular school attendance of malnourished and unhealthy children is one of the key factors in poor performance. Even temporary hunger, common in children who are not fed before going to school, can have an adverse effect on learning. Children who are hungry have more difficulty concentrating and performing complex tasks, even if otherwise well nourished. Research and program experience shows that improving nutrition and health can lead to better performance, fewer repeated grades and reduced drop out. (Partnership for Child Development, 1997b)

2.4 Feeding programs and increased Enrollments

Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Moock and Leslie, 1986). In Ghana malnourished children entered school at a later age and completed fewer years of school than better nourished children (Glewwe and Jacoby, 1994). The number of days that a child attends school is related to cognition and performance (Ceci, 1995; Jacoby, Cueto and Pollitt, n.d.). SFPs can have a positive effect on rates of enrollment and attendance.

A recent evaluation of an on-going school feeding program in Burkina Faso found that school canteens were associated with increased school enrollment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Moore, 1994).

A small pilot school feeding program in Malawi was evaluated for its effect on enrollment and attendance. Over a three month period there

was a 5% increase in enrollment and up to 36% improvement in attendance/absenteeism compared to control schools over the same period (Meyers, 1989).

Niger has one of the five lowest school enrollment rates in the world; the school feeding program is intended to enhance attendance of nomad and transhumant families, particularly of girls. Beneficiaries receive the equivalent of the total daily recommended food intake (2,079kcal) in three meals per day. In addition, as an incentive for girls' participation in schools, some families receive an additional take-home ration. Evidence from past experience with the SFP shows that it contributes to its objectives: whenever canteens have been closed, even provisionally, immediate and high absenteeism follows and children are withdrawn from school. In areas with nomadic and transhumant populations, the school year cannot commence until food stocks arrive (Meyers, 1989).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

3.1 Research Design

This study followed a descriptive research design because the researcher used one Division in the District as a case study. The study concentrated on qualitative methodology and used it to collect and analyze data.

3.2 Study Population

The study was carried out in Kesses Division in Wareng District. The study will involve teachers of the schools visited.

3.3 Sample Framework

3.3.1 Sample Size

A total of one fifty respondents were used from the total population of the schools which were used for this study as illustrated by the table 3.1

Table 3.1: Categories of Sample

Categories of Respondents	Sample
Teachers	50
Total	50

Source: field survey 2008

3.3.2 Sample Technique

Using a convenient sampling technique, a total of fifty respondents were picked at random to participate in this study.

3.4 Methods for Data Collection

3.4.1 Instruments

- **Questionnaires**

These were used to collect information from some teachers who were used for this study

- **Interviews**

Interviews will be held with Heads of departments and Head for the schools used in this study.

3.4.2 Sources of Data

This study used both primary and secondary data:

Primary data was collected using Questionnaires, which were given to Teachers.

Secondary data was through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study were read and the required data collected from them.

3.4.3 Data Collection Procedure

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher then was given permission by the authority to access information from the school.

3.5 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, he then established how many times each alternative response category was given an answer using tally marks which were later added up.

Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study.

4.1 Demographic characteristics of respondents

The study covered 50 randomly selected respondents of whom 40(80%) are male and 10(20%) are female.

Table I: sex of Respondents

Sex	Frequency	Percentage
Male	40	80%
Female	10	20%
Total	50	100%

Source: Field survey 2008

4.3 Feeding programs and school attendance

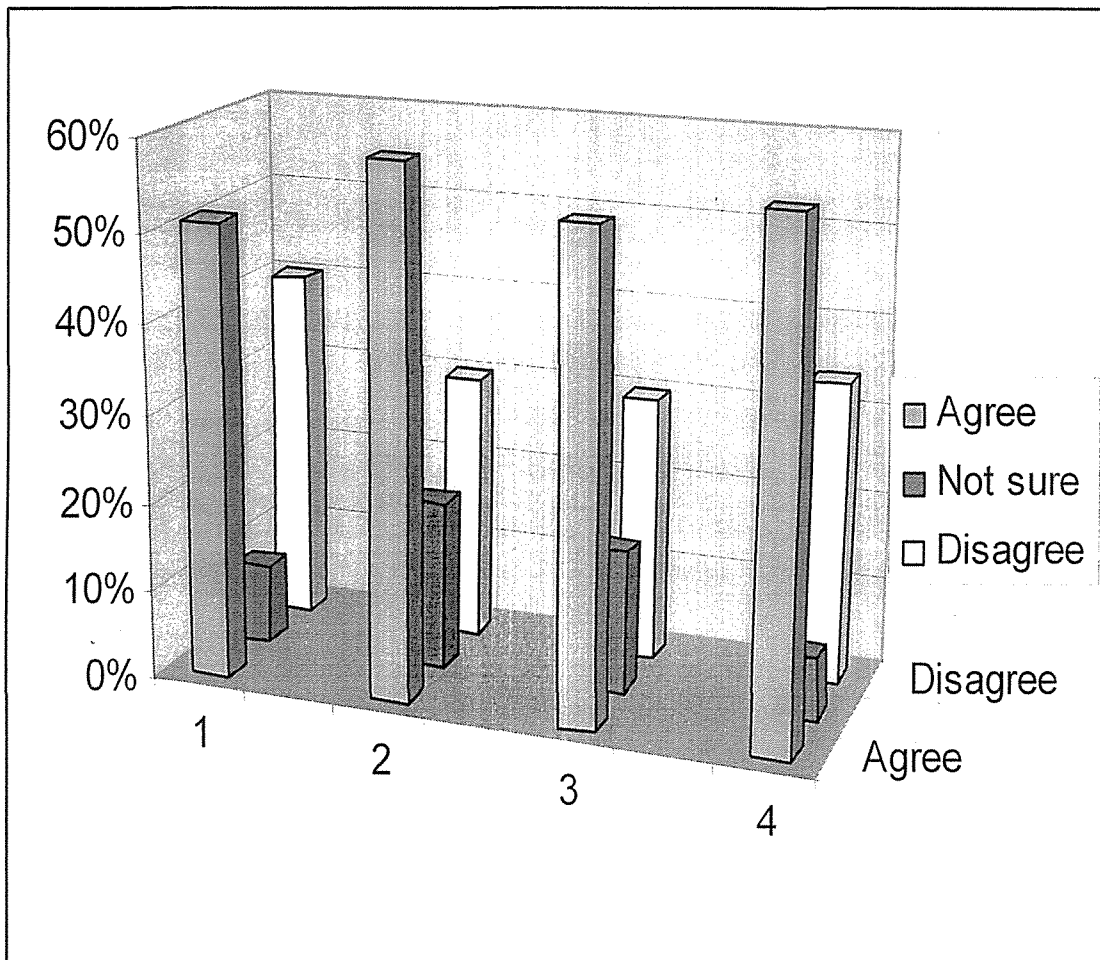
The results on the Feeding programs and school attendance are summarized in the table below;

Table II: Response on Feeding programs and school attendance

	Item	Agree	Not sure	Disagree
1	Feeding programs increase enrolment of pupils in the school	51%	9%	40%
2	Feeding programs increase the attendance of pupils in class	59%	19%	30%
3	providing breakfast to primary school students significantly increased attendance	54%	16%	30%
4	Schools with feeding programs have few problems of children absenting them selves from school	57%	7%	34%

Source: Field survey 2008

Chart I: Response on Feeding programs and school attendance



Source: Field survey 2008

Results from the table and chart I above indicate 59% of respondents are of the view that Feeding programs increase the attendance of pupils in class. On the other hand 54% of the respondents are of the view that providing breakfast to primary school students significantly increased attendance, 51% the respondents are of the view that Feeding programs increase enrolment of pupils in the school.

The above results in agreement with the findings of WFP, (1996a) which stressed that school feeding program in Malawi was evaluated for its effect on enrollment and attendance. Over a three month period there

was a 5% increase in enrollment and up to 36% improvement in attendance/absenteeism compared to control schools over the same period.

Niger has one of the five lowest school enrollment rates in the world; the school feeding program is intended to enhance attendance of nomad and transhumant families, particularly of girls. Beneficiaries receive the equivalent of the total daily recommended food intake (2,079kcal) in three meals per day. In addition, as an incentive for girls' participation in schools, some families receive an additional take-home ration. Evidence from past experience with the SFP shows that it contributes to its objectives: whenever canteens have been closed, even provisionally, immediate and high absenteeism follows and children are withdrawn from school. In areas with nomadic and transhumant populations, the school year cannot commence until food stocks arrive (WFP, 1995; 1996).

Although not a school feeding program in the traditional sense, school-based food distribution has also been used successfully to improve enrollment and attendance among school-age children, particularly girls. In Bangladesh a program of school-based food distribution increased enrollment by 20% versus a 2% decline in non-participating schools (Ahmed and Billah, 1994). In Pakistan, a program provides an income transfer in the form of one or two tins of oil to families whose girls attend school for 20 days per month. In its pilot phase the oil incentive program demonstrated that it could make a significant contribution to full attendance. In participating schools enrollment improved by 76% compared to 14% in the province overall. Attendance increased from 73% to 95% among participants. The program also claims to put additional food into the hands of mothers and to serve as a contact between mothers and teachers on distribution days (WFP, 1995; 1996).

4.3 School feeding programs and the Level of development of children

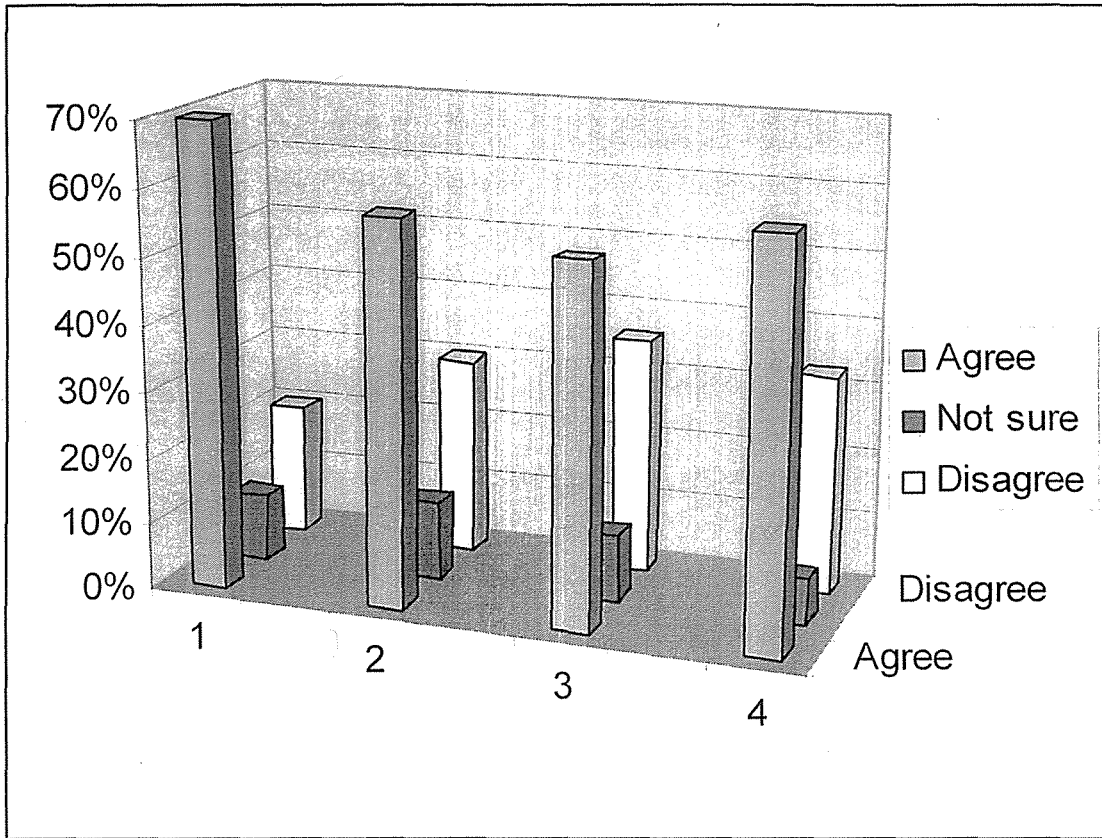
The results on School feeding programs and the Level of development of children are summarized in the table below;

Table III: School feeding programs and the Level of development of children

	Items	Agree	Not sure	Disagree
1	Children who are feed at school grow very well	70%	10%	20%
2	Children who are feed in school do not surfer from malnourishment	58%	12%	30%
3	Children who are feed at school are more active in school as compared to their counter parts who are not feed at school	54%	10%	36%
4	Children who are feed at school have brains which function better than those children who do not feed at school	60%	7%	33%

Source: Field survey 2008

Chart II: School feeding programs and the Level of development of children



Source: Field survey 2008

The results from table III and chart II show that 70% of the respondents are of the opinion that Children who are feed at school grow very well. 60% of the respondents are of the view that Children who are feed at school have brains which function better than those children who do not feed at school. Further more 58% of the respondents are of the view that Children who are feed in school do not surfer from malnourishment

The above findings relate to the findings of Nokes, van den Bosch and Bundy, (1998) who found out that Deficiencies of iron and iodine are

among the most harmful types of malnutrition with regard to cognition. Iron deficiency renders children listless, inattentive and uninterested in learning. The research literature suggests a causal link between iron deficiency anemia and less than optimal behavior for learning.

Poor performance on a wide range of achievement tests among iron deficient children in school has been consistently documented. Remediation of iron deficiency through supplementation has eliminated the differences in school performance and IQ scores between schoolchildren previously deficient in iron and those without iron deficiencies.

In South Africa, soup fortified with iron and vitamin C was provided to 350 schools in an area of low socio-economic development on the Cape Peninsula. Results showed that initially 12% of six to seven year old and 20% of 8 to 12 year old children had low weight-for-age, and 49% and 31% had low serum ferritin (a measure of iron deficiency) respectively. At follow-up, after 15 weeks of intervention, iron status improved significantly; falling from 49% to 28% in 6 to 7 year old children and 31% to 21% in 8 to 12 year old children (Kruger and Badenhorst, 1994).

A relatively new breakfast program in Peru, which includes an iron-fortified ration, was evaluated for its short-term impact on diet, amongst other factors. The program significantly increased dietary intakes of energy by 25%, protein by 28% and iron by 46% (Jacoby and Pollitt, 1997).

4.4 Feeding programs and the educational progress of pupils

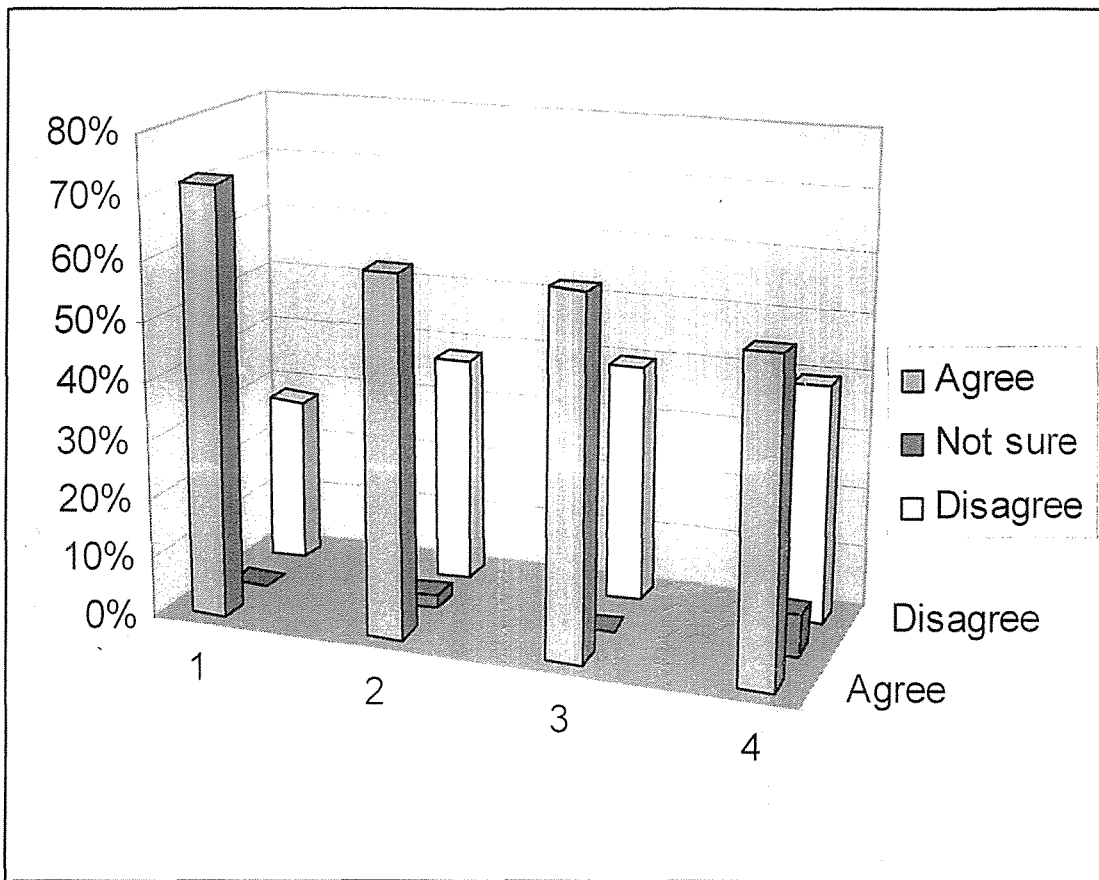
The results on Feeding programs and the education of pupils are summarized in the table below;

Table IV: Feeding programs and the education of pupils

	Items	Agree	Not sure	Disagree
1	Children who are feed at school perform better in national exams	72%	0%	28%
2	Schools with a feeding program have a better enrolment of pupils especially girls	60%	2%	38%
3	Schools with a feeding program compete favorably in both sporting and academic completions.	60%	0%	40%
4	Schools with a feeding program have children who properly use their skills to excel in life	53%	7%	40%

Source: Field survey 2008

Chart III: Feeding programs and the education of pupils



Source: Field survey 2008

Results from table IV and chart III above show that 72% of the respondents agreed with the statement that Children who are fed at school perform better in national exams. Also 60% of the respondents agreed with the view that Schools with a feeding program compete favorably in both sporting and academic completions. More still another 60% were also of the view that Schools with a feeding program have a better enrolment of pupils especially girls.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study looked into the impact of school feeding programs on the academic performance of learners in the selected schools of Kesses Division. In an attempt to achieve the above, three objectives were developed. This chapter presents the summary, conclusions and recommendations of the findings

5.2 Summary of the major findings

5.2.1 Feeding programs and school attendance

The first objective sought to investigate Feeding programs and school attendance

The findings revealed that 51% of the respondents agreed with the first statement, 59% of the respondents agreed with the second statement, 54% of the respondents agreed with the third statement, while 57% agreed with the fourth statement and 56% were in agreement with the last statement.

5.2.2 School feeding programs and the Level of development of children

The second objective sought to investigate School feeding programs and the Level of development of children.

The findings revealed that 70% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and 58% of the respondents agreed with the third statement

5.2.3 Feeding programs and the education of pupils

The third objective sought to investigate Feeding programs and the education of pupils.

The findings revealed that 72% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and another 60% also agreed with the third statement and 56% of the respondents agreed with the fourth statement

5.3 Conclusions

The findings revealed that the respondents were in agreement with the following statements: Feeding programs increase enrolment of pupils in the school; Feeding programs increase the attendance of pupils in class; providing breakfast to primary school students significantly increased attendance and Schools with feeding programs have few problems of children absenting themselves from school.

5.4 Recommendations

Promote community participation: schools that depend on the community to organize and implement feeding programs offer certain advantages. these advantages include: increasing the contact, and hence communication, between parents and teachers, officials and others; giving parents the opportunity to become more aware of what goes on at schools; and serving to raise the value of education/the school for parents and the whole community

Build a consensus on a policy and objectives that focuses on how school feeding can effectively contribute to improving education and to meeting the nutrition and health needs of school-age children. Program managers and policy-makers need to agree on what 'problems' or 'situations' the school feeding program will to address, who the program will serve, and which program models are feasible for implementation. School feeding programs are highly visible and as a result often have a significant political dimension, particularly since they can represent a considerable income transfer. This reality should not inhibit establishing a policy and objectives that will take advantage of the substantial potential for improving the impact of Feeding programs on education.

Develop targeting criteria and mechanisms that concentrate program resources on high risk children and communities. There is a built-in tendency toward universal coverage - providing meals for all schoolchildren - since all children in school throughout the day will require food. Furthermore, program coverage and targeting is always subject to a series of political, logistical, technical and informational constraints. In view of the fact that resources are finite, particularly in the poorest countries, and that providing food is expensive, targeting is a

critical element of any effort to improve the impact of a SFP on education. Targeting is essential if the program is to reach families and communities that lack the resources to adequately provide for their school-age children or those that need to be motivated to enroll their children in school and to have them attend more regularly.

Analyze and identify alternative financing and cost options for Feeding programs. The cost of school feeding programs is a major issue for both governments and donors. Feeding programs of any kind are expensive. Financing may include international assistance, but in all cases available public resources, or the potential to draw on them, are required. Cost alone can indicate little about the value of a SFP but, unfortunately, cost-effectiveness analyses, which assess costs relative to impact on nutrition and education outcomes, are for the most part unavailable. Nonetheless, implementing the recommendations in this guide should help to ensure that the benefit-side of the program is enhanced while controlling the cost side.

Elaborate appropriate guidelines for ration composition and the timing of school meals. To establish appropriate ration guidelines, program managers and policy makers need to analyze the nutrition and health needs of school-age children. Conditions in the education sector, such as levels of school enrollment, attendance, and performance, the availability of infrastructure and the capacity to implement different kinds of Feeding programs also need to be assessed. Information is also required on the community's perceptions and capacity to participate in school feeding programs.

Develop monitoring systems that focus on program processes, that is, how a program is functioning, and institute an evaluation system to assess the impact of the program on specific outcomes. The need to monitor and evaluate programs is not unique to Feeding programs , but this recommendation is critical to increasing the impact of Feeding programs . Despite decades of experience there is a dearth of concrete information on the functioning and effectiveness of school feeding programs.

5.5 Areas for Future Study

There is need to research further into the feeding programs for children particularly the type of food that is supposed to be fed to children.

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QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic “the impact of school feeding programs on the academic performance of learners.” You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

1. GENDER

Male

Female

2. AGE

20-25

26-30

31-35

36 and above

Evaluate the following statements using the following;

Not sure	Disagree	Agree
3	2	1

(a) Feeding programs and school attendance

1	Feeding programs increase enrolment of pupils in the school	
2	Feeding programs increase the attendance of pupils in class	
3	School feeding programs help schools to start afternoon lessons as children have been feed	
4	Feeding programs help reduce child labour in the community	
5	providing breakfast to primary school students significantly increased attendance	
6	Schools with feeding programs have few problems of children absenting them selves from school	

(b) School feeding programs and the Level of development of children

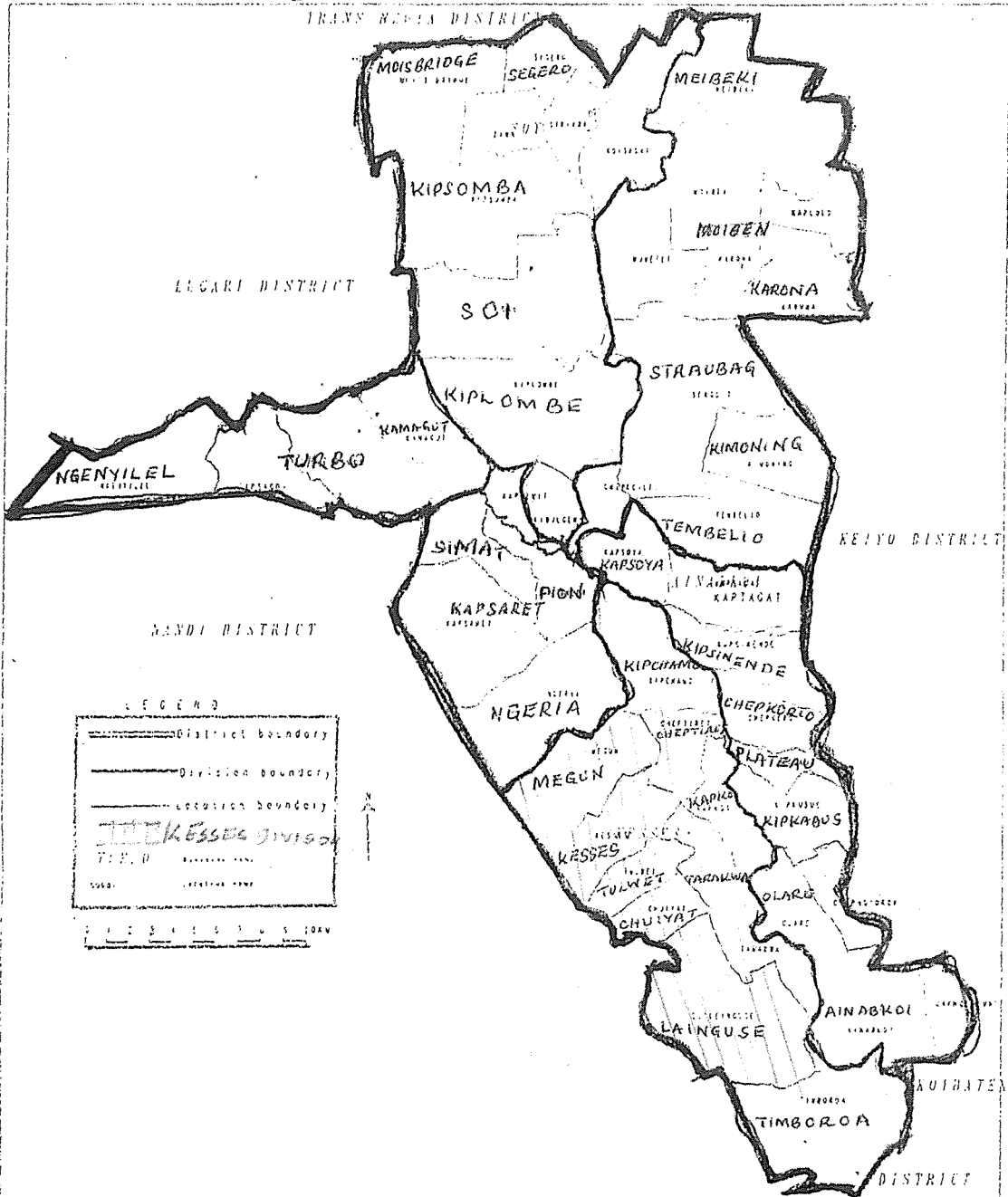
1	Children who are feed at school grow very well	
2	Children who are feed in school do not surfer from malnourishment	
3	Children who are feed at school are more active in school as compared to their counter parts who are not feed at school	
4	Children who are feed at school have brains which function better than those children who do not feed at school	

(c) Feeding programs and the education of pupils

1	Children who are feed at school perform better in national exams	
2	Schools with a feeding program have a better enrolment of pupils especially girls	
3	Schools with a feeding program compete favorably in both sporting and academic completions.	
4	Schools with a feeding program have children who properly use their skills to excel in life	

THANK YOU

KESSES DISTRICT DIVISION



Prepared by CES 1959 Population Census. This map is not an authority over administrative boundaries.