

SCHOOL FEEDING PROGRAM AND ACADEMIC PERFORMANCE OF
LEARNERS IN SELECTED PRIMARY SCHOOLS OF MASINEA
DIVISION, YATTA DISTRICT IN KENYA

BY

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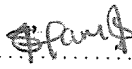
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DECLARATION

I Ndambuki Peter Mbithi hereby declare that this is entirely my original work and has not been submitted to any other examining university or other institution for any award of degree or certificate.

Signature..... 

Date..... 25-8-2010

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BED/ECPE/15478/71/DF

APPROVAL

This research report resulting from the researcher's efforts in the area of **School feeding programme and academic performance of learners** was carried out under my supervisor as a university lecturer and it's ready for examination

Signature..... Date.....

Mrs. TALIGoola N DEBORAH
SUPERVISOR

DEDICATION

This work is dedicated to my dearest wife Christine Ndanu, my daughter Keziah, my mother Mrs. Joyce Mukulu Ndambuki, brothers and sisters who supported me tirelessly in prayers and encouraged ^{me} during my study. My Almighty God see you through in all your needs.

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ABSTRACT

The purpose of this study was to assess the efficacy of the school feeding programs implemented in primary schools of Masina division, Yatta district. The study was focused on the following undertakings; finding out the number of schools which had implemented the feeding program; assessing the adequacy of feeding program; investigating the educational benefits of the program and the challenges faced. Ten primary schools were used in the study; fifty teachers were randomly selected to respond to this study. All the questionnaires distributed were returned to the researcher. Findings showed that ten schools were used for the study. It was established that all the schools in Masina division had implemented a school feeding program. This finding highlights that inspite of this ongoing food crises due to drought, at least these children are assured of a meal each day they go to school. Findings show that what is served in terms of modality is more of in school meals but it is not being well substituted with other activities yet they are very important. It was also established that the food stuffs mostly served in primary schools included Chapati, maize meal, porridge, sukuma, wiki, beans and arrow root. The food value from these food stuffs was more of carbohydrates with vitamins such as calcium were not being availed to children yet they badly needed them. Recommendations were also that the Government must highlight the need to implement the school feeding program so that each child regardless of their economic background. If possible the school feeding program must be integrated in the national policy. Much as there is drought, government must continue to implement its linking of school feeding program with local agricultural production. Because if this drought is over farmers should continue to benefit from the program. Parents must be sensitized about the long term benefits of enrolling children in school.

CHAPTER ONE

1.0 Introduction

In poor and developing countries, school feeding programs have emerged as a common social safety net response crises brought about by soaring fuel and food prices, and of recent famine caused by long drought. Governments in poor countries have been reported to school feeding programs because they provide an important new opportunity to assist poor families and feed hungry children. These programs have the potential to combat hunger and support nutrition through micro nutrients, fortified foods and deworming. They have acted as incentives for poor families to send their children to school and keep them there while improving their children's education.

The school feeding programs are indeed a blessing in disguise globally because according to the World Bank Report (2009) the soaring prices of food and fuel have pushed up to 155 million people in poverty. In the same report more statistics have indicated that 60 million children go to school hungry everyday and about 40 percent of them are in Africa. This clearly highlights the need for the school feeding program as an intervention to help the children get some food. In response, the United Nations, World Food program has gone a head and assisted 22 million children in 70 countries world wide. More so the World Bank has launched a Global food crisis response facility that mobilized 1.2 billion dollars to help countries to respond to the food and fuel crises including scaling up school feeding program.

Kenya launched the school feeding programs to address social needs and to provide a social safety net during crises; to improve learning and education outcome; and to enhance nutrition. I believe even the most vulnerable especially girls and children affected are benefiting.

These potential benefits however come with potential costs, particularly in those opportunities foregone, an increased burden on the education sector and the financial challenge of long term commitment. Another issue is that one wonders whether indeed these safety net programs are benefiting all children and in particular the poor, whether all children are in school and those schools have implemented the school feeding program. Geographic targeting including some districts or schools but not others is ubiquitous in school feeding programs. If only 70 districts are benefiting what about the rest? Another issue is about its cost effectiveness because much has to be spent to put the school feeding program in place. More so, there is something to ask about the quality and quantity which is served whether indeed it can positively affect the health of the children and enhance children's participation and cognition. Only these questions can be asked by examining the way the school feeding programs have been implemented in Kenya primary schools and in particular Ngomola primary school, Thatha primary school, and Kyuasini primary school.

World food program has provided school meals in Kenya to children for the last 28 years. In 2008 school meals were provided to about 1,210,000 children in more than 3,800 schools in vulnerable areas within 63 districts and 6 Nairobi slums. The main objective was to increase school enrollment and attendance. The targeted districts have the lowest school enrollment and attendance, as well as gender ratios in the countries compared with national averages, mainly as the result of cultural values, the poor state of school facilities.

1.1 Statement of the problem

The children in Kenya are facing diverse conditions in their lives. Because of fuel crisis, food prices have gone up living their families with little or nothing to eat. To worsen the situation, drought conditions in some parts of the country have reduced food production. The children country wide have been more affected because their parents, most of whom are peasants can not afford buying food enough to cater for their daily nutritional requirements. Poor

nutrition has long term negative effects on the children. The only intervention that could help to protect these children is the school feeding program, yet its adequacy and coverage is questioned. While some schools have implemented the security net program, other does not have. Even these some of those which have implemented the program, it does not meet the daily children recommended nutritional allowance as per the standards of the United Nations, World Food Program hence the need to carryout this study.

1.2 Purpose of the study

This research was undertaken to assess the quality of school feeding programs implemented in selected primary schools of Masinea division, Yatta district in Kenya .

1.3 Specific objectives

The following objectives guided the study:

1. To identify the number of schools which have implemented the school feeding program.
2. To assess the adequacy of school feeding programs implemented in primary schools
3. To find out if all the school children were benefiting from this program
4. To examine out the educational benefits of the school feeding program to the society
5. And to assess the challenges which the schools are facing as they implement the program

1.4 Research questions

The following research questions guided the study:

How many schools have implemented the school feeding programs in Masinea division?

Is the school feeding program adequate for the learners?

Are there any signs of educational benefits as a result of implementing this school feeding program?

Why have some schools not been able to implement the school feeding program?

1.5 Scope of the study

This research was carried out in selected primary schools of Masinea division, Yatta district in Kenya to assess the quality of school feeding program implemented in those schools. The focus was put on establishing the number of schools which had implemented in those schools. The focus was put on establishing the number of schools which had implemented the program; its adequacy, the tangible benefits of implementing the program and the challenges being faced. The study begun in March 2010 and ended in August the same year.

1.6 Significance of the study

When disseminated, this research will benefit the following:

The key policy makers in government who handle issues of social security of people

The teachers and school administrator will also benefit greatly from this information because it highlights the principles of providing food for children.

The ministry of education will be helped in that; the problem of providing food to children will be brought to light showing its magnitude and how to solve it.

The children who are currently suffering due to famine will be helped to get enough food in adequate nutrition composition.

The researcher on conducting this research has also benefited much because has been learned about what school feeding.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter makes analysis of existing research related to the problem under study. Literature review looks at the scholarly work of other people on the problem of school feeding program.

2.1 What school feeding is?

School feeding has been defined as the provision of food to school children. There are many types of programs as there are countries, but they can be classified into two main groups based on their modalities in school feeding where children are fed in school; and take home ratios where families are given food if their children school. In school feeding programs that provide meals and programs that provide high energy biscuits or snacks.

In Kenya, in school feeding is the modality which has been adopted. The primary objective is to provide meals such as breakfast, mid morning meals, lunch on a combination, to alleviate short-term hunger increase attention span, facilitate learning and obviate the need for children to live school to find food. In school meals also can act as an incentive to increase school access. School meals can be prepared in schools or in the community and can be delivered from centralized kitchens. They can be an important source of micro nutrients if prepared using fortified commodities, or if micronutrients powder is added during or after preparation.

In school feeding can also take form of fortified Hugh energy biscuits and snacks which serves a function of alleviating short term hunger and

m micronutrient deficiencies and improving learning. They can be part of a meals program, particularly in full day schools, in which case they are given early in the day to alleviate short term hunger. They are cheaper and easier to distribute than meals and often aim to act as an incentive for increased school access but are less

Substantial and their financial value to families is lower. They are particularly used in emergency or crisis contexts for rapid scale up or in situations of poor school infrastructure or storage facilities. Snacks require little preparation time and facilities, can be served in early in the school day and typically used fortified commodities such as blended foods. However their use presumes the availability of safe drinking water because they are typically dry and their nutritional content is lower than that of meals.

Take home rations function is similar to conditional cash transfer. They transfer food resources to families conditional upon school enrollment and regular attendance of children. Rations are given to those families typically once a month or once a term. They increase school participation and probably learning while they require less school involvement than in school time in regular maintaining of attendance condition. Their effects depend on whether the value of the ration offsets some of the costs sending children to school.

In some schools, in schools meals are combined with take home rations for particularly vulnerable learners including girls and children affected by HIV/AIDS to generate greater impacts on school enrollment and retention rates, and reduce gender or social gaps.

2.2 Complementary health and nutrition interventions

According to WFP, there must be delivery of micronutrients in pills or suspensions (supplementation), and the provision of anthelmintic treatment

Deworming in school is very low cost and a cost effective way of improving education outcomes and nutrition (Vegus and Petrow, 2007). It involves offering deworming tablets once or twice a year to all children in schools in infection endemic areas. The delivery is readily incorporated into school feeding schedules reducing the prevalence and intensity of worm infections in children, enhancing nutritional status and learning and cognition and reduces absenteeism (Bundy, 2006). The greatest benefit is observed in the most

School health and nutrition services may provide micronutrient supplements, most commonly iron supplements in the context where micronutrients deficiencies such as anemia are highly prevalent.

Micro nutrient fortification is a low cost means of including in meals or fortified biscuits or snacks the essential vitamins or minerals that may be deficient in the diet. The micro nutrients that are added are iron, iodine, vitamin A and B and Zinc. Micronutrients can be added to the processing stage, as in the case with salt, oil, flour and other foods. A new technology is the addition after the food has been cooked using micronutrient powder. Fortification increases the intake of micronutrients thereby improving micronutrient status, preventing damage caused by micronutrient deficiencies and increasing cognition and nutritional status.

These actions have been viewed as complementary because sometimes food supplements and deworming can be delivered independently of school feeding. WFP however emphasizes that micronutrient fortification should be conducted along side school feeding wherever there is an epidemiologically demonstrated need. This is how an adopted policy of WFP school feeding program enhance nutrition and education of school children. (deworming). These have been observed to be cost effective in the way that they

vulnerable school children, who are in lower grades, the most heavily infested and malnourished.

The question that arises here is that do schools in Kenya often carry out deworming of their children? If not do they really appreciate the great benefits of carrying out the exercise? It is perhaps worth recalling that at this stage the key purpose of the schools is to provide education but we also realize that there are many interventions that can enhance children's learning. One of them is the health intervention which has been observed to have a great impact on children's ability to learn.

2.3 Sustainability of school feeding programs

The concept of school feeding exist strategy has tended to confound thinking about the longer term future of school feeding programs. As cited earlier on, 77 countries are depending on the facilitation of World Food program to implement school feeding programs. It is however important that Governments begin thinking of expanding the coverage of these programs and establishes them as national programs mainstreamed into national policies. This can in turn transform the programs to long term.

In Kenya, WFP has provided school meals for the first last 28 years, 63 districts and 6 Nairobi slums. But of recent government has started allocating resources through in kind transfers of food that is locally produced. The government itself is now in charge of receiving external funds to perchance and providing food for the program. The full cost of running the school feeding program in Kenya including the community contributions has been estimated at USS 28 per child (Bundy et al, 2007).

In today's world, the primary drivers for increased support to school feeding are the benefits of social protection and education. The social safety net roles of

school feeding programs include an immediate response to social shocks as well as social protection over a long time. In Kenya, at the moment there is famine in the country and I believe a great number of people including children are affected. One therefore wonders whether indeed the school feeding programs available cater for this.

Secondly Bundy and Strickland further contributed that the school feeding program can only benefit educational indicators in enrollment, achievement, attendance and cognition if the appropriate modality of feeding has been implemented and well designed. The two added that a well designed. The two added that a well designed feeding program includes micronutrient fortification and deworming in order to adequately provide nutritional benefits to children.

In comparison with those that exist in primary schools. Micronutrient fortified food stuffs are being served in just a few primary schools the rest are not available. Deworming is rarely carried out although other schools try.

2.4 Increasing government financial allocations to the school feeding program

Over the past years, the government of Kenya has started allocating resources to the program through in kind transfers of food that is locally produced; management responsibilities are also being gradually transferred. The government receives external assistance for purchasing and providing the food for the program while the government itself is responsible for food distribution from the warehouses to the assisted schools. The full cost of running school feeding program in Kenya including community contribution was estimated at US\$ 28 per child per year.

A range of contributions are also made by parents and other community members in each assisted school. The school management committee generally manages the program and agrees on fees that will be charged to each child in the school to support the school feeding. If parents can not afford to pay in cash, they provide in kind contributions or services. The school levies charged for each child in Kenya are in the range of 100 to 300 Kenya shillings per child per year for rural and urban schools respectively.

Recently government of Kenya launched a Home grown school feeding program, aimed at feeding some 550,000 school children previously fed by WFP, starting in the first of 2009. An initial US \$6 million was allocated by the government for the 2008/09 financial year for the program. A targeting exercise identified 28 marginal agricultural districts with access to markets for new program. The cash is transferred directly to schools for local purchase of maize and oil producing seeds.

2.5 School feeding in national policy framework

It has been observed that it is vital that government review the role of school feeding program in the development agenda and where appropriate integrate the program into the national policy, budgeting , and institutional frameworks.

Bundy et al (2007) illustrated the stages of implementing school feeding programs in 70 countries. According to these authors, Kenya is at stage three whereby it has represented school feeding in its national policy, poverty reduction strategy and educational plan although findings indicated that it lacks well articulated policies on the modalities and well laid objectives of the program.

In the same paper it is advised that mainstreaming a development policy for school feeding into national educational sector plans is critical to sustainability and should offer the added advantage of aligning support for school feeding with processes ready established to harmonise development partner support

for education. This group of authors further states that when the program is integrated into national plans it helps to attract resources because with donor harmonization efforts underway, it is increasingly important that school feeding is included in sector plans that forms a basis of basket funding. These approaches could help to increase the availability of resources allocated.

2.5 Linking school feeding with local agriculture production

According to WFP (2008) successful national feeding programs in middle and high income countries tend to rely on local procurement of commodities, while programs in low income countries depend on external sources of food aid. It is advised that low income countries kick-start their transition, to establish their sustainable sources of their commodities and also contribute to their local economic development. In 2003 the African Development Program together with WFP and the Millennium project task force on hunger launched, a pilot Home grown school feeding program designed to link school feeding to agricultural development through the purchase and use of locally and domestically produced food.

Kenya is one of the pilot countries which have implemented this program; while this program is being evaluated it should be known that due to drought conditions this program is being affected. The predetermined food basket to benefit local farmers and producers has been severely affected.

2.6 Challenges in implementing school feeding programs

In low income countries there are often major challenges associated with the implementation of school feeding programs. According to Bundy et al (2007) the central concerns have often been the potential costs of the program and how to implement the program and how to implement the program without burdening the already fragile education systems, they further highlighted that many countries especially those affected by crises, have traditionally addressed

these concerns by relying on external support for resources and often the implementation of their programs. And that majority of such programs rely on community participation for daily activities while the overall management of the supply chain are often undertaken by an external partner.

This group of researchers described such programs as peripheral to education sector management processes and the national budget, and are vulnerable to external factors and many not persist beyond external support.

In comparison with what exists here in Kenya there has been transition in school feeding program. The program is no longer solely dependent on external support, but instead government has taken over the management although it still seeks external assistance. However since it is already burdened with financing of education, the community has been involved in the program. But the problem is that in many places there is a food crisis due to drought so this could be a challenge as of now.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter was intended to assess the efficacy of the school feeding programs implemented in primary schools of Masinea division and the following research strategy was employed in the study.

3.1 Research Design

The research took a descriptive approach to investigate the problem. Quantitative techniques had to be employed to help analyze the data that were collected from the field.

3.2 Study area

This study was conducted in the selected primary schools of Masinea division and the following schools participated in the study: Ngomola primary school, Thatha primary school, Kimuuni primary school, Ndelekeni primary school, Kyuasini primary school, Katisaa primary school and Kamangulu primary school.

3.3 Target population

The population for this study comprised of the primary teaching staff from ten schools in Masinea division, Yatta district in Kenya.

It was felt that primary schools constitute a fairly large enough sample to be the representative of all Kenyan primary schools and to a large extent tend to provide a large number of teacher representation of the range and diversity found in primary schools.

3.4 Sample size and selection techniques

Because every teacher was a potential respondent, a simple random sampling technique was employed to pick 4 teachers from each primary school. Together 40 teachers were chosen for this study.

3.5 Instrumentation

Data on work motivation were obtained by a questionnaire survey. All the questionnaires were distributed to the respondents and were returned after the study.

3.6 Procedure of data collection

A letter was picked from the institute of Open and distance learning director authorizing the researcher to go to the field and carryout research. This letter was given to the administrators who granted the researcher permission to carryout the research.

3.7 Reliability of data

A Key concern for the researcher was to elicit accurate and reliable information so as to provide the findings a rich vein of analysis. Pilot tests of questionnaires were conducted using 10 teachers, one from each primary school that participated in the survey.

3.8 Analysis of data

In order to analyze the data statistically excel program was used to compute the reliability of each aspect. The data were analyzed in the light of the set objectives.

3.9 Limitations of the study

Time used to carry out this study almost failed the researcher.

Financial constraint was also another problem

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

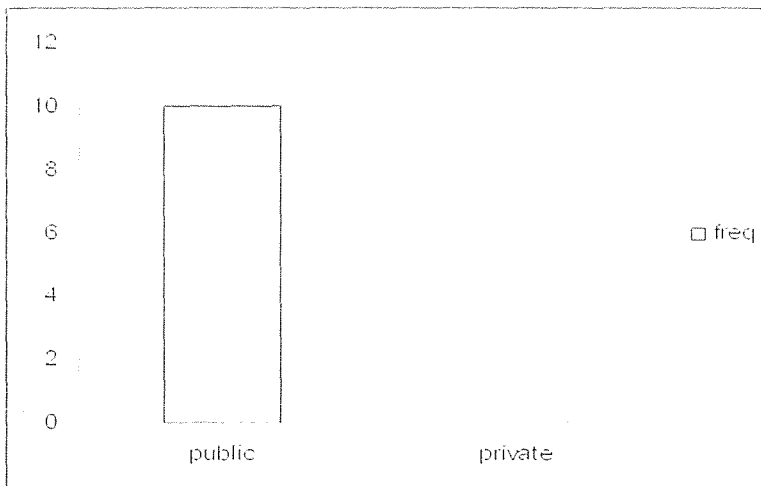
The purpose of this study was to assess the efficacy of the school feeding programs implemented in primary schools of Masinea division, Yatta district in Kenya.

The study was focused on the following undertakings; finding out the number of schools which had implemented the feeding program; assessing the adequacy of feeding program; investigating the educational benefits of the program and the challenges faced. Ten primary schools were used in the study; fifty teachers were randomly selected to respond to this study. All the questionnaires distributed were returned to the researcher.

4.1 Category of primary schools used in the study

It was assumed that this study would be of more benefit if the schools used were public primary schools in order to assess the feeding program implemented by the school.

Figure 1: Showing the category of schools under study



Source: field data 2009

The findings in figure 1 show that all the targeted schools were public primary schools. The finding acted as ago ahead to carry out this research on school feeding program.

4.1.1 Enrollment of children in the ten primary schools in the year 2009

It was important to establish the total number of children who had enrolled each of the ten schools

Table 1: Showing the total number of children per school

Schools enrollment	Boys	Girls
A	215	224
B	298	237
C	249	215
D	207	235
E	326	300
F	413	372
G	396	312
H	159	144
I	213	172
J	241	223
Total		

Source: Administrative data 2010

The above data shows that quite a large population of children are attending primary school in Masihea division, Yatta district.

4.1.2 Enrollment of children in the ten primary schools five years back (1994)

It was necessary to establish the total number of children five years back to ascertain if there is any difference in enrollment.

Table 2: Showing enrollment in 1994

Schools enrollment	Boys	Girls
A	259	254
B	302	248
C	418	321
D	392	309
E	420	354
F	500	298
G	414	400
H	302	266
I	294	250
J	376	292
Total		

Source: Administrative data 2010

Findings in table 2 indicate that there has been increase in primary school enrollment when you compare the enrollment of the two years. This could be partly due to the introduction of the school feeding programme.

4.1.3 The existence of school feeding programs

The study sought to establish whether all ten schools had implemented the feeding program

Table 3: Showing the meals served in schools

Schools enrollment	meals
A	✓
B	✓
C	✓
D	✓
E	✓
F	✓
G	✓
H	✓
I	✓
J	✓
Total	10

Source: Field data 2010

From table 3 all the ten schools had implemented the school feeding programs. The above findings highlight the roles schools have played in attracting children in school. Of course with the adverse conditions which most of these children are living in, there should be no doubt that many of them have been attracted to join schools. It is also possible that there is little absenteeism and this could greatly enhance better educational performance.

4.2 Adequacy of school feeding programs in primary schools

By adequacy, the researcher meant whether the program met the standards of that set by the WFP (2003). Its adequacy was therefore measured in terms of its components and quality of meals served, as well as its coverage.

4.2.1 Modality of feeding programs implemented in the ten schools

According to Bundy et al (2007), there are two main feeding modalities namely the in-school feeding and the take home rations. The same group of researchers advised that activities like deworming and provision of fortified micronutrients must accompany the program. They further advised that in case of some children with special cases such as vulnerability they should combine both in-school feeding and take home ration. This is what the researcher wanted to find out.

Table 4: Showing the school feeding modalities in the selected schools

Modality of school feeding program	Frequency	Percentage
In school meals	10	100
Take home rations	-	-
Deworming exercise	7	70
Combination of in school and take home	4	40
Provision of high protein biscuits	4	40
Total responses	25	50

Source: Field data 2010

Findings in table 4 indicate that all schools had implemented the in-school feeding program. This finding highlights the role which schools have played to attract children in school and to prevent children from staying away from school. This could also mean enhancement of concentration span of children.

No school had implemented the take home food ration. This highlighted that none of the ten schools had taken that initiative to further attract these children in school and make them attend regularly.

Findings further revealed that only seven schools were carrying out the deworming of children. This was good because it is reducing the prevalence and intensity of worm infections as earlier on cited by Bundy et al (2007). This could improve on the nutritional status of children as well as learning and cognitive development.

Four schools out of ten were able to provide some food rations to children who had problems, on top of their in-school meals. This finding consolidates on what Bundy and his fellow researchers had cited earlier on about ensuring that reaching the poor and other children at risk due to other factors such as HIV/AIDS. Four schools served snacks to their children.

4.2.2 Food stuffs served at school

The quality of meals served at school matter a lot in terms of their nutrition composition. Children are supposed to eat a balanced diet. The foods rich in proteins and vitamins are an essential requirement for growing children.

Table 5: Showing the types of food stuffs commonly served at schools

Types of food stuffs	Frequency	Percentage
Beans	10	100
Milk	03	30
Peas	02	20
Maize meal	10	100
Sukuma wiik	09	90
Peaw	4	40
Arrow meat	7	70
Githeri	6	60
Chapatti	10	100
Meat	3	30
Cabbages	5	50
Porridge	10	100
Total number of responses	97	80.8
Total	120	100

Source: Field data 2009

From the analysis in table 5, findings indicate that all the ten primary schools often served beans, maize meal, high protein porridge, chapatti and sukuma week. The nutritional value of chapatti, porridge and maize meal is carbohydrates. Sukuma wiik on the other hand is rich in vitamins.

Further more the analysis highlighted that at least all schools were serving to the children, a balanced diet, with all classes of food available. This implies that the primary schools are trying hard to provide nutritious meals so often to enhance growth and development of children in schools. The question however to be asked whether indeed, The meals were served in adequate quantities. This is what the research had to find out.

4.2.3 Number of meals served at school

The quantity of food served to children also matter because the school feeding program can benefit the children in school only if the meals served are adequate in quantity.

Table 6: Showing the number of meals served in a day

Number of meals served in a day	Frequency	Percentage
Breakfast	7	70
Mid-break	10	100
Lunch	10	100
Evening tea		
Number of responses	27	67.5
Total responses	40	100

Source: Field data 2009

Findings in table 6 indicate that seven schools served early morning breakfast to the children all schools served mid-morning break snack, all schools served lunch and none of the schools served any evening tea.

Findings above indicate that in most schools served lunch to learners but fewer schools served breakfast to the learners.

4.3 The individual benefits of schools offering food at school

According to Bundy et al (2007), there are short term benefits of offering school feeding programs which range from alleviating of hunger, prevention of worm infestation and deficiency diseases. The researcher therefore wanted to find out if indeed the individual learners were benefiting from the school feeding program.

Table 7: Showing the teachers contribution on how the school feeding program has been beneficial to the learners

Positive effects of food at school	Agree	Disagree	Don't know	Total
Hunger alleviation	60			60
Worm infestation	39	11	10	60
Prevention of deficiency	27	29	4	60
Children are now healthy	31	25	4	60
Total				240

Source: field data 2009

From table 7 it is evident that when children are given food at school, their hunger is alleviated. Thirty nine teachers also agreed that children in schools where deworming takes place often are free from that problem. Twenty seven teachers also agreed that deficiencies are prevented because of children getting food at school. Some thirty one teachers also agreed that children are healthier because of them eating food at school. The above analysis is in agreement with researchers such as Bundy et al (2007).

4.4 Educational benefits of implementing the school feeding programs.

According to WFP (2003), implementation of school feeding programs is associated with increased enrollment particularly for girls. Grosh, de Ninno and Tesliue (2008) also added that the program could increase participation of children in education where possible promoting their learning.

Table 8: Showing the contribution of teachers on how food served at school helped to improve education

Educational benefits of implementing the program	Agree	Disagree	Do not know	Total
Prevention of absenteeism	54	2	4	60
Improvement of mental ability	47	3	10	60
Enhancement of concentration in class	45	2	13	60
Increased enrollment	56	2	2	60
Drop out reduction	35	15	10	60
Better performance	43	8	9	60
Total number of responses	280	34	48	60
Percentage of each category	77.7	9.4	13.3	360

Source: Primary data 2009

Findings in table 8 shows that 77.7% of the teachers agreed that when children are given food they are able to remain in school concentrate in class and perform better. 9% of the teachers however disputed the claims and 13% of the teachers did not know what to believe.

The above finding highlights the applicability of Bundy et al (2007) citation of improved academic performance of learners as a result of schools implementing the feeding program. But the percentage of those who disagreed also throws light on other factors other than food that could be negatively impacting the learners academic performance, which have to be investigated. The remaining 13% of teachers represents those teachers who do not understand the need to implement the feeding program.

4.5 Challenges faced by schools in implementing the school program

Implementing a school feeding program is not as easy as it appears. There are costs to be incurred and other efforts to be put. The costs vary by the modality implemented. More to that attitude of the beneficiaries are questionable when it comes to keeping children in schools. The research therefore sought to establish this from the teachers.

Table 9: Presents teacher’s challenges of implementing the school feeding program

Challenges	Frequency	Percentages
Expenses in transportation and handling	51	85.0
Preparation costs and time	53	88.0
Lack of adequate utensils to prepare food for the growing numbers	45	75.0
Monitoring of preparation requires time	27	45.0
Some parents are required to contribute but can not afford	56	93.3
Some parents have a negative attitude	44	73.3
Sometimes schools do not get adequate foodstuffs and therefore the meals are not balanced	57	95.0
Little facilitation by government	59	98.3
Total	392/480	81.6

Source: Field data 2009

Findings in table 9 indicate that fifty one teachers reported the difficulty in transportation of food and handling; fifty three if the teachers also had observed the burden of preparing the food in terms of costs and time. Forty five teachers also showed that schools lacked adequate utensils to prepare food for the growing number of children who are fed at school. Twenty seven teachers dreaded the difficult task of management and monitoring food preparation activities. Fifty six teachers contributed that some parents can not afford the expenses assigned to them. Forty four teachers mentioned the problem of some parents keeping their children in school inspite of serving food at school to attract them. Almost all teachers mentioned that the meals they serve are sometimes not balanced and adequate. This was attributed to little facilitation by government as mentioned by the fifty nine teachers.

The above findings concur with what was reported by a group of researchers such as Grosh et al (2008), Ahmed, (2007), Jacoby (2002).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarized the findings from chapter four. A conclusion was drawn, and the recommendations were made. The summary was made in consideration with the previously formulated research questions.

5.1 Summary of findings

5.1.1 Coverage of school feeding program

Ten schools were used for the study. It was established that all the schools in Masinea division, Yatta district had implemented a school feeding program. This finding highlights that inspite of this ongoing food crises due to drought, at least these children are assured of a meal each day they go to school. Much as Bundy et al (2007) had earlier on cited that school feeding programs may face a challenge of not reaching those who need them. In this instance many children are accessing. This finding also highlights an alleviation of a burden from families which can not otherwise afford to get daily food for their children. It should be remembered that in some families, there are more than one children attending school and so it is indeed a high relief for these parents.

5.1.2 Adequacy of school feeding program

Findings in this study highlighted that in school feeding programs had been adopted in all the ten schools. There could be what Bundy et al (2007) described as those where food is prepared and served at school. But no school offered take home rations. This was a bit worrying because there are some children who need these take home rations because they came from poor families. Seven schools carried out deworming exercises. This is also beneficial

in terms of preventing worm infestations among those younger children in school. It was however established that very few schools (4) were able to serve a snack to children while at school other than the main meals. This was noted with great concern because in between meals children need something to relieve them of hunger so that they can be able to concentrate in class. Besides the WFP (2003) had also advised about that.

The above finding show that what is served in terms of modality is more of in school meals but it is not being well substituted with other activities yet they are very important.

It was also established that the food stuffs mostly served in primary schools included Chapatti, maize meal, porridge, sukuma, wiiki, beans and arrow root. The food value from these food stuffs was more of carbohydrates with vitamins such as calcium were not being availed to children yet they badly needed them. Food should be balanced if the receipts are to grow healthy. It should be remembered that health has a bearing on the children's cognition development.

5.1.3 Number of meals served in a day

It was also established that all the ten schools served mid-break and lunch to children while at school. Only 7 schools served breakfast and no school served the evening tea, this finding shows that the children are benefiting much because the key meals are being given to them that is breakfast, mid break and lunch. They should therefore be able to contrite on their learning experiences and perform better.

5.1.4 Individual benefits of school feeding programs

There are a variety of both long and short term benefits of serving meals at school to children. A group of researchers had identified the benefit of avoiding

hunger in children while at school and enhancing participation in educational activities. They also observed that because the children get meals at school they remain healthy and free from deficiency diseases.

Findings in this study indicate that all teachers were of view that the children who attend schools do not feel hungry any more because they are feed at schools. Thirty nine teachers however claimed that school feeding can help to prevent worms. Twenty seven claimed that when they are fed, children are deficient, and thirty one agreed that they are healthier.

All in all the most dominant individuals benefit of school feeding program is that children are alleviated of hunger. It should be remembered that hunger has a directed impact on learning. You can not expect a child to concentrate when he/she is hungry.

5.1.5 Educational benefits of implementing a school feeding program

Findings show that by schools giving the children food, enrollment has greatly improved as evidenced in table 1 and 2. According to the majority of teachers, even absenteeism had been prevented. A large number of teachers agreed that children cognition has been achieved because of the food they serve at school and children were more attentive in class. This is because they are no longer hungry. Forty three teachers agreed that even performance is now better because the children were more comfortable.

All the above findings agrees with researchers such as Bundy and Strickland 2000; Gilligan and Lehrer 2008 and more particular the WFP (2003).

5.1.6 Challenges facing school feeding program implementation

Almost all the teachers contributed that there were financial constraints in transportation and handling of school food and preparation of the food. Time was also mentioned by the teachers as one of the constraints. It is now evident that some parents were finding difficulty in making their contribution towards the school feeding program, finding which highlights what Bundy et al (2007) mentioned as incentive in compatibility. According to this group of researchers the school feeding program could be conflicting with household choices about time use and labor for the parents. To the schools and government at large the school food should attract more children to school. As a matter of fact it should be an incentive. But to parents it is denying them a chance to retain their children at home at school to do domestic work.

Further findings show that food is not served in adequate amounts due to lack of facilitation. But just like what Bundy et al had earlier on cited, Kenya like any other developing countries feels experiences these costs, as high to meet the fact that it is already experiencing some other crises such as economic recess, famine and has not yet fully recovered from the post-election violence. The fact that to some extent it is relying on community participation in implementing the food program, it is not wrong if the program is described as peripheral to the education sector and national budget. It shows that the school feeding program is vulnerable to external forces.

5.2 Conclusion

School feeding programs indeed play an important role in helping to get children into school, keep them there, through enhancing enrollment, reducing absenteeism. Once these children are in school the programs can also contribute to their learning, through avoidance of hunger and enhancing cognitive abilities. These effects may be potential by complementary actions, such as deworming and also giving the children snacks. In this study however it has been observed that some children are not enrolled and absenteeism is

still present in schools. This shows that there are other factors that are influencing enrollment and active participation of learners in school activities other than food. They have not been mentioned anywhere in this study but I believe they exist and need to be investigated.

5.3 Recommendation of the study

Government must highlight the need to implement the school feeding program so that each child regardless of their economic background. If possible the school feeding program must be integrated in the national policy.

Government of Kenya is one of those which has implemented the school feeding program and has so far reached its third stage of its transition according Bundy (2007). But it should be realized that much as it has tried to move away from external facilitation of the program. It is time to reconsider soliciting for further help because at the moment the country is experiencing food crises and therefore can not expect the community to do much in order to feed the children.

Much as there is drought, government must continue to implement its linking of school feeding program with local agricultural production. Because if this drought is over farmers should continue to benefit from the program.

Parents must be sensitized about the long term benefits of enrolling children in school. This will help to make the incentive of school feeding program compatible with the rest of the household choices if the program is to attract and retain children in schools.

School administrators need to consider combining both in school meals and take home rations for those children who are observed to be more vulnerable than others.

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APPENDICES

Appendix A: Questionnaires for teachers

Dear Respondents

I am carrying out a research on school feeding programme. Please fill and tick where applicable.

Category of primary school

Is this a public or private school?

.....
.....
.....

What is the total enrollment of children in your school to date?

Boys

Girls

Do you feed your children at school?

Agree

Disagree

I do not know

What modality of school feeding programme do you have?

In school feeding

Take home ration

A combination of both

Do you carryout deworming of children in school?

Agree

Disagree

Not sure

Do you also give them snacks in between the meals you serve at school?

- Agree
- Disagree
- Not sure

Please list some food stuffs you usually serve in school?

.....
.....
.....

From your own observation, how have these children benefited from eating the food at school?

- There is increased attendance.
- The children no longer suffer from worms
- The children are active in class
- Children have been alleviated from hunger
- Children do not suffer from deficiency disease

What educational benefits does feeding children at school yield?

- Increased enrollment
- Prevention of truancy
- Cognitive ability enhancement
- Improved attention in class
- Children now perform better
- None of the above

What challenges do you face at school in your effort to provide food for children under your care?

.....
.....
.....

Thank you very much