MANAGEMENT OF HOME-GROWN SCHOOL FEEDING PROGRAMME
AND ITS IMPLICATION ON ACCESS AND RETENTION IN PRIMARY
SCHOOLS: A CASE OF KATHONZWENI DISTRICT

BY
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KENYATTA UNIVERSITY

OCTOBER 2011
DECLARATION

This project report is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my dear wife Margaret

To our children Edwin and Anthony

Thank you for your love and support throughout this study.
ACKNOWLEDGEMENTS

I wish to acknowledge with appreciation the help of those without whom, the start and completion of this work could not have taken place.

I am grateful to my supervisors Dr. Onyango G.A and Dr. Waweru S.N for providing me with academic guidance, suggestions and necessary advice that has helped me shape this work.

I am also grateful to my research methods course facilitator, Dr. J.A Orodho for equipping me with the necessary basic skills on research studies.

I wish to sincerely thank my employer for allowing me pursue this challenging but quite fulfilling degree course.

Finally I wish to thank the Almighty God for giving me strength and wisdom to overcome the challenges which I have been encountering while trying to balance between my studies and work.
School feeding programmes have the potential to increase access to primary education, reduce dropout rates, particularly in the lower primary school grades, and improve academic achievement of pupils. However, the way the programmes are structured, especially in terms of the geographical targeting of benefiting schools, the school feeding modalities, financial allocations and community ownership of the programmes, could lead to major constraints that limit the success of the school feeding programmes. The purpose of this study was to assess the management of home-grown school feeding programme (HGSF) in public primary schools in Kathonzweni District, and its implication on access and retention of pupils. The objectives of the study were to assess the Management of home grown school feeding programme in Kathonzweni District, determine the impact of home-grown school feeding programmes on education access and retention in public primary schools in Kathonzweni District, and suggest strategies that can be employed to improve the management of home-grown school feeding programmes in the district. The study employed a descriptive survey research design, targeting all the 88 primary schools in Kathonzweni District, including 48 schools that benefit from home-grown school feeding programme and 40 that do not benefit. Stratified random sampling was used to select 12 schools implementing HGSF and 16 schools not implementing the programme, giving a total of 28 schools. From each of the schools, the researcher sampled the headteacher, two School Management Committee (SMC) representatives, and two representatives of school feeding programme committee (SFPC), (for schools offering HGSF). The District School Feeding Programme Officer (DSFPO) was also included in the study. The study sample therefore comprised of 28 headteachers, 56 SMC representatives, one DSFPO and 24 SFPC members, giving a total of 109 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 such as percentages mean and frequencies were used to report the data. The results of data analysis were reported in summary form using frequency tables, frequency polygons, bar graphs and pie charts. The study established that the criteria for determining schools to benefit from HGSFP was unfair, since all the schools in Kathonzweni deserve to be in the programme. The study also revealed that the biggest challenge facing the implementation of HGSFP was the rising cost of food commodities. It was discovered that HGSFP had a positive impact on both access to education and retention of pupils in schools. This was because the schools with HGSFP registered a rising enrolment of pupils over the years as opposed to those schools without. They also registered few or no drop outs over the years. It emerged that the chief cause of drop outs was hunger which, when addressed by the HGSFP, checked the drop out rates. The study recommends that: the government should ensure that there is proper and regular feeding programme in all schools in Kathonzweni district. It should also provide funds for the feeding programmes in good time and ensure it is enough for the schools according to the pupils’ population; the government should also cushion schools from the escalating food prices by giving them some additional funds when the prices shoot up unexpectedly, to ensure constant adequate food supply; among other recommendations.
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## ACRONYMS AND ABBREVIATIONS

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<thead>
<tr>
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<th>Full Form</th>
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<tbody>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>CADP</td>
<td>Comprehensive Africa Development Programme</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>HGSF</td>
<td>Home-Grown School Feeding</td>
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<td>HGSFHP</td>
<td>Home-Grown School Feeding and Health Programme</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MDM</td>
<td>Mid-Day Meals</td>
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<td>MHTF</td>
<td>Millennium Hunger Task Force</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NEPAD</td>
<td>New Partnership for Africa’s Development</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>SFP</td>
<td>School Feeding Programme</td>
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<td>SFPC</td>
<td>School Feeding Programme Committee</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>WFP</td>
<td>World Food Programme</td>
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<td>WHO</td>
<td>World Health Organisation</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Basic education is one of the most effective investments in improving economies and creating literate, self-reliant, and healthy societies. In the past decade, access to primary education has improved significantly in many parts of the world (World Bank, 2006). However, 77 million children of primary school age, 49% of them in sub-Saharan Africa, are not in school, and 57% of them are girls (UNESCO, 2006). Governments aiming to achieve the Millennium Development Goals for education are faced with the need to identify and prioritize different educational policies within different national contexts. With this backdrop, the issue of school feeding programme is central to the educational policy decision making process (Gelli, Al-Shaiba and Espejo, 2009)

1.1.1 Access and retention

Access can be regarded as the opportunity for a child to gain entry into an educational system, whereas retention is the flow of pupils from one grade to another without any incidences of dropping out.

The government has put up priority measures in improving access and retention of pupils, as evidenced by recent policy initiatives which have focused on the attainment of Education for All (EFA), and in particular Universal Primary Education (UPE). The key concerns for the government are access, retention, equity, quality and relevance, and internal and external efficiencies within the education system. The effectiveness of the current 8-4-4 structure and system of education has also come under increased scrutiny as a result of the decline in enrolment and retention particularly at the primary
and secondary school levels. The Government has shown her commitment to the provision of quality education and training as a human right for all Kenyans through the introduction of Free primary Education (FPE) in 2003 and Free Secondary Education (FSE) in 2008 (Elimu News Magazine, May 2010).

The introduction of FPE and FSE were meant to address access and retention problems that were negatively affecting provision of education in the country. Availability of physical infrastructure which includes classrooms, sitting facilities and toilets has a major role to play in determining access to education. In North Eastern Province of Kenya for example, many children are out of school because of scarcity of such facilities. Walking long distances to the existing few schools becomes too tiresome making some to drop out. Where toilets are lacking, girls tend to run away because of fear of being seen by boys when answering a call of nature in the thickets. Social cultural factors have a role to play in determining access. Some cultures in Kenya do not advocate for girl child education, hence schooling becomes a preserve for boys. Security has a major role to play in determining access. Parents living in areas prone to cattle rustling and intercommunity conflicts, have a tendency of withholding their children in their homes to avoid possible rapes and killing by marauding gangs. Government policy plays a major role in determining access and retention in schools. In Kenya for example, primary school education has been declared compulsory to all children of school going age and any parent who fails to take his/her child to school can be committed to civil jail. Where forced class repetition is a norm, pupils tend to run away from school.
By the late 1990s, between 11 and 20 percent of the school-age population was out of school (Abagi, 2000). In some regions, close to 80% of eligible children were out of school (Republic of Kenya, 1998). A report by UNESCO, (2000) indicated that regional, gender, racial, and other socio-economic factors had continued to permeate the education system, resulting in inequitable access to quality education. After the introduction of FPE in Kenya, an estimated 1.3 million children who were previously out of school, immediately enrolled for primary education (Gatimu, 2005).

In Africa, more than 46 million children do not attend school (UNESCO, 2002). To make matters worse, many of them suffer from malnutrition and stunted growth, or experience short-term hunger, which seriously affects their ability to learn.

In 2000, the United Nations member states met in Dakar and committed themselves to the eradication of hunger and the attainment of universal primary education. School feeding programmes (SFPs) were one of the main interventions chosen to address these challenges. School feeding falls squarely within the ambit of the UN declaration, and specifically three of the Millennium Development Goals (MDGs), namely MDG 1 (to eradicate extreme poverty and hunger), MDG 2 (to achieve universal primary education) and MDG 3 (to promote gender equality and empower women).

Furthermore, the greater focus on educational objectives arising from the UN commitments has seen the number of SFPs (funded by governments, donors and NGOs, mainly from Africa) increase greatly in the past five to ten years (Tomlinson, 2007).

The potential benefits of providing food through schools in different socio-economic dimensions, including education, health and nutrition, social equity, and agricultural development, have made school feeding an appealing option within Education for All
(EFA) strategies. The impact of regular school feeding programme on educational outcomes is perhaps the most studied field. Recent evaluations of such programs (Ahmed, 2004; Taras, 2005; Vermeersch and Kremer, 2004) have shown that school feeding can lead to increased access (of girls in particular), reduced dropout, particularly in the lower primary school grades, and improved students’ learning.

1.1.2 Home-Grown School Feeding programme

Home-grown school feeding (HGSF) is a programme that offers food produced and purchased in the country or within the surroundings of a consumer. Government sends money directly to the targeted schools to purchase food. From World Food Programme’s (WFP) perspective, a HGSF programme aims to both increase children’s well-being and promote local agricultural production and development by providing an ongoing market for small landholders. The value of HGSF programme has been recognized consistently by many governments and organizations. In 2003, African governments, in their aim to restore agricultural growth, food security, adequate nutritional levels and rural development in the continent, endorsed the HGSF programme of the Comprehensive Africa Development Programme (CADP). In 2003 the New Partnership for Africa’s Development (NEPAD) identified HGSF as having an immediate impact on food security in Africa, with the potential to contribute to long-term development goals. The United Nations 2005 World Summit recommended the “expansion of local school meal programmes, using home-grown foods where possible” as one of the “quick impact initiatives” to achieve the MDGs, especially for rural areas facing the dual challenge of high chronic malnutrition and low agricultural productivity (World Summit Outcome, 2005; UN Millennium Project, 2005). Finally, the African
Union Special Food Summit, in December 2006, reaffirmed the HGSF initiative and resolved that the implementation of HGSF must be expanded to reach at least 20 percent of member states by 2008.

The Millennium Project’s report “Investing in Development”, which was published in 2005 as a practical plan to achieve the MDGs, produced the following ambitious “quick win” recommendation: “Expansion of the school meals programmes to cover all children in hunger hot spots using locally produced food by 2006” (UN Millennium Project, 2005). Motivated by that recommendation, NEPAD, the United Nations World Food Programme (WFP) and the Millennium Hunger Task Force (MHTF) launched a pilot Home-Grown School Feeding and Health Programme (HGSFHP) designed to link school feeding to agricultural development through the purchase and use of locally and domestically produced food.

NEPAD and WFP signed a Memorandum of Understanding to enhance cooperation on HGSF, among other things. Twelve pilot countries (Angola, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Nigeria, Senegal, Uganda and Zambia) were invited to implement the novel programme. So far, Kenya is among those nations which are already implementing a nationwide HGSF programme targeting 592,639 children in 1777 schools in 34 semi arid districts. In Kenya the Ministry of education disburses funds to the schools for the implementation of HGSFP. The funds are credited directly to the schools’ accounts and the school feeding programme committees (SFPC) are expected to procure food commodities from the National Cereals and Produce Board or from competitive local stockists. The food ration per child per day is usually calculated as follows:-
150 grams cereals, 40 grams pulses, 5 grams vegetable oil, and 3 grams salt. This food is usually consumed in the school compound during lunch time. The parents/communities are expected to provide water, firewood cooking utensils, kitchen, storage facilities and feeding utensils.

According to WFP (2009), regular school feeding programme is strictly limited to arid areas of Kenya, for example North Eastern, Northern Kenya and some parts of Coast Province. Their food commodity is imported from outside the country and delivered to the schools by WFP and MOE, as opposed to HGSFP.

Kathonzweni District of Eastern Province, Kenya, is one of the districts benefiting from the NEPAD/WFP Home-Grown School Feeding and Health Programme. Kathonzweni is one of the Kenyan regions classified as semi arid areas, which require interventions like home-grown school feeding programme to enable children benefit from free primary education, and also boost the local small scale farmer.

School feeding programs are associated with increased enrolment (Gelli, et al; 2007). Access and retention are major challenges facing education provision in Kenya. Although the government initiated FPE since 2003, this policy has not ensured total enrolment for all primary school age-going children. In hardship areas such as the northern part of Eastern Province, only one out of three children attends primary school (Achoka, et al; 2007). Among the main causes of school dropout is hunger. This study intends to assess the management of home-grown school feeding programme and its implication on pupil’s access and retention in Kathonzweni district.
1.2 Statement of the Problem

The government of Kenya has come up with a number of initiatives to address the issue of access and retention. Such initiatives include provision of most vulnerable children support grants, funding mobile schools in arid regions, enactment of a policy on special education, provision of infrastructural funds to schools, establishment of low cost boarding primary schools in ASAL regions, and the introduction of Free Primary Education (FPE). Reports from the Ministry of Education show that enrolment rates went up by 90% after the FPE policy was introduced in 2003 (MOEST, 2005). Though the government continues to quote these success figures, dropout rates in public primary schools have continued to increase due to a number of factors, including unfriendly learning environment, high poverty levels, child labour, and impact of HIV/AIDS (Ayieke, 2005). Lack of food due to prolonged drought is a factor that also affects the provision of free primary education. It is for this reason that the government, in conjunction with donor partners such as WFP and NEPAD, introduced school feeding programmes targeting schools in areas at risk of hunger.

School feeding programmes have the potential to increase access to primary education, reduce dropout rates, particularly in the lower primary school grades, and improve academic achievement of pupils. The programmes therefore need to be effectively managed so that they lead to these desired benefits. Most of the studies on effects of school feeding programmes on access and retention have been conducted outside Kenya. It is therefore not clear how the management of home-grown school feeding programme impacts on access and retention in primary schools in Kenya. This study
therefore sought to assess the management of HGSF programme and its implication on access and retention in public primary schools in Kathonzweni District.

1.3 Purpose of the Study

The purpose of the study was to assess the management of HGSF programme and its implication on access and retention in public primary schools in Kathonzweni District.

1.4 Objectives of the Study

(i) To determine the impact of home-grown school feeding programme on education access and retention in public primary schools in Kathonzweni District.

(ii) To assess issues and challenges experienced in the management of home-grown school feeding programme in Kathonzweni District.

(iii) To suggest strategies that can be employed to improve the management of home-grown school feeding programme in the district.

1.5 Research Questions

The study was guided by the following research questions:

(i) What is the status of management of home-grown school feeding programme in Kathonzweni District in relation to; the geographical targeting of benefiting schools, feeding modalities, financing, procurement procedures, and community participation?

(ii) What is the impact of home-grown school feeding programme on education access in public primary schools in Kathonzweni District?
(iii) What is the impact of home-grown school feeding programme on retention of pupils in public primary schools in Kathonzweni District?

(iv) Which strategies can be employed to improve the management of home-grown school feeding programme in the district?

1.6 Significance of the Study

Findings of the study may be significant to the government, development partners, and public primary school managers, school feeding programme committee members and the community in the following ways:

(i) To the government, the study may provide data on the management of school feeding programmes, and its implications on access and retention. Such data could be used to improve programme implementation thereby meeting the intended goals more cost effectively.

(ii) The study may serve as a form of monitoring and evaluation tool for development partners, notably World Food Programme, and NEPAD. Findings of the study could be used to advise these organizations and others interested in school feeding programme on future policy directions to improve operational efficiency.

(iii) To primary school managers and the school feeding programme committees, the study may be useful in that findings could be used as an appraisal of the strategies they employ in management of the programme. By making relevant recommendations, the study could enable school managers and school feeding programme committee members to take the necessary measures to improve operational efficiency of the programmes on the ground.
(iv) The overall benefit of an improved school feeding programme is to the community, who may gain from the benefits accruing from investing in human capital. Community members may also learn from the study findings the importance of the role they play in promoting sustainability of school feeding programmes.

(v) The study may also add to the body of knowledge on home-grown school feeding programme, its impact on access and retention, and programme evaluation. The findings of the study have led to the identification of more areas of research that could be carried out in future by researchers.

1.7 Scope of the study

The study sought to assess the management of HGSF programme and its implications on access and retention in public primary schools in Kathonzweni District. The management issues investigated included those related to geographical targeting of benefiting schools, school feeding modalities, financial allocations, community ownership of the programmes, and accountability and monitoring of procurement. There could be many other management factors, such as inflation and the global recession, which are outside the scope of the study. The study was carried out in public primary schools in Kathonzweni District only, meaning that findings of the study may not be generalised to the entire country. Data was collected from schools implementing HGSF programmes and those not implementing the programme, in order to compare data and draw inference on access and retention.
1.8 Limitations of the Study

(i) The study relied on three methods of data collection – questionnaires, face-to-face interviews and observation schedules. This means that the respondents may fail to disclose sensitive information like financial data, which made it difficult to establish any financial misappropriations.

(ii) Another limitation is that, due to financial and time limitations, the study did not involve development partners like the World Food Programme officials, who would have given important data on issues facing the management of the school feeding programmes. However, by conducting document analysis of their annual project evaluation reports, some of the management issues from WFP’s perspective were established.

1.9 Theoretical Framework

The study was based on Maslow’s (1970) hierarchy of needs theory. According to Abraham Maslow, there are general types of needs (physiological, safety, love, and esteem) that must be satisfied before a person can act optimally. As long as people are motivated to satisfy these cravings, they are moving towards self-actualization stage. Maslow suggested that there is a hierarchy of needs upon which people progress. According to Maslow, needs are arranged in terms of priority and range from the most basic to the most complex needs. The theory is based on the assumption that:

(i) As a person’s needs are addressed at one level, the person advances to the next level needs.

(ii) If satisfaction is not maintained for a once satisfied need, it will become a priority need again.
(iii) The needs are interdependent and overlapping. A person moves up from the basic needs to the complex needs. A person can move up and down the hierarchy.

**Figure 1.1: Maslow’s Hierarchy of Needs Theory**

![Maslow's Hierarchy of Needs](image)


The five categories of needs in the order in which (according to Maslow) a person will seek to satisfy them are as follows:-

**Physiological** - These must be satisfied for a person to survive. They include food, shelter, clothing, heat and light.
Safety - Once physiological needs have been met, the individual will according to Maslow (1970), seek security and protection against reduced living standards. Safety needs have to do with establishing stability and consistency in a chaotic world. These needs are mostly psychological in nature.

Social - People desire affection; they want to belong to a community, and to feel wanted, hence, social groups, religious, cultural, sporting, and recreational organizations are formed. In a school situation school children need activity groups, clubs, and participation in sports to satisfy this level of needs.

Esteem - Esteem needs include needs for recognition, authority and influence over others, desire to acquire possessions, and internal demands for self-respect. Such needs could be met through occupation to highly-ranked jobs, together with the provision of status symbols, large expensive company cars, wall-to-wall carpeting among others.

Self- Actualization - The highest level of need in the Maslow hierarchy concerns creative activity and the search for personal fulfillment. Having satisfied all other needs, the individual will want to accomplish everything he or she is capable of achieving to develop individual skills, talents and aptitudes. Few people ever reach this final stage.

School feeding programmes, which are the main concern of this study, are aimed at satisfying the basic needs, which Maslow refers to as physiological needs. Maslow argues that physiological needs are the very basic needs such as air, water, food, and sleep. When these are not satisfied people may feel sickness, irritation, pain, and
discomfort. In a school setting, children may fail to perform optimally in academic activities if the basic need of food is not met.

1.10 Conceptual Framework
HGSFP is an attempt to address Maslow’s Hierarchy 1st level of needs. The aim of the study is to assess the management of HGSF and its implications on access and retention in public primary schools in Kathonzweni District. Figure 1.2 presents the conceptual framework of the study.

Figure 1.2: Conceptual Framework Illustrating Impact of HGSFP on Access and Retention

<table>
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<tr>
<th>Independent variables</th>
<th>Dependent variables</th>
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<tr>
<td><strong>HGSFP MANAGEMENT ISSUES</strong></td>
<td><strong>ACCESS INDICATORS</strong></td>
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<tr>
<td>Geographical targeting of schools</td>
<td>• High net enrolment rate</td>
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<tr>
<td>Procurement of food commodity</td>
<td>• Gender parity</td>
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<tr>
<td>Financial allocation</td>
<td>• Increased participation of vulnerable groups</td>
</tr>
<tr>
<td>Programme monitoring</td>
<td>• Overcrowded classes</td>
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<tr>
<td>School feeding modalities</td>
<td>• High admission figures</td>
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<td>Community ownership of HGSFP</td>
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<tr>
<th><strong>RETENTION INDICATORS</strong></th>
<th><strong>EDUCATIONAL OUTCOMES</strong></th>
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<tr>
<td>• High completion rates</td>
<td>• Illiteracy reduction</td>
</tr>
<tr>
<td>• Increased attendance</td>
<td>• High transition</td>
</tr>
<tr>
<td>• Reduced dropout rates</td>
<td>• EFA goals achievement</td>
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<tr>
<td>• Improved progression</td>
<td>• High concentration rate</td>
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<td>• Improved examination performance</td>
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<td>• Better hygiene</td>
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<td>• Improved interpersonal trust</td>
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<td>• Enlightened workforce</td>
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<td></td>
<td>• Economic growth</td>
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<td>• Enhanced national unity</td>
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Source: Researcher, 2010

The study argues that there are management issues facing school feeding programmes, which relate to geographical targeting of benefiting schools, school feeding modalities, financial allocations, community ownership of the programmes, programme monitoring
and procurement of food commodity. These issues are the independent variables of the study and they determine effectiveness of the school feeding programmes. Effective management of HGSFP lead to increased access and retention of pupils in school which are the independent variables in this study. Increased access and retention will lead to improved education outcomes which will be measured through illiteracy reduction, high transitional rates, EFA goals achievement, improved examination performance, enlightened workforce, economic growth and enhanced unity.
1.11 Operational Definition of Terms

Absenteeism: This refers to a situation where pupils fail to attend school regularly.

Access: Opportunity of a child to gain entry into an educational system.

Dropout: This refers to a pupil who has withdrawn from school prematurely.

Enrolment Rates: The number of pupils who enroll in a primary school per year.

Geographical Targeting: This refers to use of physical mapping to determine the schools and/or children who are to be targeted by school feeding programmes, based on poverty and food insecurity maps.

Home-Grown School Feeding: This is a school feeding programme that offers food produced and purchased within a country. WFP’s HGSF particular focus is to produce and purchase food for the school feeding programme from local small-scale farmers. From WFP’s perspective, an HGSF programme aims to both increase children’s well-being and promote local agricultural production and development by providing an ongoing market for small scale farmers

Retention: Flow of pupils in a school organization from one grade to another without any incidences of repetitions and dropout

School Feeding Modalities: These are the different approaches or arrangements used in school feeding programmes. Basically, there are two school feeding modalities: in-school meals, where food is cooked, distributed and consumed in the school; take-home rations, whereby pupils are given rations of raw food to take home; or a combination of these two types.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study on management of school feeding programmes, and its impact on access and retention of pupils. First, the review covers the literature on management of home-grown school feeding programmes in relation to the geographical targeting of benefiting schools, feeding modalities, financing, and community participation. Then a review is given on the impact of HGSF programmes on education access, retention, and academic performance. After this a summary of literature review is presented.

2.2 Management of School Feeding Programmes

The main goal of this study is to examine the management of home-grown school feeding programme, and its implication on access and retention in public primary schools. The preceding sections have shown that school feeding programs can help to get children into school and keep them there, through enhanced enrolment and reduced absenteeism. Once the children are in school, the programs can contribute to effective learning, by increasing concentration span, avoiding hunger, and enhancing cognitive abilities. This section highlights some of the management issues affecting the implementation of home-grown school feeding programme, based on existing theoretical and empirical literature.
2.2.1 Geographical Targeting of Benefiting Schools

Geography is the most frequent explicit criterion for targeting school feeding programs. Programs may be offered in some schools or districts and not in others. A poverty and food security map, whether crude or sophisticated, informs decisions about the locations where school feeding programs operate. Sometimes, in addition to the geographic location, school characteristics that correlate with poverty are used. For example, preference might be given to schools with multi-grade classrooms where these tend to serve the poorest; conversely, private schools might be excluded because they are perceived to be a preserve for the richest. Where school feeding programs are relatively small, geographic targeting can be powerful and can result in most of the benefits going to the poor. A program that serves 10 percent of schools and is placed only in the poorest districts would have few errors of inclusion. But as coverage increases and grows towards universal, school feeding programs will include higher proportions of non-poor children (Bundy; Burbano; Grosh; Gelli; Jukes, and Drake 2009).

In addition, urban areas are sometimes overlooked when poverty and food insecurity are assessed geographically because the lowest level of geographical targeting is often the district level. This can result in rural areas being identified as generally worse off, even though increased urbanization and the rapid growth of slum areas in cities have led to urban areas with large populations living in extreme poverty.

Once target areas have been identified, the next stage in the process involves school-level targeting. In this process, selecting some schools and not others in a particular area might attract pupils from neighbouring schools, which are not receiving food, to those
that are targeted under the program (Bundy, et al; 2009). This was the case in Kathonzweni District, the location of the study, where some of the schools that were initially benefiting from the regular school feeding programme no longer benefit. Schools offering feeding programmes are bound to experience over-enrolment, especially considering the government FPE policy requirement that head teachers do not deny any child a chance to enrol in school. To avoid this, all schools in a homogeneous administrative or catchment area should be targeted.

2.2.2 School Feeding Modalities

There are real differences between the benefits of in-school feeding (meals) and take-home rations. The choice of school feeding modality, therefore, depends on program objectives. Similarly, there are significant differences in the appropriateness of the different modalities to local capacity and contexts. For in-school meals, the timing and composition of school meals depends on such local factors as the length of the school day, the nutritional status of children, local eating habits, availability of commodities (for example, in the case of in-kind donations), ease of preparation, shelf life of different commodities, and costs, as well as the availability of trained cooks, cooking facilities, and clean water (Bundy, et al; 2009). Cooking food in school involves the complications and costs of providing labour, fuel, and cooking and eating facilities.

These complications are reduced by the fact that they draw parental and community involvement into the program and may include food that is available locally, which is a key element of quality and sustainability.
2.2.3 Costs of School Feeding Programmes

Generally, the costs of school feeding programmes will depend on several different factors, including the choice of modality, the composition and size of the rations, whether the food is purchased locally or is imported, and the number of beneficiaries and school feeding days per year. Logistics, security, and climatic conditions have an impact on program expenditures. The geographical context will also affect the overall cost; programmes in landlocked countries will generally face greater operational costs than countries implementing the same type of program but have access to seaports, depending on the provenance of the food. Estimating the full cost of in-school meal programmes is not always straightforward because providing cooked meals in schools generally includes a range of school-level costs that are normally not included within overall program expenditures. The World Food Programme estimated that the costs (standardized over 200 days and 700-kcal) of providing a child with food at school were on average US$34 per child per year in 2001 (World Food Programme, 2005) and US$20 per child per year in 2006 (Gelli, et al; 2009).

Another study, which estimated WFP project expenditures (that is, the costs of the program to WFP), found that in 19 countries providing on-site meals, the average cost of the program, standardised using the parameters outlined above, was US$ 20.40 per child per year (Gelli, et al; 2009). Regional variations in the costs were mostly due to the choice of school feeding basket choices. Assuming that WFP-estimated costs account for a 60 percent share of total implementation cost would imply that the full costs for on-site meals would be approximately US$ 34 per child per year.
These studies show that school feeding programmes are expensive to sustain, especially when considering other competing needs. The choice of program objectives will to a large degree dictate the food modality (biscuits, cooked meals, or take-home rations) and associated implementation costs. Fortified biscuits can provide substantial nutritional inputs at a fraction of the cost of school meals, making them an appealing option for service delivery in food-insecure contexts. Both costs and effects should be considered carefully when designing the appropriate school-based intervention.

2.2.4 Community Involvement in Management of HGSF Programs

It is important to find the right balance between programs that count on community participation and ownership (which is a very positive factor in sustainability) and programs that seek to be largely funded by communities. There is a tendency to consider community-sustained programs as an option in reducing dependence on external assistance, but this places significant expectations on communities which they may not be able to fulfil. Indeed, there is anecdotal evidence from many low-income countries that communities introduce fees or in-kind contributions to support such programs, and by so doing erect barriers to education, particularly for girls and the poor citizenry. Additionally, this type of program by definition can only be sustained in food-secure and generally better-off areas in a country and cannot serve the populations that are most needy. Similarly, this model is particularly susceptible to shocks (for example, rising food prices or drought) and may have problems regarding the type, quality, and regularity of meals provided. Communities are expected to provide firewood, employ a cook, provide kitchen utensils, cooking water and monitor the utilization of the project’s funds, as part of their contribution (MOE, 2009).
2.2.5 Factors Related to Institutional Arrangements

In many low-income countries, school feeding programs are managed by external implementing partners, often as a program that runs in parallel with sectoral programs. An important consequence of this is that any transition to national ownership requires as a first step the institutionalization of school feeding within national and local-level structures. Many case studies of countries that have transitioned to national ownership point to the fact that, independent of context, programs benefit from having a designated institution in charge of the program at the central level (Bundy et al. 2009). In a majority of countries, this responsibility lies with the education sector, although some countries have chosen to create independent institutions, particularly where the program is seen as a political priority. In other cases, the program may be viewed as a multi-sectoral intervention, crucially linked with the education sector, but implemented with agriculture, health, or local government. The key factor that sows the seeds for transition is government leadership for the incorporation of the program within national policy (Bundy et al. 2009).

A high-level consultation on school feeding in Ghana reported in 2007 that most African countries now use a decentralized, or bottom-up approach that relies heavily on local structures (NEPAD, 2007). Decentralization allows greater room for creative, albeit informal, implementation that better responds to local needs and contexts, which in turn may foster local community involvement. Nigeria’s decentralized, informal procurement system, for instance, allows each school management committee to purchase foodstuffs and develop menus that reflect local dietary patterns and traditions.
Such services are better able to use locally adapted technologies, support coordinated community action, and promote partnerships (NEPAD, 2007).

A decentralized implementation model, while having these advantages, also raises certain important issues. Decentralization may result in uneven implementation. Ghana’s school feeding program, although rolled out nationwide under high-level political leadership, shows differences at the regional, district, and school levels in administration structure, procurement practices, menu development, and meal preparation (Bundy et al. 2009). This is also true in Brazil, India, and South Africa, where a diversity of practices can be observed at each implementation level (WFP 2009). Communities and schools with greater resources, political support, or local initiatives may have stronger programs, creating regional disparities or exacerbating existing inequalities. Communities and schools most in need of the benefits of school feeding may be left out.

2.2.6 Accountability and Monitoring of Procurement Procedures

As with other programs that involve substantial quantities of commodities and long-term contracts, there are opportunities for corrupt practices in procurement and contracting associated with school feeding programs. While it is usually recognized that procurement from outside the country requires systematic tendering and bidding processes, there may be less awareness that these are also necessary and appropriate for competitive procurement, even down to the district level (Bundy et al. 2009).

There is anecdotal evidence that procurement at the lower administrative levels may raise particular concerns because of the distance from the central monitoring processes.
Bidding may not be appropriate or possible, however, in highly localized procurement from small-scale farmers, where instead a transparent process with broad community involvement and oversight may provide an effective alternative. This approach has proven effective in school-based management of budgets, provided that both inflows and expenditures are transparently shared within the beneficiary community. Procurement contracts for such components as transport, storage, and food preparation constitute another area where close monitoring and oversight are required, linked with strong tendering processes and transparency (World Food Programme, 2009).

2.3 Impact of School Feeding Programmes on Education Access and Retention

The decision to enrol a child in school and, thereafter, for the child to attend regularly is influenced by many factors, including the perceived value of education, the availability of employment opportunities, the direct and indirect costs of schooling, and the availability and quality of school facilities. Food incentives offered to students, such as school meals, or food incentives offered to families, such as take-home rations (especially for girls, orphans, and vulnerable children) compensate parents and guardians for direct educational costs and opportunity costs accrued from the loss of child labour when children go to school. Implementation of school feeding programs is associated with increased enrolment, particularly for girls.

An evaluation of India’s Mid-Day Meals (MDM) program, the largest school feeding program in the world, found that female school participation was approximately 15 percent higher in schools that provided the MDM program than in schools that did not (Drèze and Kingdon, 2001). However, the MDM program did not appear to have a detectable effect on the enrolment of boys.
Evidence from randomized controlled trials also demonstrates increases in attendance and enrolment and a reduction in dropout with in-school feeding. One study in Jamaica gave breakfast to children for a year and found that attendance rose by 2.3 percentage points more than it rose for the control group from a very high baseline, relative to other low-income countries, of around 80 percent (Powell, et al; 1998).

A randomized controlled trial of a school breakfast program in Peru also found higher attendance rates in treatment versus control schools (Jacoby, et al; 1996), and similar results were seen in a study of Kenyan preschool children receiving breakfast, where school participation of pupils in the treatment group was 8.5 percent higher than in the control group (Vermeersch and Kremer, 2004). Combining an in-school snack with micronutrient fortification (iron, iodine, and vitamin A precursor) in primary schools in South Africa (Van Stuijvenberg, et al; 1999) resulted in a fall in (diarrhoea-related) absenteeism from 79 days to 52 days, an increase in attendance of approximately 15 percent. A fortified biscuit program in Bangladesh appeared to have increased net enrolment rates by 10 percent, increased attendance by 1.3 days per month, and reduced the probability of dropping out by 7.5 percent (Ahmed, 2004). A systematic review of these and other school feeding studies in low-income countries also found greater attendance for students receiving in-school meals compared with students in control groups (Kristjansson, et al; 2007). On average, the per child increase in school attendance was four to six days a year.

Evaluation of take-home rations programs further shows impact on enrolment. In Pakistan (WFP report, 2005), overall enrolment of girls in assisted schools grew by 135
percent between 1998/99 and 2003/04, compared with 29 percent in control schools during the same period, and was particularly strong in the first grade of primary school: 211 percent versus 5 percent in control schools. The program also appeared to increase awareness of the benefits of girls’ education: before the program started, 48 percent of households did not send any of their daughters to school; afterwards, all households educated at least one daughter. Similarly, the take-home rations program in Bangladesh increased girls’ enrolment in program schools by 44 percent, and boys’ enrolment by 28 percent, while in non-program schools, enrolment increased by 2.5 percent during the same period (Ahmed and del Ninno, 2002).

In areas with high HIV prevalence, emerging evidence shows that school feeding has the potential of enhancing enrolment, attendance, and progression of orphans and other vulnerable children (Edstrom, et al; 2008). Schools are viewed by UNESCO and UNICEF as centres for care and support for vulnerable children; hence, the enhanced enrolment of orphans and vulnerable children would be seen as a positive impact of school feeding.

### 2.4 School Feeding Programmes and Educational Achievements

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 to difficulty in concentrating and performing complex tasks, even if the child is otherwise well nourished. Students in school feeding programs have the potential for improved educational attainment, as evidenced by results of several randomized controlled trials. A study in Jamaica found
scores in arithmetic improved by 0.11 standard deviation (SD) for the youngest children (in grade 2 at the beginning of the study) (Bundy, et al; 2008). Analyses suggested that this improvement was because children attended school more frequently and because they studied more effectively while at school (Simeon, 1998). The feeding program did not improve arithmetic in older children or reading and spelling in children of any age.

In Kenya, schoolchildren were given milk, meat, or energy supplements for 21 months (Whaley, et al; 2003). Children who were given meat improved their arithmetic scores by 0.15 SD and their performance on the Raven’s Progressive Matrices Test (a test of non-verbal reasoning) by 0.16 SD, but they did not improve on verbal comprehension. An evaluation of a fortified biscuit program in Bangladesh also found that participation was associated with a 15.7 percent increase in test scores, with particularly strong improvements in mathematics (Ahmed, 2004).

A study in the Philippines found that school feeding led to improved achievement in English and, when combined with a program to develop parent-teacher partnerships, also improved achievement in mathematics (Tan, et al; 1999). A study in Uganda found that take-home rations improved mathematics scores for older children and led to an improvement in performance on the Primary Leaving Examination (Adelman, et al; 2008). In-school feeding improved mathematics scores for children who had delayed school entry and also led to a slight improvement in literacy scores for all children. Both feeding interventions improved performance on one test of cognitive function. Further evidence comes from a meta-analysis of controlled before-and-after studies, which found a mean improvement in mathematics test scores of 0.66 SD as a result of school feeding programs (Kristjansson, et al; 2007).
A study in England addressed the question of whether there are any educational benefits from improvements in food quality for children (Belot and James, 2009). In Belot and James, (2009) study, primary schools in an area of London shifted from low-budget processed foods toward healthier options. Using a difference in-difference approach for a comparison with areas that had yet to make the change, the study found significant improvements in English and sciences. This study suggests that food quality affects educational outcomes even for children in a rich country who are not undernourished. This may be an important area for future study in low-income settings, especially given the findings from a study in Kenya which concluded that meat consumption, as opposed to milk or energy supplements had a significant impact on educational performance (Whaley, et al; 2003).

2.5 Summary of Literature Review

The literature reviewed in this chapter shows that school feeding programmes have many benefits for school children. School feeding programmes occur in a number of different forms or modalities, depending on the context and timing. SFP educational goals include increased attendance and enrolment (particularly for girls) and improved concentration during teaching, aided by the food provided. The goals of food security include the reduction of short-term hunger and the improvement of the nutritional status for school children, thereby reducing levels of malnutrition. The literature review also shows that the way the programmes are structured, especially in terms of the geographical targeting of benefiting schools, the school feeding modalities, financial allocations, institutional arrangements, community ownership of the programmes, and
factors related to accountability and monitoring of procurement, could limit the success of the school feeding programmes, especially in terms of the impact of HGSF on access and retention. Only a few Kenyan studies on school feeding were identified (Vermeersch and Kremer, 2004; Whaley, et al; 2003; Galloway, et al; 2009). Two of these studies (Vermeersch and Kremer, 2004; Whaley, et al; 2003) looked at the benefits of school feeding programmes, while (Galloway, et al; 2009) looked at costs and outcomes of school feeding programmes. No studies were identified that looked at the management of school feeding programmes at the school level, and the impact of the programmes on access and retention. This study has filled the research gap by examining the management of HGSF programme, and its implication on access and retention in Kathonzweni District.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the research. The chapter focuses on research design, target population, sample and sampling procedures, research instruments, and data collection and analysis procedures.

3.2 Research Design

The study employed a descriptive survey design to explore the management of Home grown school feeding programme, and its implication on access and retention in public primary schools in Kathonzweni District, Kenya. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret data for the purpose of clarification (Orodho, 2004). The choice of descriptive survey design for this study was based on the fact that the researcher was involved in the gathering of facts and figures (studying the state of school feeding programme as it exists in the schools) without the manipulation of variables.

3.3 Study Location

The study was carried out in Kathonzweni District located in Eastern Province of Kenya. The Kenya Poverty report estimates that 62 percent of the district’s population are living below the poverty line. It is a marginal agricultural district, with the northern higher altitude areas being cool and receiving between 800 and 1200mm of rainfall annually and the larger lower southern parts being dry and hot, recording between 200 and 900mm of rainfall per year. The district food security situation has been
compromised over time, by over five consecutive years of partial to total crop failure. The last cropping season (2011 long rains season), which was expected to provide a relief to the inhabitants failed completely, following the poor rains. The current food security situation is expected to worsen until November 2011 when the body conditions of cattle are expected to improve, if the short rains are adequate (District Food Security Assessment Report, 2011). The district covers an approximate area of 881 square kilometres. The road network linking the district headquarters with the divisions is in a deplorable state. The general topography of the area comprises mainly of small hills and seasonal river valleys. Kathonzweni neighbours Makindu district to the South, Kitui to the East, Nzau district to the West and Makueni to the North. Figure 3.1 contains a map of the study location.

**Figure 3.1 Map of Kathonzweni District**

![Map of Kathonzweni District](image)

**Source:** Kathonzweni District Commissioner’s office
The choice of Kathonzweni was based on the fact that, as evidenced in the above assessment, the District is a hardship zone. Therefore, the district requires effective utilization of school feeding programmes to enable children access FPE and overcome short-term hunger. Furthermore, Singleton, (1993), noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Kathonzweni District is chosen because it is easily accessible to the researcher.

3.4 Target Population

The target population will include all public primary schools in Kathonzweni District.

3.4.1 Schools

The target population of the study was all the 88 public primary schools in Kathonzweni District. Among these, 48 schools are implementing Home-Grown School Feeding Programme, while 40 are not operating the programme.

3.4.2 Respondents

The study focused on 28 public primary school headteachers, 56 school management committees (SMC), 24 school feeding programme committee members, and the District School Feeding Programme Officer (DSFPO), giving a total of 109 respondents.

3.5 Sample and Sampling Procedures

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2004). It is however agreed that the larger the sample the smaller the sampling error.
3.5.1 Schools Sample

In order to determine the effects of HGSF programme on access and retention, the study took a comparative research of schools implementing the programme and those not implementing it. Consequently, 12 schools implementing HGSF and 16 schools not implementing the programme were selected, giving a total of 28 schools. This sample represents 31.8% of the targeted 88 schools, which is higher than the recommended minimum sample size of 10% (Gay, 1992).

Stratified random sampling was used to select the schools. The sample was stratified according to the divisions covered by HGSF programme, each taking an equal share of 8 schools (4 offering HGSF and 4 not offering the programme), since only three divisions out of four in the district are under HGSF. Four schools not offering HGSF were selected from Kathonzweni Division. Table 3.1 shows the sampling frame.

Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Division</th>
<th>Schools offering</th>
<th>Schools not offering</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HGSF</td>
<td>HGSF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>Sample</td>
<td>Population</td>
</tr>
<tr>
<td>Kithuki</td>
<td>14</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mavindini</td>
<td>16</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Kitise</td>
<td>18</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Kathonzweni</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>12</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
3.5.2 Respondents Sample

i. Headteachers: Eight headteachers were selected from each of the three divisions offering HGSFP using the stratified random sampling method, four of which fall under the schools not covered by the programme and the other four were selected from those offering the programme. Kathonzweni division also produced four headteachers for the category of schools not offering HGSFP to make a total of 28 headteachers. This made the sample more representative.

ii. School management committee members: - Fifty six SMC members were selected from the participating sampled schools, each producing two members. At the school level simple random sampling method was used (Lottery technique) to select the two participants.

iii. School feeding programme committee members: - One school feeding committee member was selected from each of the twenty four participating schools (selected from those offering HGSFP), giving a total of twenty four members. At the school level, lottery technique was used to select members.

iv. District school feeding officer: The district has only one such officer who was automatically included in the sampled list of respondents.
3.6 Research Instruments

The main tools of data collection for this study were:

i. Questionnaires; it is a set of written questions, which are either open ended or close ended, prepared for information gathering in the field. Respondents answered such questions in writing.

ii. Interview schedules; the interviews were administered orally through face-to-face encounters between the interviewer and the respondents.

iii. Observation guides; they involved direct observation of the respondent’s behaviour, environment and other objects related to the study, which were recorded by the researcher as observed in the field.

Details about the instruments are given below;

3.6.1 Head Teachers’ Questionnaire

Head teachers’ questionnaire was administered to headteachers to gather data on the management of Home grown school feeding programme, and its implication on access and retention in public primary schools. The questionnaire for head teachers consisted of seven sections covering the following issues: background data of head teachers, enrolment and retention in their schools, geographical targeting of schools in school feeding, school feeding modalities, role of community in school feeding programmes, monitoring and evaluation of school feeding programmes, and general open-ended questions.
3.6.2 Interview Schedule for School Management Committees

The interview schedule for school management committees was used to gather data from the SMC members on the challenges facing schools in management of school feeding programmes in relation to adequacy of funds, finances, community support for the programme, and availability of labour. The interviews also dwelt on impact of school feeding programme on access and retention, as well as monitoring and evaluation of the programme implementation.

3.6.3 Interview Schedule for School Feeding Programme Committee Members

The interview schedule for school feeding programme committee members was used to guide interviews to be held with the school feeding programme committee members on the impact of school feeding programme on access and retention of pupils in public primary schools. The interview schedule also looked into the challenges faced in management of school feeding programmes in relation to adequacy of funds, finances, community support for the programme, and availability of labour.

3.6.4 Interview Schedule for District School Feeding Programme Officer

The interview schedule was used to guide interview held with the District School Feeding Programme Officer on the impact of school feeding programme on access and retention of pupils in public primary schools. The interview dwelt on challenges faced in the implementation of home-grown school feeding programme, the impact of the programme on access and retention, role played by local communities in management of the programme, and monitoring and evaluation procedures employed for the programme.
3.6.5 Observation Schedule

The observation schedule was used by the researcher to conduct field observations on the status and adequacy of school feeding infrastructural resources such as storage facilities, food, fuel (firewood and charcoal), food ration per pupil, water sources, and human resource capacity.

3.7 Validity, Reliability and Piloting of the Instruments

Testing of instruments was conducted before embarking on data collection exercise.

3.7.1 Validity of the Instruments

Validity is the degree to which results obtained from the analysis of the data represents the phenomena under study. Borg & Gall (1989) defines validity as the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. According to Borg & Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher sought assistance from his supervisor, to help improve content validity of the instruments.

3.7.2 Reliability of the Instruments

Piloting enabled the researcher to test the reliability of the questionnaires. In order to improve the reliability of the instrument, the researcher, with the help of her supervisor, critically assessed the consistency of the responses on the pilot questionnaires to make judgment on their reliability.

3.7.3 Pilot Study

Prior to visiting the schools for data collection, the researcher conducted a pilot study using two schools, which were not included in the final sample. The purpose of the pilot
study was to examine the research instruments for appropriateness of items so as to identify any ambiguous and/or unclear items. Such items were restated to ensure that the respondents clearly understood them.

3.8 Data Collection Procedure

A research permit was obtained from the Ministry of Education (MOE). Thereafter, the office of the District Education Officer (DEO) for Kathonzweni was contacted before commencement of the study. The selected schools were visited and the instruments administered to the respondents. The respondents were assured that strict confidentiality was to be maintained in dealing with their responses. Questionnaires, interview guides, and observation schedules were used in data collection.

3.9 Data Analysis Procedure

Data collected was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as percentages, means and frequencies were used to report the data. The results of data analysis were reported in summary form using frequency tables, frequency polygons, bar graphs and pie charts.
CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the study findings. The general objective of the study was to assess the management of HGSF programme and its implication on access and retention of pupils in public primary schools in Kathonzweni District. The findings of the research are presented based on the four research questions re-stated below:

(i) What is the status of management of home-grown school feeding programme in Kathonzweni District in relation to; the geographical targeting of benefiting schools, feeding modalities, financing, procurement procedures, and community participation?

(ii) What is the impact of home-grown school feeding programme on education access in public primary schools in Kathonzweni District?

(iii) What is the impact of home-grown school feeding programme on retention of pupils in public primary schools in Kathonzweni District?

(iv) Which strategies can be employed to improve the management of home-grown school feeding programme in the district?

The analysis and discussion of each of the four research questions is reported as follows;
4.2 The status of management of home-grown school feeding programme in Kathonzweni District in relation to; the geographical targeting of benefiting schools, feeding modalities, financing, procurement procedures, and community participation

With regards to the first research question, the study sought to establish the status of management of home-grown school feeding programme in Kathonzweni District in relation to; the geographical targeting of benefiting schools, feeding modalities, financing, procurement procedures, and community participation.

The head teachers were asked to give their opinion on the criteria used to determine the schools that benefit from home grown feeding programmes. Their responses are shown in Figure 4.1.

**Figure 4.1: Head Teachers’ opinion on Criteria for Selecting HGSFP Schools**

Figure 4.1 shows that 57.1% of the respondents indicated that the criteria used to determine schools that benefit from Home Grown School Feeding Programme (HGSFP) was unfair, 25% indicated it was fair, 14.3% indicated it was very unfair while 3.6% indicated it was very fair. Further, the head teachers who had reported that the criteria was unfair reported that some schools were not given funds to purchase food although
they belonged to the same geographical area facing serious drought. In their opinion, all schools in Kathonzweni district should have been captured in the HGSFP.

Upon being asked to explain how the feeding programme in their schools were implemented, the head teachers reported that once the funds were in their school accounts, an elected school feeding programme committee floated quotations. After choosing those with the best food quality to offer within their range of prices, they ordered for the foods. They also reported that parents were involved in the school feeding programme, as they were required to supply water and pay the cooks. The teachers on duty took the pupil’s attendance records daily and rationed the food according to the number of pupils present.

According to Bundy, Burbano, Grosh, Gelli, Jukes and Drake, (2009), there are real differences between the benefits of in-school feeding (meals) and take-home rations. The choice of school feeding modality, therefore, depends on program objectives. Similarly, there are significant differences in the appropriateness of the different modalities to local capacity and contexts. For in-school meals, the timing and composition of school meals depends on such local factors as the length of the school day, the nutritional status of children, local eating habits, availability of commodities (for example, in the case of in-kind donations), ease of preparation, shelf life of different commodities, and costs, as well as the availability of trained cooks, cooking facilities, and clean water.

The head teachers were given some issues in a table and were required to indicate the extent to which they posed a challenge to school feeding programmes in their schools. Their responses are shown in table 4.1.
Table 4.1: Challenges to school feeding programme as reported by head teachers

<table>
<thead>
<tr>
<th>Challenges</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></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Lack of water</td>
<td>12</td>
<td>42.9</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>35.7</td>
<td>6</td>
<td>35.7</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>14.3</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>Lack of fuel (firewood)</td>
<td>3</td>
<td>10.7</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>17.9</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>42.9</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>Food theft</td>
<td>1</td>
<td>3.6</td>
<td>3</td>
<td>10.7</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>14.3</td>
<td>20</td>
<td>71.4</td>
</tr>
<tr>
<td>Poor coordination</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>10.7</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>35.7</td>
<td>15</td>
<td>53.6</td>
</tr>
<tr>
<td>Lack of parental involvement</td>
<td>2</td>
<td>7.1</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>50.0</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td>Delayed funding</td>
<td>7</td>
<td>25.0</td>
<td>7</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>21.4</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>Failure to follow procurement procedures</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Teachers’ failure to mark class registers daily</td>
<td>0</td>
<td>0.0</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>64.3</td>
<td>20</td>
<td>71.4</td>
</tr>
<tr>
<td>Low food quality</td>
<td>3</td>
<td>10.7</td>
<td>3</td>
<td>10.7</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>42.9</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td>Lack of storage facilities</td>
<td>3</td>
<td>10.7</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>14.3</td>
<td>17</td>
<td>60.7</td>
</tr>
<tr>
<td>Mishandling of food commodities</td>
<td>2</td>
<td>7.1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>32.1</td>
<td>17</td>
<td>60.7</td>
</tr>
<tr>
<td>Rising cost of food commodities</td>
<td>22</td>
<td>78.6</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Lack of adequate labour force</td>
<td>3</td>
<td>10.7</td>
<td>11</td>
<td>39.3</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>28.6</td>
<td>6</td>
<td>21.4</td>
</tr>
</tbody>
</table>

Table 4.1 shows that the biggest challenge to school feeding programmes was the rising cost of food commodities, as reported by 78.6% of the head teachers. Another major challenge reported by 42.9% of the head teachers involved lack of water. Over 40% reported that lack of parental involvement and low quality food was a minor challenge. On the other hand, over 60% of the head teachers reported that food theft, failure to follow
procurement procedures, teachers’ failure to mark class registers on daily basis, lack of storage facilities and mishandling of food commodities were not challenges.

The head teachers were asked to assess the level of involvement of community members in the implementation of school feeding programme. Their responses are shown in Table 4.2.

**Table 4.2: Level of community members’ involvement as reported by head teachers**

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Adequate</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Adequate</td>
<td>16</td>
<td>57.1</td>
</tr>
<tr>
<td>Inadequate</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that 7.1% of the respondents indicated that the level of involvement of community members in the implementation of school feeding programme was very adequate, 57.1% indicated it was adequate while 35.7% indicated inadequate. This implies that the community members were actively involved in the school feeding programme, which made it to run more smoothly. Further, the head teachers reported that they involved parents in the management of the school feeding programme by asking them to supply their children with a clean metallic bowl for meals, providing salaries for cooks and the cooking utensils and also in the provision of water. Some parents are also included in the school feeding programme committee. On challenges, the head teachers reported that parents sometimes failed to provide water and funds to pay the cooks. The other respondents were asked to name the contributions made by the
community towards the school feeding programme. Their responses were as shown in Table 4.3.

**Table 4.3: Contributions of community members towards feeding programme as reported by SMC members, SFP committee members and the SFP officer**

<table>
<thead>
<tr>
<th>Contribution</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides labour in cooking</td>
<td>76</td>
<td>95.0</td>
</tr>
<tr>
<td>Provision of firewood and water</td>
<td>58</td>
<td>71.6</td>
</tr>
<tr>
<td>Provision of sufurias for cooking</td>
<td>49</td>
<td>61.3</td>
</tr>
<tr>
<td>Maintain security of school stores</td>
<td>47</td>
<td>58.8</td>
</tr>
<tr>
<td>Ensuring cleanliness is maintained in the kitchen</td>
<td>52</td>
<td>65.0</td>
</tr>
<tr>
<td>Participate in construction of food stores</td>
<td>60</td>
<td>76.5</td>
</tr>
</tbody>
</table>

Table 4.3 shows that the biggest contribution made by the community members was providing labour for cooking. Over 70% of the respondents indicated that the community members provided firewood and water as well as participating in the construction of food stores. On being asked whether they had in place a monitoring and evaluation mechanism to ensure that resources for school feeding programme are well utilized, the head teachers responded as shown in Figure 4.2.
Figure 4.2: Monitoring mechanism as reported by head teachers

Figure 4.2 shows that 89.3% of the head teachers had monitoring mechanisms to ensure that the resources for feeding programmes are well utilized, while 10.7% had none. The head teachers further reported that they conducted monitoring and evaluation by ensuring that the food store was clean and that the food was free from pests. They checked on the attendance register to determine the number of pupils present and also to establish the correct ratio of food to be cooked.

The head teachers were asked whether they had cases of misappropriation of school feeding programme resources. All of them reported that there were no such cases in their schools.

The other respondents (SMC members, HSFPC members and SFP officer), reported that some of the monitoring and evaluation procedures employed were as follows:
(i) Recording daily rations of food.

(ii) School feeding program (SFP) committee meetings determined the procurement process.

(iii) Treating the food so that it does not go bad or face pests attack.

(iv) Visits in the schools by Education officials had been made to monitor whether the programme was running smoothly and that guidelines were being followed. This was done by checking the following areas: records for food stock, storage facilities, existence of HGSFP committee, food rationing, monitoring the health status of the cook, and the programme impact in the school. Education officials ensured monthly returns were accurate and were forwarded at the right time. If any weakness was noted during monitoring, appropriate advice was given to ensure success of the programme. This was reported by the district SFP officer.

The observation schedule is shown in Table 4.4.

**Table 4.4: Observation schedule as recorded and reported by the researcher**

<table>
<thead>
<tr>
<th>Observation item</th>
<th>Adequacy/Condition</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage facilities</td>
<td>● Permanent store with adequate space</td>
<td>Clean and well maintained</td>
</tr>
<tr>
<td></td>
<td>● Food was available</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Spacious and clean store</td>
<td></td>
</tr>
<tr>
<td>Food availability</td>
<td>● Adequate food was available</td>
<td>Food was in good condition</td>
</tr>
<tr>
<td></td>
<td>● Enough food for term one and two</td>
<td></td>
</tr>
<tr>
<td>Fuel, firewood, charcoal</td>
<td>● Enough firewood was available</td>
<td>Adequate</td>
</tr>
<tr>
<td>Food ration per child</td>
<td>● Maize 150 gm, beans 40gm, oil 5 gm, salt 3gm</td>
<td>Adequate</td>
</tr>
<tr>
<td>Water sources</td>
<td>● River, rain, and tap water</td>
<td>Inadequate/unreliable</td>
</tr>
<tr>
<td>Human resource</td>
<td>● Cook, PTA members, watchman, HSFP committee</td>
<td>PTA is very supportive</td>
</tr>
<tr>
<td></td>
<td>● Readily available workforce</td>
<td></td>
</tr>
</tbody>
</table>
The observation schedule filled by the researcher revealed that all the resources necessary for the school feeding programme apart from water were adequate as opposed to earlier findings, which showed that food was inadequate for the number of pupils available.

4.3 The impact of home-grown school feeding programme on education access

The second research question sought to establish the impact of home-grown school feeding programme on education access.

The impact was evaluated by checking on the enrolment of each and every targeted school for three consecutive years. The head teachers were asked to indicate their school enrolment for the last three years. Their responses are shown in Figure 4.3.

Figure 4.3: Enrolment in schools with HGSFP over the last 3 years as reported by the head teachers

Vertical Scale: 0.5 inches represent 100 pupils
Figure 4.3 shows that in most schools with home grown school feeding programs (9 out of 12), the enrolment rates increased over the subsequent years. This is an indication that the home grown school feeding programme had a positive impact on education access, as more children were enrolled in school as a consequence of the feeding programme.

Evidence from randomized controlled trials also demonstrates increases in attendance and enrolment and a reduction in dropout with in-school feeding. One study in Jamaica gave breakfast to children for a year and found that attendance rose by 2.3 percentage points more than it rose for the control group from a very high baseline, relative to other low-income countries, of around 80 percent, as reported by Powell Walker Chang and Grantham – McGregor (1998).

On being interrogated, the district school feeding programme officer reported that there were 48 schools implementing the school feeding programme out of 88 in the district. Therefore, 40 primary schools were not benefiting from the programme.

Figure 4.4 shows the enrolment rates in schools without home grown school feeding programmes.
Figure 4.4: Enrolment in schools without HGSFP over the last 3 years as reported by the head teachers

Vertical scale: 0.5 inches represent 100 pupils

Figure 4.4 shows that in most of the schools without the home grown school feeding program (13 out of 16), the enrolment rates declined over the years. This implies that the pupils may have moved to schools with the feeding programme, since the area is dry and most parents may not be able to give their children food, thus opting to send them to schools where they would gain both education as well as food.

The school management committee were asked to list the factors that impact on access and retention of pupils in schools. Their responses are shown in Table 4.6.
Table 4.5: Factors that impact on enrolment and retention of pupils as reported by the school management committee

<table>
<thead>
<tr>
<th>Statements</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of food in the schools</td>
<td>22</td>
<td>78.5</td>
</tr>
<tr>
<td>Conducive learning environment</td>
<td>19</td>
<td>67.9</td>
</tr>
<tr>
<td>Introduction of Free primary education</td>
<td>25</td>
<td>89.3</td>
</tr>
<tr>
<td>Good role models in the community</td>
<td>11</td>
<td>39.3</td>
</tr>
<tr>
<td>Good health of pupils</td>
<td>15</td>
<td>53.6</td>
</tr>
</tbody>
</table>

Table 4.5 shows that the factor that has the most impact on enrolment and retention of pupils is the availability of food in schools, as per the views of 78.5% of the school management committee. Sixty seven point nine percent (67.9%) of them reported that favourable learning environment impacts positively on enrolment and retention while 89.3% reported that introduction of free primary education impacted positively on enrolment and retention of pupils in schools. The rest responded as indicated in the table.

4.4 The impact of home-grown school feeding programme on retention of pupils

The third research question sought to find out the impact of home-grown school feeding programme on retention of pupils. The impact was determined by checking on the trends of drop out rates, absenteeism cases, pupils’ enrolment rates among other retention indicators in the targeted schools. In order to establish the impact of home-grown school feeding programme on the retention of pupils, the respondents were asked to state their opinion regarding the retention of pupils. Their responses are discussed
below. Table 4.6 shows the impact of home-grown school feeding programme on retention of pupils.

Table 4.6: Impact of feeding programme on retention as reported by the committee members and headteachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School enrolment has increased</td>
<td>100</td>
<td>91.7</td>
</tr>
<tr>
<td>Improved school performance</td>
<td>75</td>
<td>68.8</td>
</tr>
<tr>
<td>Increased rate of dropouts due to irregularity of food supply in schools</td>
<td>33</td>
<td>30.3</td>
</tr>
<tr>
<td>Absenteeism has been eradicated</td>
<td>68</td>
<td>62.4</td>
</tr>
<tr>
<td>Migration of pupils from schools that don’t feed</td>
<td>71</td>
<td>65.1</td>
</tr>
<tr>
<td>Better nutrition for children</td>
<td>92</td>
<td>84.4</td>
</tr>
<tr>
<td>Child motivation</td>
<td>84</td>
<td>77.1</td>
</tr>
<tr>
<td>Increased class participation</td>
<td>55</td>
<td>50.5</td>
</tr>
<tr>
<td>Lower anaemia prevalence</td>
<td>46</td>
<td>42.2</td>
</tr>
<tr>
<td>Improved learning and cognitive development</td>
<td>89</td>
<td>81.7</td>
</tr>
<tr>
<td>More pupils finish school</td>
<td>102</td>
<td>93.5</td>
</tr>
</tbody>
</table>

Table 4.6 shows that the biggest impacts of the home-grown school feeding programme was that more pupils finished school and that school enrolment has increased, as per the views of over 90% of the respondents. Over 70% of the respondents indicated that the home-grown school feeding programme has led to: improved learning and cognitive development, child motivation and better nutrition for children. The results show that the feeding programme had a positive impact on the retention of pupils.
The head teachers were further asked to indicate the number of pupils who had dropped out of their schools in the last three years in schools with HGSFP. Their responses are shown in Table 4.7.

### Table 4.7: Number of pupils who dropped out of school in schools with HGSFP as reported by the head teachers

<table>
<thead>
<tr>
<th>No. of dropouts</th>
<th>2009</th>
<th></th>
<th></th>
<th>2010</th>
<th></th>
<th></th>
<th>2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 5</td>
<td>11</td>
<td>91.7</td>
<td>9</td>
<td>75.0</td>
<td>7</td>
<td>58.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
<td>16.7</td>
<td>2</td>
<td>16.7</td>
<td>1</td>
<td>8.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>2</td>
<td>16.7</td>
<td>1</td>
<td>8.3</td>
<td>0</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above 16</td>
<td>1</td>
<td>8.3</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100.0</td>
<td>12</td>
<td>100.0</td>
<td>12</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.7 shows that the number of drop outs in schools with HGSFP went down as the years progressed. This shows that HGSFP had a positive impact on the retention of pupils.

Table 4.8 shows the head teachers’ responses on the number of pupils who dropped out of school in schools without HGSFP in subsequent years.

### Table 4.8: Number of pupils who dropped out of school, in schools without HGSFP as reported by the head teachers

<table>
<thead>
<tr>
<th>No. of dropouts</th>
<th>2009</th>
<th></th>
<th></th>
<th>2010</th>
<th></th>
<th></th>
<th>2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 5</td>
<td>10</td>
<td>62.5</td>
<td>6</td>
<td>37.5</td>
<td>2</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>3</td>
<td>18.8</td>
<td>3</td>
<td>18.8</td>
<td>2</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>2</td>
<td>12.5</td>
<td>5</td>
<td>31.3</td>
<td>4</td>
<td>25.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above 16</td>
<td>1</td>
<td>6.3</td>
<td>2</td>
<td>12.5</td>
<td>8</td>
<td>50.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>100.0</td>
<td>16</td>
<td>100.0</td>
<td>16</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.8 shows that in most schools, the number of pupils who dropped out of school increased as the years went by. This is an indication that the pupils may have been transferred to schools with feeding programmes, or dropped out for other reasons other than food.

The head teachers were further asked to indicate the number of pupils who had dropped out of their schools in the last three years. Their responses are shown in table 4.9.

### Table 4.9: Overall number of pupils who dropped out of school as reported by the head teachers

<table>
<thead>
<tr>
<th>No. of drop outs</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>0–5</td>
<td>27</td>
<td>96.4</td>
<td>24</td>
</tr>
<tr>
<td>6-10</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>11-15</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>Above 16</td>
<td>1</td>
<td>3.6</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Table 4.9 shows that in most schools, the number of pupils who dropped out of school was less than 5, and the number of schools in which pupils dropped reduced in 2010 and 2011. However, the table shows that the number of pupils who dropped out of school increased in the years 2010 and 2011. This is an indication that pupil who were in schools without feeding programme might have been transferred to schools with feeding programmes.

Table 4.10 shows the head teachers’ views on the main reasons as to why pupils dropped out of the schools.
Table 4.10: Reasons for pupils dropping out of schools as reported by the head teachers

<table>
<thead>
<tr>
<th>Reasons for pupils dropping out of school</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunger</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Poor academic performance</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Community’s lack of interest in education</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Pregnancies</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Early marriages</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>

As shown in Table 4.10, the biggest reason as to why pupils dropped out of school was hunger (60.7%) followed by community’s lack of interest in education (46.4%), as confirmed by the head teachers. On the other hand, all the head teachers reported that none of the pupils dropped out of school because of early marriages. Over 80% of them also reported that pupils did not drop out of school due to pregnancies and poor academic performance. This implies that the main cause of pupils dropping out of school was hunger, indicating that the home-grown feeding programme had an impact on these schools as more pupils were retained in school.

4.5 Strategies that can be employed to improve the management of home-grown school feeding programme

The fourth research question sought to find out the strategies that could be employed to improve the management of home-grown school feeding programmes. To establish this, the respondents were asked to give the challenges they faced and their suggestions as to
what the government, donors, the school management and the community/parents could
do to improve the management of the programmes.

The respondents were asked to give the challenges they faced in relation to school
feeding programmes. Their responses are shown in table 4.11.

**Table 4.11: Challenges faced in the school feeding programme as reported by the committee members**

<table>
<thead>
<tr>
<th>Challenges</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes food gets finished before the term ends</td>
<td>69</td>
<td>85.2</td>
</tr>
<tr>
<td>Shortage of labour force</td>
<td>53</td>
<td>65.4</td>
</tr>
<tr>
<td>Water shortage</td>
<td>72</td>
<td>88.9</td>
</tr>
<tr>
<td>Lack of improved jikos</td>
<td>57</td>
<td>70.4</td>
</tr>
<tr>
<td>Inadequacy of food</td>
<td>79</td>
<td>97.5</td>
</tr>
<tr>
<td>Delay by suppliers</td>
<td>66</td>
<td>81.5</td>
</tr>
<tr>
<td>Fluctuating prices – less food than expected is brought</td>
<td>75</td>
<td>92.6</td>
</tr>
<tr>
<td>Enrolment change – make food ration inadequate</td>
<td>70</td>
<td>86.4</td>
</tr>
<tr>
<td>Some needy schools in the district have been left out in the HGSF programme</td>
<td>48</td>
<td>59.3</td>
</tr>
<tr>
<td>Low ratios of beans compared with maize</td>
<td>76</td>
<td>93.8</td>
</tr>
<tr>
<td>Late payment of cooks due to lack of adequate funds</td>
<td>33</td>
<td>40.7</td>
</tr>
</tbody>
</table>

Table 4.11 shows that the biggest challenges as per the views of over 90% of the respondents were inadequacy of food and low ratios of beans compared to maize. The other challenges according to over 80% of the respondents were: sometimes food gets finished before the term ends, water shortage, delay from suppliers and unexpected enrolment changes which make food ration inadequate. The headteachers were asked to give suggestions on how to deal with the above challenges. They responded as shown below:
(i) The government should ensure that there is proper and regular feeding programme in all schools in Kathonzweni district. Parents should also be educated on the importance of sending their children to school, whether there is a feeding programme or not. Government should provide funds for the feeding programme in good time and ensure it is enough for the schools according to the pupils’ population.

(ii) The donors should ensure that all the schools in the district are given funds to support feeding programmes in all schools. They should also assist schools in acquiring energy saving jikos and proper cooking equipment.

(iii) School management committee should support the feeding programme in schools by starting income-generating activities to raise funds to supplement the funds issued by the government towards the school feeding programme.

(iv) The community and parents should support feeding programmes in the schools by helping to pay the cooks, providing fuel/firewood, giving their children utensils and providing water.

The school feeding programme committee members and school management committee gave their recommendations as shown in Table 4.12.
Table 4.12: Measures for improving the school feeding programmes as reported by the committee members

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of water tanks and improved jikos</td>
<td>70</td>
<td>87.5</td>
</tr>
<tr>
<td>Availability of monitoring and evaluation team from the district</td>
<td>45</td>
<td>56.3</td>
</tr>
<tr>
<td>Supportive bodies to provide money in time</td>
<td>63</td>
<td>78.8</td>
</tr>
<tr>
<td>Provide enough food in the schools</td>
<td>74</td>
<td>92.5</td>
</tr>
<tr>
<td>Availing enough funds considering market prices</td>
<td>68</td>
<td>85.0</td>
</tr>
<tr>
<td>Community to have a positive attitude toward the programme</td>
<td>54</td>
<td>67.5</td>
</tr>
<tr>
<td>The committee should organize seminars to educate parents and pupils about the programme in order to keep it alive in future</td>
<td>57</td>
<td>71.3</td>
</tr>
<tr>
<td>Regular monitoring of the feeding programmes in schools</td>
<td>49</td>
<td>61.3</td>
</tr>
<tr>
<td>To train SMC on management of feeding programme</td>
<td>65</td>
<td>81.3</td>
</tr>
<tr>
<td>Form new committee for feeding programme other than SMC</td>
<td>52</td>
<td>65.0</td>
</tr>
</tbody>
</table>

Table 4.12 shows that over 70% of the respondents recommended that there should be provision of water tanks and improved jikos, training of SMC on management of feeding programme, provision of enough food in the schools, and availing of enough funds to schools considering the fluctuating market prices. The committee should also organize seminars to educate parents and pupils about the programme in order to keep it alive in future, and supportive bodies to provide money in time.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

This chapter presents the summary of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

5.2: Summary

The purpose of this study was to assess the management of HGSF programme and its implication on access and retention in public primary schools in Kathonzweni District. The participants comprised 28 head teachers, 56 school management committee members, 24 school feeding program committee members from the 28 sampled schools in Kathonzweni district, and 1 District school feeding program officer. Given below is a summary of the main study findings based on the four research questions.

(i) The status of management of home-grown school feeding programme in Kathonzweni District in relation to; the geographical targeting of benefiting schools, feeding modalities, financing, procurement procedures, and community participation

The study established that 57.1% of the respondents indicated that the criteria used to determine schools that benefit from HGSFP was unfair. Further, the head teachers who had reported that the criteria was unfair reported that some schools were not given funds to purchase food although they belonged to the same geographical area facing serious drought. In their opinion, all schools in Kathonzweni District should have been captured in the HGSFP. Upon being asked to explain how the feeding programs in their schools were implemented, the head teachers reported that once the funds were in their school accounts, an elected school feeding programme committee floated quotations. After
choosing those with the best quality to offer within their range of prices, they ordered for the foods. They also reported that parents were involved in the school feeding programme, as they were required to supply water and pay the cooks. The teachers on duty took the pupil’s attendance record daily and rationed the food according to the number of pupils. The biggest challenge to school feeding programme was the rising cost of food commodities, (78.6%) and shortage of water, (42.9%) as reported by the head teachers. On the other hand, over 60% of the head teachers reported that food theft, failure to follow procurement procedures, teachers’ failure to mark class, registers daily, lack of storage facilities and mishandling of food commodities were not serious challenges. It was established that 7.1% of the respondents indicated that the level of involvement of community members in the implementation of school feeding programmes was very adequate while 57.1% indicated it was adequate. This implies that on the most part, the community members were involved in the school feeding programme, which would make head teachers’ work easier and the programme to run more smoothly. Further, the head teachers reported that they involved parents in the management of the school feeding programme by asking them to supply their children with a clean metallic bowl for meals, providing salaries for cooks and the cooking utensils and also in the provision of water. Some parents were also included in the school feeding programme committee. As regards to challenges, the head teachers reported that parents sometimes failed to provide water and funds to pay the cooks.

The study revealed that the biggest contribution made by the community members was providing labour for cooking. Over 70% of the respondents indicated that the community members provided firewood and water as well as participating in the
construction of food stores. Eighty nine point three percent (89.3%) of the head teachers had monitoring mechanisms to ensure the resources for feeding programmes are well utilized. The head teachers further reported that they conducted monitoring and evaluation by ensuring the food store was clean and the food was free from pests. They checked on the attendance to determine the number of pupils and also to ensure the correct ratio of food was cooked. The observation schedule revealed that most of the resources necessary for the school feeding programme were adequate as opposed to earlier findings, which showed that food was inadequate for the number of pupils available.

(ii) The impact of home-grown school feeding programme on education access

Regarding the impact of home-grown school feeding programmes on education access, it was established that in most schools with home grown school feeding programmes, the enrolment rates increased over the subsequent years. This was an indication that the home grown school feeding programme had a positive impact on education access, as more children were enrolled in school as a consequence of the feeding programme. On being interrogated, the district school feeding programme officer reported that there were 48 schools implementing the school feeding programme in the district. In most of the schools without the home grown school feeding programme, the enrolment rates declined over the years because some pupils were moving to schools with the feeding programme, since the area is dry and most parents could not be able to give their children food, thus opting to send them to school where they would gain both education as well as food. The factor that had the most impact on enrolment and retention of
pupils was the availability of food in schools, as per the views of 78.5% of the school management committee members. Sixty seven point nine percent (67.9%) of them reported that favourable learning environment impacted positively on enrolment and retention while 89.3% reported that the introduction of free primary education impacted tremendously on enrolment and retention of pupils in schools.

(iii) The impact of home-grown school feeding programme on retention of pupils

The study revealed that the biggest impact of the home-grown school feeding programme was that school enrolment has increased, as per the views of 91.7% of the respondents. Over 70% of the respondents indicated that the home-grown school feeding programme had led to: child motivation and better nutrition for children. The results show that the feeding programme had a positive impact on the retention of pupils. In most feeding schools, the number of pupils who dropped out of school were less than 5, and the number of schools in which pupils dropped reduced in 2010 and 2011. However, the number of pupils who dropped out of the non feeding schools increased in the years 2010 and 2011. This is an indication that some pupils who were in schools without the feeding programme were transferred to schools with feeding programmes. The biggest reason as to why pupils dropped out of school was hunger, as indicated by 60.7% of the head teachers. The main cause of pupils dropping out of school being hunger indicates that the home-grown feeding programme had a positive impact on pupils’ retention. The biggest challenges as per the views of over 90% of the respondents were inadequacy of food and low ratios of beans compared to maize. The other challenges according to over 80% of the respondents were: sometimes food got
finished before the schools closed, water shortage, delay by suppliers and that unexpected enrolment changes could make food ration inadequate.

(v) Strategies that could be employed to improve the management of home-grown school feeding programme in the district.

Based on the responses from the headteachers, School Management Committee Members, School Feeding Programme Committee Members and the District Feeding Programme Officer, the study recommended that; the government should ensure that there is proper and regular feeding programme in all public primary schools in Kathonzweni district. They should also provide funds for the feeding programmes in good time and ensure it is adequate for the schools according to the pupils’ population.

The local leaders should educate parents on the importance of sending their children to school, whether there is feeding programme or not; in addition, the school management committee should support the feeding programme in schools by starting income-generating activities to raise funds to supplement the funds issued by the government towards the school feeding programme. Further, the community and parents should support feeding programmes in the schools by helping to pay the cooks, providing fuel (firewood), giving their children feeding utensils and providing water. The government should also cushion schools from the escalating food prices by giving them some additional funds when the prices shoot up unexpectedly, to ensure that adequate quality food is purchased.
5.3: Conclusions

Based on the findings of the study, it can be concluded that the criteria for determining schools to benefit from HGSFP was unfair, since all the schools in Kathonzweni district deserve to be in the programme. The findings of the study revealed that the biggest challenge facing the implementation of HGSFP was the rising cost of food commodities. The study established that the community members participated actively by providing water, firewood, labour and construction of stores. Proper management of home grown school feeding programme in the targeted schools helped to meet its intended objectives.

On the impact of home-grown school feeding programme on education access, it was discovered that HGSFP had a positive impact on access to education of pupils in schools. This was because the schools with HGSFP registered a rising enrolment of pupils over the years as opposed to those schools without.

On the impact of home-grown school feeding programme on retention of pupils, the study established that HGSFP had a positive impact on the retention of pupils in schools since schools with HGSFP registered little or no drop out rates over the years, and pupils were able to complete the primary school education cycle. It emerged that the chief cause of drop outs was hunger which, when addressed by the HGSFP, would check the drop out rates and help to improve education standards in the District.

5.4: Recommendations

(i) The government should ensure that there is proper and regular feeding programme in all public primary schools in Kathonzweni district. They should
also provide funds for the feeding programmes in good time and ensure it is adequate for the schools according to the pupils’ population.

(ii) The local leaders should educate parents on the importance of sending their children to school, whether there is feeding programme or not.

(iii) The school management committee should support the feeding programme in schools by starting income-generating activities to raise funds to supplement the funds issued by the government towards the school feeding programme.

(iv) The community and parents should support feeding programmes in the school by helping to pay the cooks, providing fuel (firewood), giving their children feeding utensils and providing water, and accept it as their own obligation.

(v) The government should cushion schools from the escalating food prices by giving them some additional funds when the prices shoot up unexpectedly, to ensure that adequate quality food is purchased.

5.5: Areas for Further Research

It is hoped that researchers will consider the following suggestions for further research;

(i) A study should be conducted on the impact of home-grown school feeding programme on the educational performance of pupils.

(ii) A study should be conducted on the factors influencing the performance of pupils in public primary schools in arid areas of Kenya.

(iii) A study could also be conducted in Kathonzweni district on the impact of HGSFP on small scale agricultural food production and on the people’s economic well being.
REFERENCES


APPENDIX A

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to gather information on the management of school feeding programmes in public primary schools in Kathonzweni District. Kindly respond by ticking the appropriate responses to the questions or information needed. All your responses and information in questionnaire will 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 school anywhere in this questionnaire.

Section 1: Background Data

1. Your gender
   Male [ ]  Female [ ]

2. Level of education
   Post graduate Degree [ ] Bachelor’s Degree [ ]
   Diploma [ ] Other (Specify)…………………………

3. Size of school
   Single stream [ ]  Double stream [ ]
   Triple stream [ ]  Four streams [ ]
   Above four [ ]

Section 2: Enrolment and Retention

1. Indicate the school enrolment in your school for the last three (3) years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Std 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Indicate the number of pupils who have dropped out of your school for the last three (3) years.

<table>
<thead>
<tr>
<th>No. of dropouts</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What are the main reasons for pupils dropping out of the school? (Tick all that apply)

- [ ] Hunger
- [ ] Poor academic performance
- [ ] Community’s lack of interest in education
- [ ] Pregnancies
- [ ] Early marriages
- Others (specify)..............................................................................................................

Section 3: Geographical Targeting of Schools

1. What is your opinion about the criteria used to determine the schools that should benefit from home grown school feeding programmes (HGSFP)?

- [ ] Very Fair
- [ ] Fair
- [ ] Unfair
- [ ] Very Unfair

Explain your answer briefly
2. Have you had cases of pupils seeking to transfer from schools that do not benefit from school feeding programmes to your school?

[ ] Yes  [ ] No

If yes, how do you respond to such pupils, and what challenges do you face as a consequence?

Section 4: School Feeding Modalities

3. Briefly explain how school feeding programme in your school is implemented.

4. In the table below, indicate the extent to which each of the issues presented pose a challenge to school feeding programme in your school (respond by ticking on the appropriate column).
5. Apart from the challenges listed in the Table above, which other challenges do you face in the management of school feeding programme in your school?

……………………………………………………………………………………
……………………………………………………………………………………

6. Explain briefly how you cope with the challenges given above

……………………………………………………………………………………
……………………………………………………………………………………
Section 5: Role of Community in School Feeding Programmes

7. What is your assessment of the level of involvement of community members in the implementation of school feeding programme in your school?
   [ ] Very Adequate       [ ] Adequate
   [ ] Inadequate          [ ] Very Inadequate

8. Explain briefly how you engage parents in the management of the school feeding programme.

   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

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

   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

Section 6: Monitoring and Evaluation of School Feeding Programmes

10. Do you have in place a monitoring and evaluation mechanism to ensure that resources for school feeding programme are well utilised?

    [ ] Yes            [ ] No

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

   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

11. Have you ever had cases of misappropriation of school feeding programme resources?
If yes, explain briefly how you dealt with the incident(s)

………………………………………………………………………………………………………..

Section 7: General Questions

12. What measures should the following take in order to improve the management of school feeding programmes?

The Government

………………………………………………………………………………………………………..

………………………………………………………………………………………………………..

………………………………………………………………………………………………………..

………………………………………………………………………………………………………..

Donors

………………………………………………………………………………………………………..

………………………………………………………………………………………………………..

………………………………………………………………………………………………………..

The school management

………………………………………………………………………………………………………..

………………………………………………………………………………………………………..

………………………………………………………………………………………………………..

The community/parents

………………………………………………………………………………………………………..

………………………………………………………………………………………………………..

………………………………………………………………………………………………………..
APPENDIX B

INTERVIEW SCHEDULE FOR SCHOOL MANAGEMENT COMMITTEE

1. For how long have you been a member of SMC for this school?

2. For how long has the school been implementing the school feeding programme?

3. What challenges does the school face in the management of the school feeding programme in relation to the following:
   a. Adequacy of food
   b. Adequacy of finances
   c. Community support for the programme
   d. Availability of labour
   e. Any other challenges?

4. How has the school feeding programme impacted on enrolment and retention rates in the school?

5. Have you ever had a case of misappropriation of resources meant for school feeding programme? Explain the incidence and how you addressed it.

6. What is the role played by the local community in management of school feeding programmes?

7. Which monitoring and evaluation procedures are employed to ensure that school feeding programmes are effectively managed, and how does this impact on the success of the programmes?

8. What recommendations would you make to improve the management of school feeding programmes in Kathonzweni district?

9. What factors impact on access and retention of pupils in the school?
APPENDIX C

INTERVIEW SCHEDULE FOR SCHOOL FEEDING PROGRAMME

COMMITTEE MEMBERS

1. For how long have you been a member of the school feeding programme committee for this school?

2. For how long has the school been implementing the school feeding programme?

3. What challenges does the school face in the management of the school feeding programme in relation to the following:
   a. Adequacy of food
   b. Adequacy of finances
   c. Community support for the programme
   d. Availability of labour
   e. Any other challenges?

4. How has the school feeding programme impacted on enrolment and retention rates in the school?

5. Have you ever had a case of misappropriation of resources meant for school feeding programme? Explain the incidence and how you addressed it.

6. What is the role played by the local community in management of school feeding programmes?

7. Which monitoring and evaluation procedures are employed to ensure SFP programmes are effectively managed, and how does this impact on the success of the programmes?

8. What recommendations would you make to improve the management of school feeding programmes in Kathonzweni district?
APPENDIX D

INTERVIEW SCHEDULE FOR DISTRICT SCHOOL FEEDING PROGRAMME OFFICER

1. For how long have you been the district school feeding programme officer for this district?

2. How many schools are implementing the SFP in the district?

3. How do you determine which schools are to benefit from HGSF programme?

4. What challenges do the schools face in the management of the school feeding programme in relation to the following:
   a. Adequacy of food
   b. Adequacy of finances
   c. Community support for the programme
   d. Availability of labour
   e. Any other challenges?

5. How has the school feeding programme impacted on enrolment and retention rates in the district?

6. Have you ever had a case of misappropriation of resources meant for school feeding programmes? Explain the incidence and how you addressed it.

7. What is the role played by the local community in management of school feeding programmes?

8. Which monitoring and evaluation procedures are employed to ensure that school feeding programmes are effectively managed, and how does this impact on the success of the programmes?
## APPENDIX E

### OBSERVATION SCHEDULE

School……………………………………….

<table>
<thead>
<tr>
<th>Observation item</th>
<th>Adequacy/Condition</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food availability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuel – firewood, charcoal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food ration per child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human resource</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General comments

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
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APPENDIX F
RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegram: "SCIENTECH", Nairobi
Telephone: 254-020-261349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

Our Ref: NCST/RR/I/12/1/SS-011/244/4

Willie Machocho Weru
Kenyatta University
P. O. Box 43844
NAIROBI

Date: 10th March 2011

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
"Management of home grown school feeding programme and its
implication on access and retention in primary schools: A case of
Kathonzweni District" I am pleased to inform you that you have been
authorized to undertake research in Kathonzweni District for a period
ending 30th June 2011.

You are advised to report to the District Commissioner and the District
Education Officer, Kathonzweni District before embarking on the
research project.

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

P. N. NYAKUNDI
FOR: SECRETARY/CEO