ROLE OF COMMUNITY IN SUSTAINING COMMUNITY BASED FEEDING PROGRAMME IN PUBLIC PRE-SCHOOLS IN GATANGA DISTRICT, MURANG'A COUNTY, KENYA

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Declaration

I declare that this project is my original work and has not been presented in any other university/institution for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphs, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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Acknowledgement

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Abstract

This study was prompted by the concern on unsustained feeding programmes in pre-school, which is crucial for nutritional intervention aiming at increasing food intake for holistic development. In Kenya, studies on feeding programmes have mainly focused on its management, access and retention in pre-school. Sustainability of community based feeding programmes has received minimal attention. The purpose of the study was to establish the roles the community plays in sustaining feeding programmes to complement studies on management of community based programmes and establish the impact of the community involvement in food security, parental involvement, management and then suggest strategies that can be employed to improve the community based feeding programmes in Gatanga District. The study employed a descriptive research design. Purposeful random sampling was used to select 20 Early Childhood Development pre-schools implementing community based feeding programme. From each of the Early Childhood Development pre-schools, the researcher sampled the headteacher and 1 representative per school feeding management committee. The 2 District Centre for Early Childhood Education officers were also included in the study. The study sample therefore comprised 20 headteachers, 20 representatives of school feeding programme committee, two officers from District Centre for Early Childhood Education (DICECE), giving a total of 42 respondents. Data was collected using questionnaires, interview schedules and observation guides. Data collected was coded and entered in the computer for analysis using the Statistical Package for Social Science (SPSS). Descriptive statistical methods that included percentages, mean and frequencies was used to report the data. The results of data analysis were reported in summary form using frequency tables, bar graphs and pie charts. The objective of the research was to establish the role of community in sustainability of the SFP. It was evident from the findings that not enough had been done in food security, parental involvement, management and in strategies to improve SFP. The study recommended that communities to raise levels of participation including training on its management and promoting sustainability.
## Abbreviations and Acronyms

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<thead>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>CBO</td>
<td>Community Based Organization</td>
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<tr>
<td>DICECE</td>
<td>District Centre for Early Childhood Education</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>ECDP</td>
<td>Early Childhood Development Programme</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>IEA</td>
<td>Institute of Economic Affairs</td>
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<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
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<tr>
<td>NACECE</td>
<td>National Centre for Early Childhood Education</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Development Cooperation</td>
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<td>PTAs</td>
<td>Parents, Teachers Associations</td>
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<td>SFPC</td>
<td>School Feeding Programme Committee</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNCRC</td>
<td>United Nations Convention on the Rights of the Child</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>WFP</td>
<td>World Food Programme</td>
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<td>WHO</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The world community that assembled in Dakar, Senegal, in 2000 for the 10th anniversary of Education for all (EFA) reaffirmed its commitment to Early childhood care and education, whose development was set as the first of the six Dakar EFA goals. In this context, UNESCO's 2004-2005 planning included the launch of the UNESCO organization for Economic Development and Cooperation (OECD) Early childhood policy review project. The purpose was to provide selected countries with an opportunity to review their early childhood policies and identify concrete options and strategies for improving the holistic development of children. Kenya was among the selected countries, UNESCO (2004-2005).

The African Charter (1990) conceptualized in a meeting the drafting of the charter, however observed that certain areas of the United Nations Convention on the rights of the child (UNCRC) needed consideration with regard to children in Africa. Among these is the lack of meaningful participation of local communities in planning and managing basic programs for children. In it the charter advocates that parents and others responsible for the child have the parental responsibility for the upbringing and development of the child. It holds that these caregivers have the duty to secure within their abilities and financial capacities, conditions of living necessary to the child's development where the government means are insufficient to assist the caregivers. In this endeavour therefore, the communities have to shoulder the responsibility and hence need for communities knowing their roles in the programs.
ECDE in Kenya is governed by a partnership policy (2005) of the MOEST whose main aim is to enhance the provision of ECD services throughout the country. The policy was first stipulated in Sessional Paper No. 6 of 1988 on education and manpower training for the next decade and beyond with a view of boosting the sector. The community however is the most important partner taking responsibility for the provision of physical facilities and organization of feeding programmes. Parents participation is a prerequisite to the eventual ownership of the school feeding programme. Communities are expected to provide firewood, employ a cook, provide kitchen utensils, cooking water and monitor the utilization of the projects funds as part of their contribution (MOE, 2009). The essence of the study was to know the status of community involvement in feeding programmes.

School feeding programmes are nutritional intervention programmes aiming at increasing food intake or improving nutritional status through subsidized food distribution in school. In 2000 the United Nations humanitarian food agency at the World Food Programme (WFP) launched a global campaign urging national governments to invest in school feeding programmes. School feeding is increasingly becoming critical in improving the health and well being of children while contributing to their performance at school (Hayes, 1972). To promote the health and nutritional status of children in pre-schools, school meals have proved nutritious to about 1.3 million children in schools improving the health and concentration of children in school activities (Akolo, 2011). The nutritional and hunger problems reduce the learning capacity of school children, weaken their commitment to school and hinder their active participation in educational activities. Micronutrients deficiencies have been linked not only to lower enrolment

In instituting a school feeding programme WFP insisted that the programme must be supported by the Government and local communities and that resources and infrastructure must be provided by counterpart contributions. Consequently, it is the responsibility of the community to own and support the pre-schools. Local communities support infrastructure and the resources must be provided as counterpart contributions in involvement of sustainability of the pre-school feeding programme within the resources available in community. For financial and managerial responsibilities in pre-schools feeding programmes, a realistic plan must be there. Such include measures to create awareness to parents and community about the benefits of school feeding, to harness their support. Kenya policy makers from the Ministries of Education, Finance and Agriculture have expressed confidence that local procurement efforts that increased community support will allow school feeding programs to survive despite lighter resources (USAID, 2009).

Early childhood Education is characterized by various problems, some of which are malnutrition, access to safe drinking water, clean sanitation among others (Master Plan on Education and Training, 1997-2010). To mitigate the children’s malnutrition in pre-school intervention programmes should be sustained by communities. Some of the challenges of CBO can be costs, cooking facilities and clean water (Bundy, 2009). To address the above there is need for communities knowing their roles in sustaining them. This called for data to improve the pre-school feeding programme.

The foregoing discussion implies how community participation support of pre-schools, despite the global expectation that they do so. This situation exists inspite of communities being the main initiators and managers of most pre-schools, and the government policy encouraging their
participation. The inconsistency between expectation and reality is further demonstrated by the fact that parents are aware of the required facilities, equipment and materials, and that it is their responsibility to provide the same (KIE, 1992). Establishing the existing levels of community roles in sustainability in SFP which was the main focus of this study was intended to be instrumental in finding ways and means of enhancing community’s role in SFP in pre-schools.

Having brought children into pre-school, the challenge is for them to learn; school feeding programme can also contribute to this poor health and poor nutrition among school-age children, diminish their cognitive performance either through physiological changes or by reducing their ability to participate in learning experiences, or both short term, hunger, common in children who do not eat before going to school, results in difficulty concentrating and performing complex tasks, even if the child is otherwise well nourished. Students in school feeding programmes have the potential for improved educational attainment (Jukes, 2008). If the community does not play a role in sustaining feeding programmes, the above would happen in pre-school. This study will establish the role of community in sustaining the feeding programmes.

1.2 Statement of the Problem

The need for proper nutrition in order to reap maximum educational benefits cannot be over-emphasised. To secure this right, in particular, there is need to focus on school feeding. To ascertain children’s holistic development and optimum educational attainment, it is necessary to ensure continuance of their healthy well being in school feeding program. Consequently, studies to keep track of sustainability of feeding program are imperative.
Despite the importance of feeding programs there have been many issues pertaining to their sustainability. Available studies (Aila, 2012; Wahome, 2007) have focused on challenges, management and sustainability of school feeding program. However, some of these studies did not focus on the community’s role on sustainability of feeding programs. Although these studies shed light on issues related to school feeding programme, they did not give full attention to community’s role in community based organizational programme. Since the sustainability of these programmes was likely to be influenced by the community, this study sought to establish how the community sustained school feeding programme in Gatanga Zone, Murang’a County.

1.2.1 Purpose of the Study

The purpose of the study was to establish and document the role the community plays in supporting the sustainability of the pre-school feeding. The study also explored the factors influencing community’s role in sustainability of pre-school feeding programs and improve it.

1.3 Objectives of the Study

i) To establish the strategies the school and the community had initiated to ensure food security in pre-school feeding programmes.

ii) To identify ways pre-schools used to involve parents in sustainability of pre-school feeding programmes.

iii) To evaluate the management of pre-school feeding programmes.

iv) To determine effective strategies that could be employed to improve pre-school feeding programmes.
1.4 Research Questions

i) What strategies did the community use to ensure food security / provision in pre-school feeding programmes?

ii) What methods did headteachers use to involve parents in pre-schools feeding program?

iii) How are pre-schools feeding programmes managed?

iv) Which strategies could be employed to improve the pre-school feeding programmes?

1.5 Significance of the Study

The overall benefit of an improved pre-school feeding programme goes to the community, who may gain from the benefits of investing in their children. Since the study also documents the effects of school feeding programmes, they would learn the importance of participation and appreciate their roles from the documents of effects of community involvement. They would also learn from the study findings the importance of the role they would play in promoting sustainability.

To contribute towards children’s holistic development, the resultant cognitive and social emotional development would in turn impact on the children’s lives in pre-school in advanced levels of learning.

1.6 Limitations and Delimitations of the Study

1.6.1 Limitations

When visiting the pre-schools, headteachers were absent in most of the pre-schools, so the researcher was told to come back for the data. Some of the feeding programmes were not real because there was no management of them. However, by conducting document analysis of the
given literature it would be established. Major limitation of this study was lack of adequate data. Some schools lacked records making it difficult to obtain crucial data. But where information was available it was comprehensive.

1.6.2 Delimitations

The study was delimited to public pre-schools hence results cannot be generalized to other populations not similar. However, the research could be useful in stimulating further research in other areas in Kenya.

1.7 Assumptions of the Study

The study assumed that communities/parents play their roles in the SFP. It also assumed that such interactions in turn impact positively on the cognitive social emotional and language development in children.

1.8 Theoretical Framework of the Study

This study was based on Kurt Lewins (1947) theory of planned change. According to Kurt Lewins, there are three stages of mental preparation namely; Unfreezing; Change or transition and Freezing or refreezing for a planned change to succeed in a community. In a group’s performance, he suggested that these factors influence people to change.

According to Lewin, in the unfreezing stage the animator breaks through the community members’ state of apathy through creation of awareness to feel the need to change. In the second stage (change), the agent of change should help the community members to remain focused on the benefits of change. The stage involves pooling resources together. In the third stage Lewin
emphasized the need to reinforce change and ensure that it is accepted and maintained into the future. The theory was based on the assumptions that:

i) people need to be mobilized through sensitizing them of the problem or challenges at hand.

ii) people should remain focused on the benefits of change.

iii) there should be continuous on the behaviour in future hence should be followed not to regress to the unfreezing stage.

According to the theory, the community would create awareness on the significance of health and nutrition, Oniang’o (1990), during the school age period, which is to aggravate the problems of under nutrition and health. Sensitize them on the intervention of school feeding and the benefits; improved IQ, immunity and illness (Galal, 2005). Mobilize them on the educational effects of school feeding programs on performance, make a difference in enrolment and attendance, (Levinger, 1986). The attention span as well as school performance is inhibited by endemic diseases and illnesses, (Vynckt and Nkiyangi, 1991). After the change, help the community to remain focused on the benefits of the feeding program, contribute to their learning through avoiding hunger and enhancing cognitive abilities. In the freezing stage the community needed to reinforce the change by putting in place strategies to sustain the challenges of the preschool feeding programmes.

If the community played their role in sustaining the feeding programmes, the goals would be: reduction of short-term hunger, increasing school attendance and enrolment, improving nutritional and micro-nutrient status, improving cognition and improving academic performance. Children might fail to perform optimally in academic activities if the basic need of food was not appropriately met.
1.9 Conceptual Framework of the Study

The conceptual framework illustrates that sustained feeding programme would depend on community's playing their roles in SFP. The roles they could play are initiating strategies to ensure food security, implementation of the same, management and employing strategies to improve the feeding program. When community play their above roles in SFP the outcome would be having logistics organizational arrangements, capacity building, adequate facilities and resources. After such interactions in turn, impact positively on cognitive, social, emotional and language development in children.
Fig. 1.1: Conceptual Framework on Community’s Role in The Sustainability of the Pre-School Feeding Programme

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<tr>
<th>Child Outcomes</th>
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<td>Language development.</td>
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<td>Improved academic performance.</td>
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<td>Cognitive development.</td>
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<td>Social emotional development.</td>
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<th>Strategies / Community Outcomes</th>
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<td>Logistic and organizational arrangement</td>
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<td>Capacity building</td>
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<td>Adequate facilities</td>
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<td>Resources</td>
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<td>Appropriate polices and legal framework</td>
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<th>Community’s Role</th>
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<td>Food security (Income generating projects and Funds)</td>
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<td>Parental involvement (Irrigation during drought and Infrastructure)</td>
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<td>Management of the programmes</td>
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<td>Other factors</td>
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<tr>
<td>School management</td>
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<tr>
<td>Poverty</td>
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<td>Lack of funds</td>
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<td>Lack of mobilization</td>
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DEPENDENT VARIABLE | INTERVENING VARIABLE | INDEPENDENT VARIABLES

KEY
Shaded area – Study variables
Unshaded areas – Expected community and child outcomes

SOURCE: Researchers own (2015)
1.10 Operational Definition of Terms

Attendance : Pupils reporting in pre-school according to the register records.

Community Based Feeding Programs: Food and drinks funded by parents and local people.

Community Sustained Programs: Programs run by parents having children in pre-school.

Community : Parents having children in pre-school and the local people in the area.

Enrolment : Refers to the number of pupils who get admitted to pre-schools.

Feeding programme: Porridge given during break time and food given during lunch time.

Food Security: Availability or provision.

Literacy : Ability to read and write at a designated level of proficiency.

Performance : Skills acquired according to Assessment records.

Poverty : Lack of resources and necessary conditions required to meet the basic needs for healthy living.

Pre-school : Those centres or classes that provide care and education for children aged between 3 and 6 years. They are centres that systematically prepare children for further learning. Thus pre-schools are a sub-section of ECD centres.

Strategies : Improved community outcomes.

Sustainability : Taking ownership and running the community based feeding programmes.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter outlines the literature related to this study, it highlights food security, parental involvement, management and strategies of improving the feeding program.

2.2 Strategies to Ensure Food Security
The World Summit (1996) defines food security, when all people at all times have physical and economic access to sufficient safe nutritious food to meet their dietary needs and their food preferences are met for active healthy life. In addition, food security refers to the availability of food and one's access to it (World Health Organisation, 2011).

The world is facing a potential crisis in terms of food security. The challenge is to produce and supply enough, safe and nutritious food in a sustainable way for a growing global population, which is projected to reach 9 billion by 2050. According to global food security issues, a convergence of factors has made food security one of the most important issue. An increasing population needs a more varied diet, which is grown on less water, and at times facing increased costs for fertilizer, fuel, storage and transport.

The root cause of food insecurity in developing countries is the inability of people to gain access to food due to poverty. Over 70 percent of the food secure population in Africa lives in the rural areas. Nearly 30 percent of Kenya’s children are classified as undernourished and micro-nutrient deficiencies are widespread according to Draft Paper of 2008 on food security. The goal of food insecurity include the reduction of short term hunger and improvement of the nutritious status for
school children whereby reducing levels of malnutrition. According to school health and nutrition, addressing micro-nutrient deficiencies in particular iron and iodine has been shown to have a positive impact on learning. Taras (2005) advocated that, for nutrition and performance helminth school age children. Grigorenko, (2006) stated that deworming interventions have shown to reduce the prevalence of anaemia and school absenteeism and contribute to the improvement of cognitive functions.

According to the WHO, the three aspects of food security are food availability, food access and food adequacy (utilization). Food availability has to do with the supply of food. It should be sufficient in quality and quantity and also provide variety. Food access address the demand for the food. It is influenced by economic factors, physical infrastructure and consumer preferences. Food adequacy should be consistent and dependable, supply of energy and nutrients through sources that are affordable and socio-culturally acceptable. Food insecurity has the potential to influence food intake and ultimately the health and nutrition of households. In many communities over 85 percent of the food consumed is obtained from the farm. Food and Nutrition Security Policy (FNSP) provides an overarching framework convening the multiply dimension of food security and nutrition improvement. It recognizes the need for multi-public and private sector involvement, and that hunger eradication and nutrition improvement is a shared responsibility of all Kenyans.

According to World Food Programme, food security has significant impact on education in Africa. The WFP was therefore assisting the Government of Malawi through school feeding programme. The November 2006 appraisal mission recommended WFP to continue supporting government’s effort to achieve education goals related to increasing access to primary education through SFP. This concurs with McConnel (2006) who used school feeding tool kit to design a
unique comprehensive country plan for school feeding programmes in countries in Africa, Asia or Latin America and the Middle East. In the findings the school feeding proved to be a safeguard for children around the world. There was increased food security in the child hence increased academic achievements.

A study in England addressed the question of whether there are any educational benefits from improvement in food quality for children (Belot and James, 2009). In the study, primary school in an area of London shifted from low-budget processed foods towards healthier options using a control group. The study found significant improvements, this study suggested that food quality affects education outcomes even for children in a rich country who are not undernourished.

According to WFP a million Kenyan children risked dropping out of school in 2010 due to shortage of supplies. Tesema Megas, WFP country’s director for Kenya then, said that without funding the agency would have been forced to discontinue its programme in January 2010. According to Barto & Luchedi, (2009), four thousand primary schools in the country and most food secure regions would be affected. Food was an incentive, without which most of these children may have no choice but to drop out of school altogether.

The food security issues are the status quo gap (food needed to maintain per capita consumption). The nutritional gap (needed to meet nutritional levels and the food aid – international safety for land area marginal for agriculture purposes in low income countries). Other issues are market-access, preservation, commodity, fluctuation, (Devereux, 2008). If all the above food security issues were addressed by the community taking ownership of the programme their children would be food secure in pre-school. The essence of the study was whether the community had placed up measures for provision of food security in the pre-school.
2.3 Parental Involvement and Feeding Programmes

In 2003, the World Food Programme expressed concerns in the problems of accessing clean water, adequate fuel supplies, fruits and vegetables to supplement the basic school feeding programmes. There is need to encourage enterprises that produce food or income for school feeding program. Communities should be sensitized about their roles in identification and development of enterprises to sustain school feeding programmes. The WFP school feeding programme had increased parent participation in the development and management of school kitchens and the provision of cooking utensils, firewood, storage facilities and water. Parent participation is a pre-requisite to the eventual ownership of the school feeding programme. MOE (2009) states that communities are expected to provide firewood, employ a cook, provide kitchen utensils, cooking water and monitor the utilization of the projects funds as part of their contribution.

Oniang'o (1990) highlights the significance of health and nutrition during the school age children, the problems of inadequate food intake can be transferred from the pre-school years to the school years hence aggravating the problems of under-nutrition and health. Interventions to address these problems should be conceived within short term measures which may include feeding school children. Studies tracking the impact of school feeding have shown improvements in IQ, immunity to illness among participating children (Galal, 2005) and are no longer distracted by hunger and the crippling effects of extreme malnutrition.

Parents associations have proven to be a key to community participation as a general rule, (WFP, 2001). The essential services required for should be covered by the community, either by contributing such services itself or by contributing cash to pay for the services. Other ways that the community might participate are construction of simple canteens, assistance in delivery and
storage of commodities and contributions in cash or in kind to the pre-school feeding programmes. Community support can be in various forms. Parents working on school infrastructure, kitchens should be equipped with clean working space and hand washing facilities. Water supply, sanitation and ground water source (dug wells, boreholes and piped water). Water should be filtered and chlorinated or boiled before adding it to food. A school with a clean water source (pipe) and hand washing soap should be equipped.

Food commodities should be kept under secure conditions, parents, teachers or other community associations can play a significant role in the pre-school feeding programme and ultimately assume some of the costs. According to USDA (2009), the schools should have kitchens and storage that meet the World Feeding Programme (WFP) standards. In home grown school feeding programmes, energy or fuel and infrastructure should be provided. The food ratio included 150g cereals (maize) 40g legumes (beans or yellow split peas), 5g fortified vegetable oils and 3g iodized salt. The homegrown feeding programme managers should issue local tenders for cereals, pulses and oil. Households were to contribute cash either for cooks, salaries, salt and firewood in the school feeding programme. The school management committee should make a rotary duty if they could not contribute either in cash or in kind (USDA, 2009). The extent to which the parents were involved is the essence of the study.

Available literature suggests that there is a relationship between community participation and child development. Young (1995) points out that parental involvement in programmes appears to strengthen the positive impact of early childhood interventions. She failed to clarify the type of involvement parents engaged themselves in and the aspects of early childhood programmes they impacted on.
2.4 Management of School Feeding Programmes

Participation is the process in which people take initiative and action as a result of their perceived need. Community participation according to Espein (1995) refers to community members’ involvement in decision making roles in committees. It also refers to community commitment to providing inputs and economic support such as employing teachers and providing physical facilities (for example for feeding programme).

World Health Organization (WHO) and United Nations International Children’s Fund (1982), in its workshop it was observed that programmes are more effective when members of the community are informed and involved in their evolution. From these workshop, it can be concluded that program with a community participation component offer more benefits to children than those that do not involve community. The method of participation and the aspect of parental involvement in order to affect holistic children’s development is however unclear.

In 1986, Berly Levinger published a comprehensive review of studies on educational effects of school feeding programme in developing countries. In her literature review (malnutrition, school feeding and educational performance), she concludes that school feeding programmes make a difference in enrolment and attendance if the program is well managed. She also concludes that it should be targeted to poor rural areas where attendance is relatively low.

policy is also emphasized in the master plan on education and training, 1997-2010 (Republic of Kenya, 1998). This policy entails collaboration between all stakeholders comprising of parents and communities among others, guides the roles and functions of each partner. According to the policy, the government’s role in it is that of stimulating community’s action in pre-school. The government uses NACECE/DICECE model to mobilize and sensitize communities on matters relating to care and education. At the pre-school level communities have the responsibility of managing and financing the institutions.

School feeding programmes that respond to community participation are locally owned and incorporate some form of parental or community contribution, whether in cash payment or in-kind, for example through donated food or labour (Rethinking school feeding, 2009), normally put in place food management committees composed of representatives of parents. The role of the committee is to act as an interface between the community and the pre-school, manage the pre-school feeding programme and ensure food utilization in the school. The locally available food included is a key element of quality and sustainability.

It is important to create awareness to the community to participate and own the programme. By funding it there is hope of sustainability. There is evidence in some low income countries communities pay for the contributions in cash or in kind to support such programmes. Being a locally managed programme school feeding can only be sustainable in food secure and generally better off places, (USAID, 2009). Meals in schools depend on the local factors such as donations to buy the commodities either in cash or in kind, the time (half day or full) composition of the in school meals, culturally acceptable within the community, ease of preparation, clean as well as availability of trained cooks (Bundy, 2009). Providing labour, fuel, eating and cooking facilities costs are some of the complications which needs the community’s, parents involvement. The
local foods are bought to ensure the quality and sustainability. Logistics, security have an impact on the feeding programme. For the community to feed the children a number of factors have to be looked into. For example age group, size of the number of beneficiaries, composition of the nutrients and number of days in the term. According to World Food Programme, (2009) procurement contracts for such components as transport, storage, food preparation constitute another area where close monitoring and oversight are required, linking it with strong tendering process and transparency.

Community have always been involved in the establishment of pre-schools and its provision remains the largest form of pre-school / service provided today comprising 70% of the total number of pre-schools nationwide, (Republic of Kenya, 1998). Communities are responsible for identifying suitable locations to set up pre-schools and mobilizing human and material resources for construction and furnishing as well as development of play and learning materials. In addition they are responsible for establishing management teams that oversee the running of schools. The critical role of its involvement in sustainability and relevance cannot be over-emphasized. In terms of maintaining quality however, much still needs to be done to enhance the capacity of the community management teams to effectively carry out their responsibilities. The government needs to recognize this and embark on a programme to sensitize community on feeding programme management.

2.5 Strategies of Improving School Feeding Programme

In 2002, the United Nations humanitarian food agency, the World Food Programme (WFP) launched a global campaign urging national governments to invest in school feeding programmes. The sustainability was the issue to the UN World Food Programme, the schools,
organisms and government due to the unstable resources. In (WFP, 2001) a country like Cote d’voire had to organize to support the feeding programme. This was by an association to build a kitchen and a store room. The parents, teachers association (PTA) then hired workers to cook or parents had to cook in turn and committees had to manage the food stock. The parents also provided fresh vegetables and other ingredients to enrich the food.

The Indonesia’s Government initiated a community based national school feeding program in 1996. Implementation was decentralized and involved communities. In 1998 a survey in all the targeted schools reported active community participation, feeding was sustained, inspite of a dramatic escalation in food costs. Characteristics of the programme that may be important in explaining its success included involvement of a large of community stakeholders, engagement with existing village administrative structures, scope for local community adaptation of local foods that dispersed benefits to ensure sustained implementation.

In many African countries, school attendance has greatly been influenced by seasonal food shortages as well as endemic diseases and illnesses resulting from poor living conditions. It has also been noted that many children go to school in the morning without having had any breakfast. Teacher’s report that the attention span as well as the school performance of such children is inhibited (Vynckt and Nkiyangi, 1991). The food served at school is often the real meal some have for the day, for many of them, school meals are indispensable supplement to family food, (Matoko, 1993). In Kenya, many children live in the poor rural areas, some come from families that are too poor to provide them with adequate feeding.

The government of Kenya according to USDA (2008) acknowledged the critical role of school feeding programme in enhancing health and nutritional status. It adopted the Kenya Education
Sector Support Programme (KESSP) 2005-2010 which provided legal framework for implementation and regulating school feeding programmes in Kenya. This was a result of recognizing the need to enhance sustainability of the school feeding programme in its program, that is the school health, nutrition and feeding programs.

In Kenya, pre-schools rural schools widely without firewood to fuel, kitchen, stores, clean water and money to pay cooks find it difficult to provide daily meal services without burdening parents for missing inputs (Bwonda, 2005). Factors such as water scarcity and inadequate infrastructure continue to impede full realization of the central goals of Kenya's school meal programme. Finan, (2010) stated that certain financially strapped schools require families to contribute money, labour, water and firewood to receive the daily meal allowance, compromising the full effect of the meal incentive.

ECDE largely remains a community based project (Institute of Economic Affairs, IEA, 2007). In cases where government has decided to place responsibility on the community for sustaining the school feeding programme, specific support to communities could be put in place by linking agricultural programmes to them. In addition, Bundy (2000) said that a solid framework would still be needed that recognizes the existence of these programmes and an institutional set up would be needed to determine guidelines, minimum standards and support.

These factors undermine the quality and effectiveness of the feeding programme in pre-school's in Gatanga District. Due to the current phase of the community based feeding programme, pre-school are encouraged to initiate income generating projects. The essence of the study was to establish the sustainability measures in place. By being responsible and participating, the community would own the feeding programme as an intervention to their children's health. They
could provide facilities for water, sanitation, feeding and cooking in the whole planning, evaluation of the programme to ensure sustainability sound logistics organization, arrangement and adequate facilities. The essence of the study was on improving the school feeding program.

2.6 Summary of Literature Review

Health and nutrition have significant impact on overall education achievement of school going age particularly those in developing countries. Ensuring that children are well fed, healthy and able to learn are essential to the effectiveness of education systems (Rok 2005). Hindrances to the performance could be addressed through the community participated programme. The reviewed literature shows that school feeding programmes are expensive to sustain especially when considering other competing needs. Both costs and effects should be considered carefully when designing the appropriate school based intervention. Although studies of Machocho (2011) carried out a project on SFP's management and impact on access and retention in the semi arid areas and Auko Aila (2012) also studied the impact and challenges of the SFP in primary school, both studies never delivered in any specifics on the community's role to sustain the CBO feeding programme. In both studies, the programmes they studied had some funds from the government and the community complemented it. My study sought to establish the community's role in sustainability of CBO feeding programmes in Gatanga District.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter presented the methodological procedures that were used to conduct the research. These included research design, variables of the study, locale of the area of study, description of the general population and sample. Also addressed was pilot study, data collection procedure and methods of data analysis.

3.1 Research Design
The descriptive study design was employed for this study. It involved a careful and complete observation of the community. A descriptive study was concerned with investigation on the existing conditions. This design was considered appropriate because it would help to explore the status of CBO feeding programmes.

3.1.1 Variables
The dependent variable of the study was sustained pre-school feeding programmes. Other factors could also be intervening variables, that is, non-study variables which could also affect. The independent variables were factors that had been identified as having influence on community’s role in pre-school feeding programmes. These included food security, parental involvement, management of the programme and how they would improve the SFP.

3.2 Location of the Study
The study was carried out in Gatanga District public pre-schools owned by the community. Communities have always been involved in the establishment of pre-schools and its provision
remains the largest form of pre-school service provided today comprising 70% of the total number of pre-schools nationwide (Republic of Kenya, 1998). In the district, Kakuzi and Ithanga are semi-arid and also there are isolated pockets of poverty. In the rest of the district, there is coffee and tea which depends on the season for production. The place was chosen because there was concern over sustainability of the SFP.

3.3 Target Population

Gatanga District had 3 divisions. All the 3 divisions had 60 schools. All the headteachers and 20 pre-schools feeding committee members in the targeted schools were used in the study and also the two DICECE officers. The headteachers and feeding programme committee members in charge of the school feeding programme were targeted because they were in a position to assess the contribution of the community in the programme in enhancing participation. This is illustrated in the sampling frame.

Table 3.1: Division and Zones in District Pre-Schools

<table>
<thead>
<tr>
<th>District</th>
<th>Divisions</th>
<th>Number of Zones</th>
<th>Number of Public Pre-Schools with feeding programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gatanga</td>
<td>Kariara</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Kihumbuini</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Gatanga</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>
3.4 Sampling Techniques and Sample Size

Sampling techniques and the sample size was used as indicated below.

3.4.1 Sampling Techniques

Considering that there was interview in the study, it was limited to 30% of all the public preschools in the district which had a community based feeding programme. In random sampling the event occurs by chance and not due to any pre-determined pattern. Both were mixed together to ensure all the pre-schools in the divisions were represented.

3.4.2 Sample Size

All the divisions in the district were included in the study. In the first stage of sampling, 3 of the education zones to be focused on were purposefully selected from each division. Then the preschools within the selected education zones were randomly selected. Table 3.1 presents the sampling frame.

Table 3.2: Sampling Frame of the Study

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Zones</th>
<th>Number of Pre-Schools</th>
<th>Sampled Pre-Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kariara</td>
<td>1</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>Kihumbuini</td>
<td>1</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Gatanga</td>
<td>1</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>65</td>
<td>20</td>
</tr>
</tbody>
</table>
3.5 Research Instruments

Three types of research instruments were used to collect data. These included observation schedules, questionnaires and interview schedules.

3.5.1 Observation Guideline

Observation guideline as described by Dunn and Kothari (2004), as a method that uses actual observations. It involved looking at the situation and making measurements or recording what was seen. The guidelines consisted of an observation checklist. This instrument was presented in Appendix D, it was carried out by the researcher to see the situation on the ground from all the 20 pre-schools.

3.5.2 Interview Guides

According to Kothari (2004), the method is often used to collect standardized information by interviewing a representative sample of some population. The method called for direct contact between the researcher and the 20 interviewed pre-school feeding committee members. This instrument was presented in Appendix C. It was conducted on pre-school feeding committee members. The interview guide probes into a given state of affairs that exists at a particular time. This schedule collected data relating to committee members and the researcher. It enquired the feeding arrangements members organized for their children in school.

3.5.3 Questionnaires

The headteachers questionnaire, that was in appendix II B aimed at soliciting information related to the level of community’s role in the SFP. The questionnaire was constructed in four sections.
Section one was the back grounding data, section two school feeding modalities, section three communities role in the feeding programme and section four monitoring and evaluation mechanisms. The data was coded using numbers. Thus scores above mean were considered high and those below it, low. This was then analysed against the levels of community’s playing their roles in SFP.

3.6 Pilot Study

The pilot study was conducted in 3 pre-schools, one from each division. Simple random sampling was used to select for the pilot study. Respective questionnaires were administered to each of the pilot group which consisted of headteachers, school feeding committee members and a DICECE officer. Piloting done was excluded in the actual study. The pilot study ensured the instruments used were able to elicit the anticipated facts, to correct the ambiguities as well as deficiencies in the questionnaire, Gatumu (2008) and to ascertain that it was possible to analyse the data thus collected according to objectives. It also helped to improve face validity and content of the instruments.

3.6.1 Validity

To check the content validity of the instruments, the researcher employed the face validity method. As such the expertise of the study supervisors and two colleagues who were familiar with the study area were sought. They were asked to check whether the items in the instruments were viable to collect the intended data to test the objectives of the study. Their recommendations were then analytically considered and the necessary amendments was effected.
3.6.2 Reliability

Test-retest procedure was employed to ascertain the reliability of the questionnaires. This was done by administering the same test to the same group of respondents after a period of 2 weeks and correlated with the first questionnaire. For interview guide and observation checklist, reliability was tested during piloting stage using quality assurance mechanism, (Gatumu, 2008).

3.7 Data Collection Procedure

After seeking permission from the relevant authority, the researcher proceeded to collect data in the sample pre-schools. During the first visit, the headteachers questionnaire was administered and the school environment observation done. In addition, the headteacher requested to provide SFP committee members to be interviewed. The researcher, in collaboration with each, then set a date for committee members interview where applicable. Then the headteacher was to invite the sample SFP committee members for the interview as was appropriate on the planned dates. Interviews and discussions were conducted on the second and third visits respectively. Before these sessions, respondents were briefly told the purpose of the study in order to put them at ease and not to raise unnecessary expectations. The researcher conducted the SFP committee members interview which was recorded with their permission.

3.8 Data Analysis

Quantitative data elicited through the use of interview schedule, questionnaire and observation guide were analysed using Scientific Package for Social Sciences (SPSS). Qualitative information collected with the use of interview schedules was summarized according to similarities and common themes and was used to explain and complement the quantitative information.
3.9 Logistical and Ethical Consideration

The researcher sought authorization from Kenyatta University Graduate School. The researcher secured a research permit from the Permanent Secretary, Ministry of Education. The permit was taken to the District Education Officer at Gatanga for further authorization (Appendix IV). The researcher then visited the sampled pre-schools for general introduction of the topic and made arrangements for visits to the institution with the administration. The researcher reported at the office before embarking on data collection on each visitation. On the day of interviews, the headteacher introduced researcher to the SFCM. Before interview schedules the interviewer will sought for informed consent by explaining what the study entails. They were made aware that the data thus obtained would be used for academic purposes.
CHAPTER FOUR

FINDINGS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings, interpretations and discussions of the study. The general objective of the study was to establish the role of community based feeding programmes in public pre-schools in Gatanga District. The findings of the research are presented based on the four research objectives re-stated below: -

a) To establish the strategies the school and the community have initiated to ensure food security in pre-schools feeding programmes.
b) To identify ways pre-schools use to involve parents in sustainability of the pre-schools feeding programmes.
c) To evaluate the management of pre-schools feeding programmes.
d) To determine effective strategies that can be employed to improve pre-schools feeding programmes.

These research questions were explored during the study. The analysis of the data were presented as findings as discussed in the following sections in the study.

4.2 Demographic Information

The information required in the first section of the headteachers questionnaires and the interview schedule of the committee members related to their gender and educational level of their pre-school as shown in table 4.1 below.
Table 4.1: Composition of ECD Committee Members

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (Committee members)</td>
<td>Male</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Gender (Headteachers)</td>
<td>Male</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Education level of Committee members</td>
<td>Diploma</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Professional Certificate</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Form 4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Class 8 Certificate</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>No Certificate</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Education level of Headteachers</td>
<td>Diploma</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>P1 Certificate</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 4.1 illustrates that the data collected revealed a gender imbalance in school feeding programme committees involvement in pre-schools. Although both gender are given an equal chance of being selected as representative of the feeding programmes, majority of those who turned up were women and only one tenth of them were men. This suggests that involvement in pre-schools-activities is relegated to women. An explanation for this phenomenon was sought from the headteachers, who conceded that more women turned up whenever invitations were made during meetings. This explanation seems to suggest that women were more committed to children school matters.
The levels of education of the respondents ranged from those without any formal education to Diploma. Those who did not have any academic certificate were over 75% comprising preschool dropouts and those who had not gone to school at all. A small number of the respondents, that is one tenth had a Standard eight (8) certificate / primary certificate. A smaller number (5%) had acquired some Form Four (4) and Diploma certificates. 25% of the headteachers had acquired a PI certificate and 75% a Diploma.

From these data, it can be seen that the literacy levels of majority of the respondents were either primary school certificate or below. Such low levels of education are less likely to exert an enabling influence on participation on feeding programme (Helderbrand, 1981). People with low education levels feel inept to contribute in decision making particularly on issues touching on teaching learning and school policy.

In summary, the findings suggest that most school feeding committee members who were interviewed in the study were the stakeholders who form the feeding programme committee members to manage the feeding programme. The disparities in educational levels of the respondents confirmed the need to investigate whether the composition of ECD committee members were associated to the low levels of community’s playing their roles in the feeding programme to sustain it in pre-schools. This was done by first establishing the strategies the school and the community have initiated to ensure food security as described in section 4.3.
4.3 Strategies Initiated to Ensure Food Security

With regard to the first research question which sought to establish sustainability of pre-school feeding programmes in Gatanga District headteachers were given a questionnaire. The findings were as shown in Table 4.2 below.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance contribution</td>
<td>13</td>
<td>45</td>
</tr>
<tr>
<td>School garden</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Income generating projects</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Fundraising</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Displays</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Funds from donors</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Poultry keeping</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School based livestock</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provision of food</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 illustrated that less than fifty percent of the headteachers reported that the community makes financial contribution to initiate strategies to ensure food security through contribution of finances. Other measures taken were having a school garden to supplement the programme, fund raising and income generating projects each carrying fifteen percent. Funding showed that donors were less involved in SFP in Gatanga. Activities such as poultry keeping, school based
livestock and provision of food from home were not exploited in the provision of SFP. So many others were not there.

According to USAID, (2009) the ministries of education, agriculture and finance expressed confidence that local procurement efforts that increased community support would allow the school feeding programme to survive despite limited resources. The 20 headteachers were further asked questions on mobilization of community and reported as below.

Table 4.3: Mobilization of Community School Feeding Programme

<table>
<thead>
<tr>
<th>Mobilized on</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeting enough funds considering market prices</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Supportive bodies (Donors, NGOs)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Avail Monitoring and Evaluation team</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Provision of water tanks</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Provision of improved jikos</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Organized seminars to sensitize parents on management of SFP</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 4.3 shows that over 40% of the respondents reported that the community had been sensitized on contribution of funds for SFP due to the fluctuating prices in the market. A quarter reported provision of improved jikos to cater for less fuel was another item which was reported. Only 25% of the community reported they had been sensitized on the importance of involving
committees in the management of feeding programmes including strengthening, monitoring and evaluation mechanisms. The provision of water tanks faces problems. Reports from the committee members indicated more challenges as reports from the research showed lack of clean water in schools. Community mobilization was inadequate on how community would play their role. For example, little had been done to improve of provision of school feeding programmes.

According to the findings, organized seminars were the least reported. In the seminars, the community could be sensitized on intervention of school feeding and proper nutrition in order to maximize educational benefits (Galal, 2005).

4.4: Parental Involvement to the School Feeding Programme

In the second objective on the ways pre-schools used to involve parents in sustainability of pre-school feeding programmes, the other respondents were asked to name the involvement made by the community towards the school feeding. The study sought to establish how parents were involved in the school feeding programme. To get information, the researcher asked the chairman of the feeding programme to state involvement of parents. Their responses were as presented in Table 4.4.
Table 4.4: Involvement of Parents towards Feeding Programmes

<table>
<thead>
<tr>
<th>Parents Involvement</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen utensils</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Provision of cooking facilities</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Firewood (any cooking fuel)</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Storage facilities</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Provide clean water</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Paying of cooks</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Monitor utilization</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Kitchen working space</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 4.4 shows that forty five percent was the biggest contribution where parents are involved in kitchen utensils, paying of cooks and provision of cooking facilities which is less than half. Over a quarter of the respondents, the community members were involved in kitchen utensils, storage facilities and providing clean water (tank or piped). Twenty percent reported about the working space. Monitoring and evaluation mechanisms to ensure that resources of SFP were well utilized was the least having ten percent. Parents participation is a prerequisite to the eventual ownership of SFP, communities are expected to provide firewood, employ a cook, provide kitchen utensils, cooking water and monitor and utilization of the projects funds as part of projects funds as part of their contribution (MoE, 2009).
4.5: Management of Pre-School Feeding Programme

In evaluation of the management of the pre-school feeding programme, the headteachers reported the key areas in the management of the pre-SFP. The findings are reported in figure 4.1.

![Figure 4.1: Key Areas in the Management of School Feeding Programmes](image)

Figure 4.1 shows the key areas in the management of the school feeding programmes as reported by the headteachers. In the management of providing input, it was less than twenty percent. Donations to buy commodities and water storage was less than a quarter. There was less than five percent in the monitoring and evaluation for transparency and management teams of the SFP. The management team used in most schools the primary headteachers or teachers in the pre-schools. The findings show that if the feeding programmes are well managed, they will make a difference in attendance and enrolment (Levinger, 1986). At the pre-school level, communities have the responsibility of managing and financing the institutions (Republic of Kenya, 1998).
4.6: Strategies of Improving Pre-School Feeding Programmes

To find out the effective strategies to improve the pre-school feeding programmes, the researcher further involved the headteachers and the SFP committee to interview them on the sustainability measures used. Their responses were recorded in the figure 4.2. The strategies that the pre-school feeding programme are shown in the interview guide from the researcher as shown in Figure 4.2 below.

The interviews revealed that the strategies employed for the sustainability of the feeding programme were not enough. Most of the interview in pre-school concerning construction of infrastructure, community fundraising activities that established revolving fund and income generating projects scored less than a half. Gardens and water storage were other least reported strategies. School based livestock, agroforestry and funds from donors scored ten percent.
Poultry was the least recorded in the pre-schools. Financially strapped schools require families to contribute to the feeding program, compromising the full effect of the meal incentive (Finan, 2010).

4.7 Summary of Findings

In summary the study revealed that factors that accounted for the levels of which the community played their roles were failure of management and teachers to involve communities in pre-school activities and communities not playing their roles in areas in which to be involved. Poor involvement was as a result of lack of ownership of the pre-schools, unavailability due to work commitments and poverty also contributed to them not playing their roles. Thus, raising community involvement may facilitate better measurement hereby hopefully improving the children's education in the pre-schools feeding programmes in the next chapter therefore, recommendations on how to enhance communities roles in the feeding programme are made.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the major finding of the study are summarized and the implication derived from these findings described. Conclusions drawn from these implications are also presented and recommendations offered to the relevant stakeholders on the bases of the issues emerging from the implications. Suggestions for further research are also made.

5.2 Summary of the Study Findings

This section presents the summary of the entire study. The section provides an outline of the level of community participation or involved in playing their roles in the feeding programme and also highlighted the factors limiting their involvement.

i) Strategies the school and the community have initiated to ensure food security.

The strategies initiated to ensure food security by community and the school was generally low and varied across the headteachers. These were finance contribution, school garden, fund raising and income generating projects.

ii) Identified ways pre-schools used to involve parents in sustainability of pre-schools feeding programmes

The necessary input that would lead to activities which would embark on sustained feeding programme was low. The kitchen utensils, provision of cooking facilities, firewood, storage facilities, clean water, paying of cooks, monitor utilization and kitchen working space was below the expected.
iii) Management of pre-schools feeding programmes

In the management of pre-school feeding programmes providing input, donations to buy commodities and water storage scored less in the management. Monitoring and evaluation for transparency and management teams were almost lacking in the pre-schools. This shows the management is not up to date with the responsibility of managing the institutions programmes.

iv) Effective strategies that would be employed to improve pre-schools feeding programmes

Strategies to be employed to improve the feeding programme was found to be low in community participation in organizing the activities and even considering those who paid for the same within fees.

v) Implementation of the strategies to be employed to improve the feeding programme

In the implementation of the strategies to be employed to improve the feeding programme, the community members could be made to see the relationship between them playing their roles in the feeding programme and children’s performance since discussing children’s progress was the most frequent reason for parents to communicating to pre-schools.

5.3 Conclusions

This study established that community’s role in sustainability of the pre-school feeding programme was minimal. This was in the strategies the community and school had initiated to ensure food security, parental involvement, management of the programmes and strategies to improve the feeding programmes. Thus, enhancing the community to play their roles in pre-
school feeding programme is still necessary in order to reap maximum benefits of education that is cognition. To do this, the factors that enhance community’s roles need to be cultivated and those that hinder it limited or eliminated. The enhancers include parental commitment to their children’s learning, a sense of ownership of the programmes in pre-school and invitation by managers to participate in designing the programmes. In addition, intensifying community sensitization on the value of pre-school education, the need for them to participate offer more benefits to those who do not involve the community.

5.4 Recommendations
Community members, policy makers, NACECE and ECD trainers are perceived to be the key stakeholders in pre-schools. As such they are in a position to make important contributions towards feeding programmes and ultimately children’s holistic development. Consequently the following actions were recommended for all categories: -

In strategies to ensure food security communities should be guided on how to solicit for funds from NGO’s. If there were sources to subsidize their efforts they would have a lesser fee to involve parents, they should be guided on how to be involved in utensils, cooking facilities, clean water and others in their involvement to enhance parental involvement in their roles in school feeding programme. On the management of pre-school feeding program, there should be sensitization of management needs to involve parents in the feeding program’s management. In strategies of improving feeding programme, the community to employ, the strategies for enhancing community’s role in improving the pre-school feeding program. In addition, they need to be assisted in initiating and running income generating projects in order to alleviate their poverty hence get more funds to be able to pay for the program.
5.4.1 Policy Recommendations

i) The managers to enable the community members to be involved effectively, they should be mobilized to initiate viable income generating projects to supplement fees, and awareness on the required in feeding programme.

ii) Intensity awareness and sensitization on the need for and ways of participating as well as involving community in pre-schools feeding programmes.

iii) The pre-school committee to attend training workshops and sensitization seminars so as to gain the skills they need in management of the school feeding programmes.

iv) Avoid over reliance on paying for feeding programme but put in place the recommended strategies to be employed. Specific support to communities could be put in place by linking agricultural programmes to them (IEA, 2007).

5.4.2 Recommendations for Further Research

i) There is need to do research on whether the community plays their role in sustaining the pre-school feeding programmes in public pre-schools in settlement areas in home grown feeding programme.

ii) A replication of this study in other districts in the county in order to give a better picture of the situation in the county probably strengthening the justification of implementing the recommendations made.
REFERENCES


APPENDICES

APPENDIX I: LETTER TO RESPONDENTS

Dear Respondent,

I am a post-graduate student at the School of Education, Department of Early Childhood Studies, Kenyatta University. I am conducting a research study to establish the role of community in sustainability of community based organization feeding programmes in Gatanga District.

This is in fulfillment of degree of Masters of Education (Early Childhood Studies) of Kenyatta University. You have been selected to take part in this study. I would be grateful to you if you would assist me by responding to all items in the attached questionnaire. The information is confidential and will be used for academic research purposes only.

Your cooperation will be greatly appreciated. The completed questionnaire will be collected immediately after you have completed it.

Your sincerely,

Kuria Esther Wangari
APPENDIX II: INSTRUMENTS

QUESTIONNAIRE FOR HEADTEACHERS (B)

INTRODUCTION
The purpose of this questionnaire is to collect data for the purpose of a research project. It will form a part of the requirement in fulfillment for the award of degree in Master of Early Childhood Studies at Kenyatta University. All responses will strictly be confidential and will be used by researchers for the purpose of this study only, so do not write your name or the name of your pre-school anywhere in this questionnaire. Respond by a tick.

SECTION ONE: BACKGROUND DATA
1. Your gender: Male ☐ Female ☐
2. Level of education:
   - Postgraduate degree ☐
   - Degree ☐
   - Diploma ☐
   - Bachelor’s degree ☐
   - Others (Specify)

3. Size of pre-primary:
   - Single stream ☐
   - Double stream ☐
   - Triple stream ☐
   - Above three ☐

SECTION TWO: SCHOOL FEEDING MODALITIES
4. Briefly explain how pre-school feeding programme in your school is implemented.

5. On the spaces provided tick the area you consider key in the sustainability of the pre-school feeding programme in education development.

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security of food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of the programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate meals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Do the community support the sustainability of the pre-school implementation of this programme?
   Yes [ ] No [ ]

If yes, state how they support it:
1) ________________________________________________________________
2) ________________________________________________________________
3) ________________________________________________________________
4) ________________________________________________________________
5) ________________________________________________________________

7. If no, tick the possible reasons.
   Ignorance [ ]
   Not sensitized [ ]
   No feeding programme [ ]
   Poverty [ ]
   Others (Please specify) __________________________________________

8. In the table below, indicate the extent to which each of the issues pose a challenge in the sustainability of the pre-school feeding programme in your school. (Respond by ticking on the appropriate column).

<table>
<thead>
<tr>
<th>Sustainability</th>
<th>A big challenge</th>
<th>A moderate challenge</th>
<th>A minor challenge</th>
<th>Not a challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of firewood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of storage facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to follow procurement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of adequate labour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scarcity of water</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food theft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delayed funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High food prices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of parental support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. State other sustainability challenges apart from the above.
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

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10. Explain briefly the community support in sustaining the pre-school feeding programme and whether the support is enough.

________________________________________________________________________

________________________________________________________________________

SECTION THREE
ROLE OF COMMUNITY IN SUSTAINING THE PRE-SCHOOL FEEDING PROGRAMME

11. What challenges do you face in relation to community support for the pre-school feeding programme?

________________________________________________________________________

________________________________________________________________________

12. Have the headteacher mobilized the community about their roles in sustaining the feeding programme. Briefly explain the roles sensitized on.

________________________________________________________________________

________________________________________________________________________

SECTION FOUR
MONITORING AND EVALUATION OF PRE-SCHOOL FEEDING PROGRAMME

13. Is there a monitoring and evaluation mechanism to ensure that resources for pre-school feeding programme are well utilized?

   Yes [ ]  No [ ]

If yes, explain how the monitoring and evaluation is conducted.

________________________________________________________________________

________________________________________________________________________

14. What measures do you take if there is lack of enough food to last end of the term?

________________________________________________________________________

________________________________________________________________________
15. Explain the methods you use to involve parents in the pre-school feeding program.

__________________________________________________________________________

__________________________________________________________________________

16. Has the community been consulted in the design of the program?
   Yes ☐ No ☐
   If yes, explain how

__________________________________________________________________________

17. Has the community been consulted on possible challenges to meeting the requirements for school feeding and supported with strategies to overcome them?
   Yes ☐ No ☐
   If yes, which strategies

__________________________________________________________________________
INTERVIEW SCHEDULE FOR PRE-SCHOOL COMMITTEE (C)

1. Who is in charge of the feeding programme among the committee members?

2. Does the pre-school feed the children throughout the year?

3. Explain the challenges faced in the following
   a) Availability of labour
   b) Community support
   c) Inadequate finances
   d) Lack of adequate food
   e) Water shortage
   f) Lack of improved jikos
   g) Fluctuating prices
   h) Inadequate during drought
   i) Enrolment change

4. What is the role played by the local community in sustaining the feeding programme?

5. Have the community being sensitized on their roles in the support of feeding programme?

Which ones
6. What is your stand on the support of sustaining the pre-school feeding programme?


7. Which monitoring and evaluation procedures are being employed to ensure pre-school feeding programme?


8. How are parents involved in the pre-school feeding programme?


9. Has the headteacher mobilized the community on challenges facing the feeding programme?


10. What strategies has the school and community put in place to overcome the challenge of sustainability?
INTERVIEW GUIDE FOR STRATEGIES EMPLOYED TO IMPROVE THE SUSTAINABILITY OF PRE-SCHOOL FEEDING PROGRAMME

<table>
<thead>
<tr>
<th></th>
<th>Enough</th>
<th>Not Enough</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>School based livestock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry keeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gardens and agro-forestry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community fundraising activities that establish revolving funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funds from donors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction of infrastructure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct dams and dig boreholes, avail tanks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income generating projects</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apart from the above, write others which can be used as a strategy to sustain the pre-school feeding programme.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
OBSERVATION GUIDELINES – PRE SCHOOL (D)

(To be used by the Researcher)

Name of Administrative Division

<table>
<thead>
<tr>
<th>Observation Item</th>
<th>Adequacy</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water sources tanks boreholes piped</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human resource labour in kind or pay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuel, firewood or others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storage facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen surfaces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food balance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How is the condition of each?

General comments: ____________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

58
QUESTIONNAIRE FOR DICECE OFFICE ON THE ROLE OF THE PROGRAMME (F)

1. Name of the education area

2. Length of stay in the education area:
   - Less than 3 years
   - 3 – 6 years
   - 7 – 9 years
   - More than 10 years

3. What are your professional qualifications?
   - Diploma
   - BEd.
   - MEd.
   - B.A.
   - BSc.

4. How many pre-school under your education area.

5. How does the community play the role of SFP? Explain.

6. How adequate are the following facilities in your area in terms of enhancing the running of the SFP?

<table>
<thead>
<tr>
<th>Facility</th>
<th>Adequate</th>
<th>Not adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food stores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dining halls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water supply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking utensils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking fuel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. State the existence of these facilities and state the number of where applicable.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food store</td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
</tr>
<tr>
<td>Dining hall</td>
<td></td>
</tr>
<tr>
<td>Water banks</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX III

### WORK PLAN

<table>
<thead>
<tr>
<th>PHASE</th>
<th>DESCRIPTION</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem identification and proposal writing</td>
<td>January – September 2013</td>
</tr>
<tr>
<td>2</td>
<td>Presentation to department</td>
<td>October 2013</td>
</tr>
<tr>
<td>3</td>
<td>Defence of proposal</td>
<td>November 2013</td>
</tr>
<tr>
<td>4</td>
<td>Data collection</td>
<td>September 2014</td>
</tr>
<tr>
<td>5</td>
<td>Data analysis interpretation</td>
<td>October 2014</td>
</tr>
<tr>
<td>6</td>
<td>Report writing and presentation to supervisor</td>
<td>October 2014</td>
</tr>
<tr>
<td>7</td>
<td>Review and corrections</td>
<td>January 2015</td>
</tr>
<tr>
<td>8</td>
<td>Presentation of final report</td>
<td>June 2015</td>
</tr>
</tbody>
</table>
## APPENDIX IV

### BUDGET APPROXIMATION

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>UNIT</th>
<th>KS</th>
<th>TOTAL (Ksh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed proposal</td>
<td>1 each</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Proposal copies</td>
<td>3 each</td>
<td>1,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Branding</td>
<td>3 each</td>
<td>200</td>
<td>600</td>
</tr>
<tr>
<td>Diskettes</td>
<td>2 each</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Data collection</td>
<td>1 each</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Report</td>
<td>1 each</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Computer time</td>
<td>20 days</td>
<td>300</td>
<td>6,000</td>
</tr>
<tr>
<td>Report duplicates</td>
<td>4 each</td>
<td>1,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Transport</td>
<td>30 days</td>
<td>300</td>
<td>9,000</td>
</tr>
<tr>
<td>Printing &amp; Binding</td>
<td>3 each</td>
<td>1,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Contingency 30%</td>
<td></td>
<td></td>
<td>2,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>30,000</strong></td>
</tr>
</tbody>
</table>
APPENDIX V

AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote Ref. No.

NACOSTI/P/14/0471/3572

Esther Wangari Kuria
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Role of community in sustainability of Community Based Feeding Programme in Public Pre-Schools in Gatanga District, Murang’a County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Murang’a County for a period ending 30th November, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Murang’a County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Murang’a County.