THE IMPACT AND CHALLENGES OF SCHOOL FEEDING PROGRAMME IN ENHANCING ACCESS TO PRIMARY EDUCATION IN THE UNPLANNED SETTLEMENTS OF KIBERA IN NAIROBI

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APRIL, 2012
DECLARATION

This research project is my original work and has not been submitted anywhere for examination approval at any University nor has it been published in any journal or magazine.

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DEDICATION

I wish to dedicate this work to my wife Evelyn, children Brian and Brenda for their love, patience and understanding during the period of my studies when could be away from them for long hours to complete my work.

To my friends and colleagues George Nyaboke, George Ojuondo, Barnett Walema and Paul Mungai for their encouragement and advice to strive to the end of the Master of Education course. Special dedication to my late father Peter Ouko Aila and my mother, Christine Ouko whose words of encouragement and blessings have made me endure to the end.
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May God bless you all.

iv
ABSTRACT

This purpose of this study was meant to analyze the importance and effects of school feeding programme on access to primary education among the socio-economically and nutritionally vulnerable children in unplanned settlement of Kibera. The study strove to help education managers to understand the problems and challenges that have, for long time, kept a large number of children out of school despite the abolition of all levies in primary schools in 2003. It is envisaged that appropriate mitigation measures be formulated to address the expansion of the School Feeding Programme (SFP) to other schools which are not in the programme for the benefit of the Kenyan child. The socio-economic setting of the population living in the unplanned settlements was amplified to draw the attention of the policy makers in Kenya, to develop appropriate intervention measures that were geared towards addressing the plight of these groups of people, who constitute a significant percentage living below the poverty level who earns less than a dollar a day. It was further shown in study that real economic development for the country can only be realized when the challenges facing this population in the informal settlement are addressed through education and other interventions. Over ninety five percentage of the population in the unplanned settlements live in absolute poverty where to afford three square meals a day is a major challenge to the households. Information on the study was gathered through questionnaires and observation schedules from the school head teachers, School Feeding Programme teachers, area educational advisors, and children enrolled in these schools. It is hoped that the information gathered was to form the basis of future policy decision making in addressing the challenges of access in these informal settlements.
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List of Abbreviations

WFP  World Food Programme
MDG  Millenium Development Goals
MOE  Ministry of Education
FAO  Food and Agriculture Organisation
UN   United Nations
GOK  Government of Kenya
UNICEF United Nations Children Education Fund
KANU Kenya African National Union
SFP  School Feeding Programme
UPE  Universal Primary Education
GER  Gross Enrolment Rate
UNESCO United Nations Education, Scientific and Cultural Organization
ASAL Arid and semi arid lands
HIV/AIDS Human immunodeficiency virus/Acquired immune deficiency syndrome
KCPE Kenya Certificate of Primary Education
KCSE Kenya Certificate of Secondary Education
EFA Education for all
NGO Non-Governmental Organization
SPSS Statistical Package for Social Scientists
CED City Education Department
CNSCP Children in Need of special care and protection
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CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Schultz (1988) asserts that investing in education is very crucial for any country’s long term economic development. Private and social returns to educational investments have proved to be high particularly in primary education. However, malnutrition and resultant poor health keep pupils from attaining their full potential especially in a developing country such as Kenya. According to United Nations (UN) Millennium goals, (2005), hunger is both a cause and an effect of poverty as it holds back economic growth and limits progress in reducing poverty. The effect of malnutrition on children can be even more life-threatening and permanent. Malnourished children are subject to wasting, stunting and reduced cognitive function. World Food Programme (WFP) Report (2006) acknowledges that to support learning and human capital development, it is necessary to tackle the problems of hunger.

The WFP Report (2006) continues to state that according to Food and Agriculture Organization (FAO) statistics, 44% of the population of Kenya is undernourished and 23% of the population falls below the international poverty line of US$1 per day consumption. The Government of Kenya (GOK) 2000 and the United Nations Children Education Fund (UNICEF) Report (1998) indicates that Kenya is currently performing poorly in both income and nutritional support. Indicators include law income due to low levels of education, poor nutritional status, poor health status and poor housing.
The government in its effort to address hunger and to enhance learning in schools especially for the nutritionally vulnerable children from low income communities in the ASALS and unplanned settlements mainly in Nairobi initiated School Feeding Programms jointly with WFP in 1980. According to KANU Manifesto of 1969, the founding father of the Kenyan nation, the late president Mzee Jomo Kenyatta noted in his speech while outlining the Kenya African National Union (KANU) election manifesto stated that, the school meals programme which was in place in some schools in selected areas will be expanded to cover other parts of the country. KANU believed that only a healthy child could utilize fully the opportunities provided by schools to develop intellectually.

According to the School Feeding Programme Training handbook (2006) the objectives of the School Feeding Programme are to:

(i) Improve the primary schools enrolment, enhance the attendance rates and reduce the dropout rates due to hunger.

(ii) Reduce the disparities in enrolment, attendance rates and gender.

(iii) Improve the children capacity to concentrate and assimilate information by relieving short term hunger.

(iv) Contribute to improvement of nutrition intake and general health of the children from low income families.

(v) Enhance the participation rates and increase enrolment of children in the disadvantaged districts and urban unplanned settlements in Nairobi.

According to the education master plan on education and training 1997-2010, there is
overwhelming research evidence which indicate that minimum education attainment among the majority of a country’s population, is paramount for a modern development. The provision of basic education in many developing countries is confined to attainment of primary school syllabus. According to World Bank studies conducted in Senegal number of studies confirm that investing in primary education yields higher returns for individuals, households and society in general.

According to the United Nations Human Rights Charter adopted in December 1948, primary education was declared a basic human right which every child is entitled and it remains the responsibility of the state to provide. In 1969 the recommendations of international convention on the elimination of all forms of racial discrimination was put into force, thus guaranteeing the right of education to all regardless of race or ethnicity. This culminated into the world conference on education for all held in March 1990 in Jomtein-Thailand which called for Universal quality education. Kenya is a signatory to many such International agreements that among other things the attainment of Universal Primary Education for all by the year 2005 and ultimately Education for All by the year 2015. The Kenya’s constitution also guarantees the right to education under the bill of rights.

At Kenya’s independence (1963) the enrolment at primary schools was only 891,553 pupils in 6,058 schools. According to Statistical Booklet (2005) from the Ministry of Education the level of enrolment had increased to 5,917,162 in 1999 and to 7,494,763 in 2004 with the most significant increase being recorded between 2002 and 2003 due to introduction of free primary education. This growth in the enrolments and schools is attributed to the population growth and government initiative towards the provision of universal primary education (UPE) by 2015.
1.1 Statement of the problem

The government of Kenya has focused on the declining enrolments, retention, completion and performance rates with a view to reversing the trend. Primary Education suffered declining trends from 1988 -1999. According to UNICEF’s (1998) situation analysis of children and women in Kenya, primary schools gross enrolment rate (GER) witnessed a great decline from 95% in 1989 to 76% by 1996 constituting a drop of 19% in less than ten years. This trend did not change in the subsequent years as primary GER declined from 91.2% to 88.2% between 1999 and 2002 as shown in table 1. It is noted that Nairobi and North Eastern provinces recorded the least GER of 43.2% and 26.6% respectively.

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Source: statistics section MOE

Table 1: Primary schools gross Enrolment Rate (GER) (1999 – 2002)
Nairobi province remains among the worst affected provinces in terms of GER due to the large number of children in the unplanned settlements such as Kibera, Kariobangi, Mukuru, Mathare, Kawangware and Kangemi slums who are not enrolled in schools due to high prevalence of poverty. The UNICEF, (1989) Report continues to say that, in addition to the low GER the performance in the national examination of most schools in these unplanned settlements of Nairobi remains largely poor.

According to UNICEF (1998) the low GER and poor national examination achievements is due to a number of factors including lack of basic school facilities, lack of interest or awareness of the need for education on the part of parents, high prevalence of HIV/AIDS and general under development. The major obstacle to the low enrolments is the inability to meet the high cost of education during the period. Although the government introduced the free primary education from 2003 which reversed the declining enrolment in the primary schools, a good portion of the primary school children particularly in the Nairobi slums still remain at home.

In the cost sharing policy, the parents were expected to provide their children with uniforms, textbooks, stationery and were also responsible for the construction and maintenance of classrooms and provision of other physical facilities. However, the policy of cost sharing in education was introduced after the sessional paper No.1 of 1986 on economic management for renewed growth on education and manpower training for the next decade and beyond. This report introduced far reaching measures aimed at reducing the cost education to the government but ended up denying the children from poor families’ access to education. This policy made
access to education more difficult for the poor and the vulnerable members of the society. In this scenario only a handful of children from the ASAL districts and informal urban settlements had access to primary education. UNESCO, (1999) puts that even when children are enrolled in schools, their attendance is irregular due to economic problems which includes ill health and nutritional deficiencies as most pupils hardly take any meal before going to school.

In view of the low GER in Nairobi, this study seeks to establish to what extent school feeding programme alleviates hunger and boosting school attendance of children in the unplanned settlement of Kibera in Nairobi.

1.2 Purpose of the study

The purpose of this study was to identify the impact and challenges of School Feeding Programme (SFP) and its effect on access to primary education in the informal settlements with particular reference to Kibera. The study also sought to identify the challenges facing the head-teachers, teacher in-charge of the programme and other education administrators in management of the programme in Kibera in Nairobi and recommended strategies for addressing the challenges with the view of helping the government to achieve the universal primary education (UPE) by 2015.

1.3 Objectives of the study

The specific objectives of this study are:

i. To determine the changes in enrolments in schools since the implementation of School Feeding Programme.
ii. To find out the impact of School Feeding Programme (SFP) in enhancing access to primary education in the unplanned settlement of Kibera in Nairobi.

iii. To identify the challenges and problems facing the education managers, head teachers and teachers in the overall management of the programme.

1.4 Research Questions

The following research questions were used to guide the researcher in order to achieve the above stated objectives.

i. What are the causes of enrolment changes in most schools in the informal settlements implementing SFP?

ii. What is the impact of SFP towards enhancing access to primary education in the unplanned settlements of Kibera in Nairobi?

iii. What are the main challenges and problems facing the education managers and other stakeholders in the general management of the SFP

1.5 Significance of the study

The School Feeding Programme in Kenya has been implemented in many forms and by different organizations in different parts of the country. However, a more coordinated and centrally managed SFP for the primary schools is the one being implemented by the Ministry of Education (MOE) jointly with WFP in the ASAL districts and Nairobi slums which was started in 1980.

According to the WFP annual Report of 2000, the major objective of starting SFP was to increase access, and enhance attendance while trying to alleviate the short term hunger to enable
the learners to concentrate effectively during learning time. The programme targets children from poor households’ thereby increasing enrolment and ensures regular attendance thereby reducing dropout. It improves the general health and nutrition intake of the learners by alleviating the short term hunger.

The programme has been evaluated several times in order to establish its net worth. This study has therefore investigated whether the programme have had any impact on enrolment, reducing dropouts and examination performance. It has also tried to identify challenges that are facing the education managers in administering the programme to schools and try to offer most part of the remedies to the challenges faced.

The study also provides important information to other programme managers within and outside the Ministry of Education together with other development partners who are willing to provide similar support or service to other needy children in this country. The challenges in the SFP were identified and the best approach to address them proposed. This has helped the education planners, project developers and development partners to design similar programmes in future.

1.6 Assumptions of the study

(i) Information obtained from the respondents was adequate to meet the objectives of the study.

(ii) Schools utilized their financial, human and physical resources optimally in enhancing learning.
(iii) The secondary data used in the study was assumed to be realistic and valid since it had been analyzed and documented.

(iv) The information is readily available and accessible at schools, divisional advisors offices and at the director of city education department.

1.7 Limitation of the study

The major limitation in this study was luck of adequate data. Some of the schools lucked proper records making it difficult to obtain some crucial data. But where the information was available it was not comprehensive. The method of storing information in primary schools in Kibera slum is wanting. In some cases it was rather difficult to get a consistent trend of enrolment since the inception of the programme in some schools.

1.8 Delimitation of the study

The study investigated the development of education in Kibera slum which is part of the larger Langata division in Nairobi province. The Programme is also offered in the Arid and semi arid districts in the country and other schools informal settlements of Nairobi including Kariobangi, Mukuru, Mathare, Kangemi and Kawangware. For the purpose of this study, only one unplanned settlement (slum) was focused.

1.9 Theoretical Framework of the study

This study was based on Human Capital theory as advanced by Psacharopolous (1985) and Schultz (1961) who have addressed the concept of Human capital in much detail.

Human capital refers to the stock of skills and knowledge embodied in the ability to perform
labour so as to produce economic value. Education develops the skills and knowledge of a worker required for economic and social development.

Education raises the human productivity by imparting knowledge and skills which make a worker more efficient and hence more valuable in the labour market than the less educated workers. The assumption is that education as a form of human capital investment increases the productivity of workers and that the higher earnings reflect their value of productivity. Capital can either be physical or social where physical capital (fixed capital) refers to machinery, buildings, instruments of trade etc while social capital refers to the human capabilities (networks).

Shultz (1961) and Becker (1964) emphasized the analogy between investment in physical capital and investment in human capital. Both involve foregoing current consumption in order to increase the expected future production and earning possibilities. This is the major reason why parents and the society in general invest in the education of their children expecting good returns inform of excellent results not only from national examination results but education in general.

According to Psacharopoulous et al. (1985), the general conclusion from the World Bank experience is that educational investment fulfills a number of vital objectives. It satisfies a basic human need for knowledge; provides a means of helping to meet other basic needs and helps sustain and accelerates overall developments; it provides skilled manpower for both the industrial and informal sectors of the economy; provide means of developing the knowledge skills and productive capacities of the labour force; and acts as a catalyst in encouraging modern attitudes and aspirations; it helps determine not only the outcomes of the present generation but also future distribution of employment and its influences; social welfare through its indirect
effects on health, fertility, life expectancy and helps to increase the profitability of other forms of social and physical investment.

The investment in education is reflected in the academic achievements attained at the end of each educational cycle. The contribution of good health and nutrition will definitely help to develop the individual’s cognitive and mental capabilities leading to higher academic achievements.

### 1.10 Conceptual framework

**Universal primary education**

**Access to primary school**

#### Demand factors
- Improved examination performance
- Improved short term hunger
- Improved enrolment
- Reduced dropout rate

#### Supply factors
- Free primary education (FPE)
- Provision of instructional material under FPE
- Introduction of SFP
- Improved supervision by directorate

*Source: Researcher, 2009*
The framework illustrates that access to education is a result of both demand and supply determinants. On the demands side the conviction that modern education leads to success has continued to be a major force for most Kenyans. There is a strong social demand for education and the communities are willing to make great sacrifices to secure educational opportunities for their children. According to the comprehensive education sector analysis 2004 Report, compiled by the UNICEF Kenya country office and the MOE, the growth of enrolment is fuelled by both demand and supply factors.

The UNICEF Report of 1994 asserts that there is also a healthy composition among communities where the standing of their schools and performance of their children at both KCPE and KCSE are among the factors which a community uses to define its status in relation to other communities. There is a more collective dimension which is based on a sense of competition with other communities. The hope is that through education, the community as a whole can advance and also improve its development status in relation to other communities.

The SFP is the independent variable. Access to primary education and ultimate universal primary education is dependent on SFP as one of the supply factors. The SFP among other factors acts as a pull factor for the socio economically and nutritionally vulnerable pupils to access education. The ultimate aim of SFP is to promote the achievement of UPE.
1.11 Definition of significant terms

Access: Refers to the enrolment of primary school population as proportion to the total primary school population.

Education: Knowledge based Endeavour for the progression and transfer knowledge for the benefit of all.

Enrolment: Refers to the number of students who get admitted to primary schools.

Equity: Refers to equal opportunity to attend primary schooling.

Human capital: It is the idea that people spend themselves in diverse ways for the sake of future pecuniary (monetary) and non-pecuniary (non monetary) returns.

Short term hunger: Refers to the temporary condition of pupils who have not had an adequate meal for a number of hours before coming to school.

Social demand: Refers to the total public demand for education.

School Feeding Programme: Refers to the partnership project where learners are provided with a mid day meal or mid morning snack co-sponsored by the WFP and the GOK through the MOE.

Dropout: Refers to the number of pupils who do not complete the eight years of primary school cycle within a given cohort.

Gross enrolment: Refers to total number of children enrolled in school at a given time.

Net enrollment: Refers to the number of children enrolled in primary schools as a percentage of the total number of children in primary school age group.

Transition: Refers to the proportion of students who complete primary education and gain entry
to secondary schools.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of this study was to investigate the role of SFP in access and enhancing participation in primary education among the socio-economically and nutritionally vulnerable children from the slums of Nairobi. This chapter therefore reviewed related literature based on the concept of human capital as an important consideration for both the social and individual’s investment in education. The literature related to SFP was reviewed and divided into the following titles; International policy guideline on basic education, Food aid and education, SFP evaluation Reports, Participation in primary education in unplanned settlements, Targeting criteria in SFP, Importance of nutrition and Sustainability of SFP

2.2 International policy guideline on basic education

Education is important for development of human capital that is essential for improving productivity and furthering economic growth for both individual and the society. Human capital is the most important resource that ultimately determines the base and character of a country’s economic and social development. Analysis comparing the cost of education versus its benefits has confirmed that investments in the education sector are highly justified due to the returns, both to the society and to the individual. Studies suggest that investments on human capital particularly education are more conducive for economic growth than investment in physical capital. Education contributes significantly to the development of human capital through
individual specific skills, knowledge and attributes which intern leads to higher earnings for the individual. There is evidence that educated workers have a higher rate of productivity than less educated workers. The private benefit of education which leads to specialized skills and improved earnings is main reason for the high demand for education. World Bank report 2002 concluded that the benefit for educational investment goes beyond higher productivity and earnings. Carnoy (1995) explained that the wide range of pecuniary and non pecuniary gains both to the individual who invest in education and to the whole society even those who had not invested in education. These gains are realized as result of reduction in crime rate, improved health care, lowering the fertility rate and the improvement of democratic process where people are able to make informed decisions. The development of human capital in different professional fields leads to high quality service delivery to the public which in turn contributes to national development of the country.

UNESCO (1999) noted that the benefits for education are particularly high at primary level. In one of the multinational studies, the social rate of returns averaged 27% for primary and between 15% for secondary education, while the private returns were 49% and 27% for primary and secondary education respectively. It was also found out that the returns in education in developing countries are higher than in more advanced countries.

Basic education makes an important contribution to alleviating poverty and hunger and consequently improving people’s lives. It has been confirmed in international conferences and meetings where governments pledged their commitment to improving basic education. During the world conference on education for all (EFA) (Jomtien, Thailand 1990), the world summit for social development (Copenhagen, Denmark 1995), the world fourth conference on women
(Beijing, China 1995), the participants noted that the satisfaction of basic human needs including education is an essential element of poverty reduction. The participants from the international community committed themselves to promoting and attaining the goals of universal primary education and equitable access to quality education.

The Copenhagen programme of action noted the importance of facilitating access to education for people living in poverty by providing social services, such as meals, as incentives for families to keep children in school. The article 28 of the convention on the rights of children requires that children be provided with free and compulsory basic schooling and that nations take measures to encourage regular attendance at schools and reduction of dropout rates. UNESCO (1999) Report says that WFP committed to support the strategic objectives adopted at the Beijing conference to provide universal access to basic education and ensure completion of primary education by at least 80% of primary school age children.

UNESCO (1990) says that in many developing countries especially in Africa, children’s school attendance is mainly affected by extreme poverty. Instead of attending school they are made to take care of their domestic obligations such as cattle rearing, attending to the farm, taking care of the younger siblings, fetching water and firewood. It is estimated that about 300 million children are chronically hungry in the world and 130 million of them do not go to school. Without adequate education, most will never break out of the cycle of hunger and poverty.

WFP (2000) Report says that the few children who are lucky to attend school are often not much better off. Majority of pupils in developing countries especially the urban poor go to school without taking any meal in the morning. Learning on an empty stomach becomes a real challenge as their concentration is easily eroded by hunger. The children could be in school but learning
may not be very effective.

The Report further noted that providing breakfast or lunch to children at school can solve the problem. When food is available in school, attendance rates are enhanced significantly. Parents are more willing to send their children to school if they know they will get a solid meal and children can stop worrying about food and concentrate on their lessons.

2.3 Food aid and education

The WFP, a United Nations agency has been providing a nutritious meal to school children in developing countries including Kenya for over 40 years. According to WFP Report (2001) in the year 2000 alone the agency fed over 12 million children in schools in 54 countries. The agency works with the governments, local authorities and different NGOs. The WFP has used food successfully to attract children to school where enrolment ratios are lowest. The WFP’s main objective is not only providing a mid-day meal to pupils but also to address the other critical sanitary, health and educational needs necessary to ensure a good education.

The school feeding programme is one of the most important ways of using food aid for education. WFP (2001) states that in 1994 the total beneficiaries in pre-primary and primary schools feeding projects accounted for more than half of all WFP development commitments totaling to 132 million US dollars out of a total of 253 million US dollars.
2.4 Past school feeding programme evaluation Reports

There are several factors that influence enrolment of children to school other than SFP, key among them are, the education quality, the possibility of employment, the direct and indirect costs of schooling, the availability and quality of school facilities among others. A number of studies have examined the role of SFP in stimulating enrolment and increasing attendance. They used technologies such as measuring changes in enrolment and attendance when SFP is interrupted or terminated, looking at school attendance and enrolment in comparable schools with and without SFP or observing possible changes in student numbers and daily attendance after introduction of SFP.

In a review of the US bilateral food aid and programme spanning the years 1980-85, the united states bureau for food for peace and voluntary assistance came to the following conclusions regarding SFPs, that the programme improved enrolment and attendance, the SFP had impact on girls than boys in certain circumstances (where female enrolment was significantly lower than that of boys and where girls labour at home was particularly valued).

In 1984, an evaluation was conducted in Tamil Nadu India. It was noted that children under the government SAFP were provided with a nutritious free meal. The results of the study indicated a highly significant improvement in the school participation. Another study conducted in morocco in 1993 for the ministry of education, which examined the role of various factors in the school of children in rural areas. Among the factors, was the existence of canteens in schools.
Levinger (1986) published a comprehensive study on educational effects of SFP in developing countries. The results of the findings were that:

1. About a quarter of the children dropped out of schools.
2. Decline in enrolment was lowest for the first grade and highest for sixth grade.
3. For the lower 4 grade girls enrolment declined more dramatically than that of boys (this was also more significant in the rural areas than in urban areas).

She concluded that SFP makes a difference in enrolment and attendance if they take into account the enrolment in which they operate for instance need for the programme regularly. The importance of parent education and involvement and provision of rations with a sufficient income transfer value to offset opportunity cost hindering children’s access to education. She also concludes that SFP should be targeted at the poor, in both urban and rural areas where the enrolment and attendance are relatively low. It is believed that children from better of homes attend school more regularly and hence are less likely to be influenced by the SFP. On the other hand, where poverty and the need for children labour are particularly high, the financial value of school meals needs to be very significant to offset the opportunity cost of schooling.

It is important to note that SFP cannot be expected to make a direct measurable contribution to combating malnutrition among school children. Attention has thus increasingly focused school feeding role in maximizing children’s learning capacity through the relief of hunger. Qualitative information gathered through interviews with teachers, parents and school children has supported SFP in helping children to concentrate and assimilate knowledge.

Jorousses and Mingatin (1991) carried out an evaluation study to access the relative importance of different factors in the learning of primary pupils in the Republic of Benin. The study revealed
that SFP’s had positive results. Learning achievement was measured by comparing test scores in French and mathematics at the beginning and end of the school year for students in grade two and five. The study found achievement to be much higher for children at the schools that had a SFP or a canteen. When looking for possible explanation of such a positive relationship between learning achievement and the existence of a school canteen, the research identified two possibilities; that there was improved nutrition of students because of SFP and attendance was regular and thus more time spent in class. Other effects of SFP are that it is a valuable instrument for stimulating enrolment and regular attendance as well as for preventing dropouts. The SFP provide an explicit or implicit transfer to households the exact value of the food distributed.

2.5 Participation of primary schools in unplanned settlements

The major challenge in Kenya since independence is the inability of households and the state to provide for essential needs which includes education and health services, for a fast growing population. This has been a major concern to the policy makers and even educational institutions. As the population increased overtime there has been a rise in the number of poor households. According to the millennium development goals, progress Report for Kenya 2003, the proportions of the Kenyans living under the poverty line is in the increase with the urban population accounting for the highest proportion of this increment between 1982 and 1994 the percentage below the poverty line stagnated at about 47 per cent in the rural areas. According to Economic Survey (2002) 56 per cent of Kenyans were living below the poverty line and of great concern was the drastic increase of the population living under the poverty line
in urban areas. The percentage of people living below the poverty line was projected to increase to 65.9 per cent in 2015 if the current trends continue unchecked. According to world report 2002, Kenya is ranked among the top ten low income economies with a high concentration of income amongst earners (10% controlling over 35% of the national income).

The total number of children attending primary education in Nairobi has always remained low compared to the population of the (6-15) of the school-going age group. The children from poor households and particularly in informal settlements often have their education compromised by their family needs for food and health services. Piek (1996) contends that the ability of the children to be able to attain a full primary school education is worthy of serious financial investment and institutional time and effort. Primary level education is of central importance as it determines the quality of education at higher grades and the acquisition of specialized technical skills.

WFP (2001) asserts that the schools meals programme have been found to have a positive effect on students cognitive functions, increase enrolment and retention, improve attendance, lower repeater and drop out rates and improve performance. IFPRI (2004) Report states that the programme can also narrow the educational gap between both boys and girls in terms of enrolment. Fritschell and Mohan (2001) confirm that girls’ education has many benefits, both socially and for the individual and can constitute the most effective investment in developing countries. According to Klasen (1999) among the benefits of female education, a World Bank study of 100 countries found that 4 years increments of female education can help delay marriage and also lowered fertility rates by one birth. The feeding programme in the schools in unplanned settlement in Nairobi is mainly aimed at removing barriers faced by poor and food
insecure children to attend school and participate fully in the learning opportunities offered there.

**2.6 Targeting criteria in School Feeding Programme**

The SFP in Kenya is considered as an essential programme used by the government to fight poverty. It follows that targeting within education programme is conducted at the level of geographic areas with no selection of individual pupils within schools. The criteria for targeting are agreed between the MOE and WFP during project formulation taking into account the government priorities as well as WFP policies and resource availability. Targeting of geographical areas is based upon the analysis of the country situation and problems which food aid is addressing. The selection criteria are chosen from the following:

(i) Gender – specific rates of enrolment and attendance

(ii) Gender – specific indicators of educational efficiency such as dropout, promotion and repetition rates.

(iii) Household food security indicators or household socio-economic and nutritional indicators or household socio-economic and nutritional indicators.

The targeting is broadly based on two aspects; that involving the Arid and Semi Arid Lands (ASALs) and the unplanned settlement or informal settlement of Nairobi. For the total arid districts the SFP targets all public primary and pre-primary schools while the semi arid districts the programme targets public primary and pre-primary schools which are in the selected pockets of extreme poverty characterized by severe food insecurity and enrolment ratio. The selection of districts or divisions is discussed and agreed upon by the government of Kenya and WFP based on the national vulnerability assessment reports. However according to the SFP (Handbook
2007) the criteria used by the MOE, city Education Department (CED) and WFP in selecting schools for the programme in unplanned urban settlements are:-

(i) All public schools within the unplanned urban settlements and schools that are within the periphery but whose catchments area is the poorest of the poor children in the informal settlements.

(ii) Genuine and deserving non formal schools situated within the heart of the targeted informal settlements.

(iii) The schools should have an enrollment of not less than 200 pupils.

(iv) The schools must be offering a curriculum that is recognized by the MOE.

(v) The school should have basic facilities such as kitchen, secure store, water and sanitary facilities.

(vi) The school management should be ready to comply or abide with the rules and regulations regarding the SFP management.

(vii) The school head teacher and the school management committee should be ready to manage SFP commodities and report regularly using SFP reporting formats.

The target population includes the formal primary schools and the non-formal schools mainly based in the unplanned settlements of Nairobi. Gathenya (2003) states that the non-formal education in Kenya targets the out of school children, youth and young adults who for some reason are unable to gain access to the formal school system. Most of these children fall under the category of children in need of special care and protection (CNSCP) and comprise of former street children, child labourers, teenage mothers, orphans etc.
Stephen L. Walter (1999) observes that while the formal education is well structured, provided by the state in most countries or provided by the private systems approved by the state, non-formal education in contrast takes place outside the formally organized school system and is; not compulsory, flexible, does not lead to formal certification, and may not be state supported.

The non-formal education has been stigmatized as an alternative education for the poor and most of the non-formal education centres are found in informal settlements. The commission of inquiry into the education system in Kenya (2000) noted that many of the non-formal education centre cater for many poor children and lack basic necessities like infrastructure, teaching and learning equipment and do not have qualified teachers.

2.7 Importance of nutrition

Nutrition is the science that explains the role of food and nutrients in the human body during growth, development and maintenance of life. Good nutrition is essential to realize the learning potential of children and to maximize returns on educational investment. Malnutrition affects a child’s attentiveness, concentration, aptitude and overall performance in class.

Janke (1996) noted that poor nutrition and health, often the direct product of poverty, negatively affects school children. School meals can improve cognitive functioning, including concentration, short testimony and even verbal fluency. The provision of quality meals to school children increases their cognitive performance either through psychological changes or increasing their ability to participate in learning experiences or both. This intern promotes mental development while enhancing the child concentration span and increases his or her verbal
fluency which is critical for the human capital development.

According to Donald Bundy, Carmen Burbano, Margaret Grosh, Aulo Gelli, Mathew Jukes and Lesley Drake (2009) in their World Bank publication “Rethinking School Feeding Social Safety Nets and the Education Sector” Students in school Feeding programs have the potential for improved educational attainment, as evidenced by results of several studies. A study in Jamaica found that scores in arithmetic improved by 0.11 standard deviation (SD) for the youngest children in grade 2 (Jukes, Drake and Bundy 2008). The analysis showed that this improvement was because children attended school more frequently and they studied more effectively in school. Another study in Uganda found that take home rations improved mathematics scores for older children and led to improved performance in the Primary Leaving Examination PLE (Adelman, Alderman, Gilligam and Lehrer 2008). Indeed children who do not get enough to eat at home are less likely to go to school and even if they do go, their ability to learn and perform well in school activities and examination is not as good as that of better fed children.

Malnutrition at early ages has been linked to longer-term lowered levels of cognitive development and impaired ability. This has often resulted in inferior educational attainment, lower work productivity among the adults, and generally reduced income earnings potential.

The impact of diseases such as malaria can also undermine a child's ability to participate in school based learning.

It is noted in the National School Health Policy (2009) that diseases negatively affects learning and may result in disability or loss of life. In view of these schools shall be required to ensure
they take measures to prevent diseases through health education and implementation of preventive interventions. The priority of nutritional intervention is to prevent malnutrition during early stages of child development and growth. Any nutritional intervention is supposed to be accompanied with a de worming component to take care of common infections such as roundworms and bilharzias (schistomisis) which tends to be more and intense in children of school age. Gulani et al and Brooker et al (2008) concluded in their studies that de worming significantly reduces cases of anemia. There is enough evidence that worm infections affects about 500 million school children annually, which enable it to provide additional nutritional contribution if included in the school feeding programme.

Ngome (2002) states that the SFP has improved enrolment and school participation in Kajiado districts more than any other programme in the arid and semi arid districts. In order to break the vicious cycle of poverty and hunger, a school feeding programme should be encouraged especially among the socio economically less endowed Kenyans. According to Grantham-McGregor, Chang and Walker (1998), improved nutritional and health status of school children can improve education performance which will in turn increase work productivity in adulthood and their income earning potential. This potential will in turn increases purchasing power and this will eventually help reduce poverty creating a virtuous cycle of learning, nutrition and development.

2.8 Sustainability of SFP

The sustainability of SFP remains the biggest challenge to the government of Kenya, educational managers, parents, the WFP and other stake holders. Even though the programme has been
implemented in the last 30 years, concerted efforts have been made by the government and WFP in a number of initiatives which mainly focus on:

1. Improvement of agricultural production focusing on the communities and the schools farms mainly in semi arid lands.
2. Initiating other income generating activities in school other areas e.g. livestock raring, be-keeping.
3. Introduction of projects on Food for Work (FFW) to improve schools infrastructure.
4. Community ownership of the SFP by emphasis on parents' involvement in the SFP management.
5. Collaborative effort and use of relevant line ministries with initiatives focusing on improvement of food security of the general community members e.g. Njaa Marufuku Kenya (NMK) initiative from the Ministry of Agriculture.

However the sustainability of the programme included the community's ability to up and scale the agricultural production and move out of poverty. According to FAO (2003), the success of food production will depend on the government’s financial commitment and other development partners.

2.9 Summary

Education in Kenya remains one of the most important investments, for both the government and individual households. Education is one of the greatest weapons in fighting poverty, ill health and diseases. The socio-economic factors that hinder pupil attendance, concentration and performance can be addresses through SFP.
The SFP introduced in the countries in the 1980 have contributed significantly to enhancing enrolment, attendance and lowering dropouts and hence increasing access to a great extent at primary level. Although the government's introduction of free primary education in 2003 which enhanced participation by increasing enrollment to 7.8 million in 2006 from 6.1 million in 2002, the SFP has ensured that children from extremely poor households continue attending school, by the assurance of a mid day meal in school.

The Feeding programme made a remarkable contribution towards achievement of the millennium development goal No.2 of Universal Primary Education by the year 2015. The study identified the importance of School Feeding Programme (SFP) in enhancing access to primary education. The impact of the programme with regard to increased enrolment and to some extent the performance in the national examinations was clearly shown. The study also identified the challenges faced by the head teachers and education administrators in managing the programme in the densely populated schools in unplanned settlements of Kibera in Nairobi and recommended strategies for addressing the challenges in an effort to attain the universal primary education (UPE) by 2015.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The study was meant to establish the role of SFP in enhancing participation in primary education of children in the unplanned settlements in Nairobi. It also sorts to identify the challenges faced by the SFP managers in implementing the programme in the targeted schools. The research methodology was divided into the following subsections; research design, research location, target population, sampling procedures, research instruments, data collection procedures and data analysis procedure.

3.2 Research design

The researcher employed Ex post facto design in the study. Best and Kahn, 1992 defined the ex post facto research design as the study that deals with research variables that have already occurred and thus they cannot be deliberately arranged and manipulated through intervention of the researcher. Kathuri, 1993 referred to Ex post facto as an experiment where the researcher examines the effects of naturally occurring treatment after that treatment has occurred rather than creating the treatment. This study involves dealing with such variables such as the enrolment, attendance, dropout rates and performance of pupils among others. These variables cannot be manipulated by the researcher but can only be studied and conclusion drawn based on factual information.
3.3 Study location

The research location was Kibera which is one of the largest unplanned settlements in Nairobi, Kenya. The informal settlement inhabitants are mainly casual workers and small scale traders whose daily income is used mainly to finance their food budget. Over 80 percent of the residence income is spent on food. The proximity and accessibility of the location to the researcher were also contributing factors to the choice. Most importantly, such a study has never been conducted in Kibera. It is located to the southern part of Nairobi in Langata Division of Nairobi province.

3.4 Target population

The study targeted approximately 20 schools implementing school feeding programme in the informal settlement of Kibera. The population of the study included the head teachers of the schools, the SFP teachers of targeted schools and the area educational adviser. The head teacher and teacher in charge of the SFP are targeted because they are in position to assess the contribution of the programme in enhancing participation.

3.5 Sampling procedure

Cluster sampling was used to identify the schools that participated in the study. The schools were representing the large population from which they were selected to allow for generalization of the findings (Mugenda & Mugenda 1998). Cluster sampling was meant to produce statistical estimates with the largest variation. The clusters chosen was close to each other, and this helped save on time and easy to implement. Cluster sampling therefore, was cheaper and more convenient to sample a population into clusters rather than randomly. The population was
divided into clusters, and then some of these were chosen at random. A cluster of Sixteen (16) schools in the feeding programme was identified.

3.6 Research instruments

The researcher relied a great deal on the questionnaire and interview schedules, which was supplemented by secondary data sources. According to Walker, 1985 a questionnaire offers considerable advantages as being administered because it presents a stimulus to a large number of people simultaneously, and provides the researcher with a relatively easy accumulation of data. According to Best and Khan, 1992 the questionnaires enables the person administering them to explain the purpose of the study and explains the meaning of items which may not be clear.

Data on the role of SFP on students' participation was collected in sixteen (16) primary schools in the informal settlement of Kibera in Nairobi. This was done through a questionnaire, and also through field observation where information was gathered from examination records and other relevant documents.

3.7 Piloting

Piloting was carried out in Mukuru slum where the SFP is being implemented in 7 schools. The programme is under the supervision of catholic nuns (Sisters of Mercy). During the piloting the researcher prepared the questionnaires and visited the seven schools to administer the instrument. The instrument was administered after getting an opportunity to explain the purpose of the study. The aim of the pilot study was to enhance the validity and reliability of the research instrument which allowed the researcher to familiarize with the instrument. The piloting provided the researcher with an opportunity to correct some of the questions in the instrument. According to
Gay, 1987 content validity is established by expert judgments. The procedure employed in the pilot study is similar to the one used during the actual data collection.

### 3.7.1 Validity of the instruments

According to Mugenda & Mugenda (1998), validity is the accuracy, meaningfulness and the degree to which results obtained from the analysis of data actually represent the phenomenon of the study. In determining the validity of the instruments before administration of the questionnaires the researcher presented the questionnaire to the university supervisor for analysis and critique. For the purpose of the study, preliminary survey was carried out on a smaller size of population in a different informal settlement of Mukuru implementing the same programme (SFP). The difficulties in interpreting the tool or any ambiguity were also identified. The items that were found to be inappropriate for measuring was amicably modified to improve the quality of the instruments, while some were discarded all together and replaced with appropriate ones that could increase the validity of the instruments.

### 3.7.2 Reliability of the instruments

This is the level of internal consistency or stability over time. According to Faenkel and Wallen, 1993 referred reliability as the consistency of an instrument to yield the same results at different times. A reliable instrument is one that consistently produces the expected results when used more than once to collect data from samples randomly drawn. To establish the reliability of the instrument, a pilot study was conducted whereby the test-retest technique was used. A sample of the population was selected and the instrument administered. The responses from the instruments was analyzed and stored. After two weeks the same instrument was administered to the same
sample and the responses analyzed. A comparison of the two was made using Spearman test and the correlation coefficient calculated. The higher the coefficient, the higher the reliability of the instrument and vice versa. This is shown from the results table below.

Spearman-Brown split-half reliability coefficient, also called the Spearman-Brown prophecy coefficient, is a form of split-halves reliability measure. The Spearman-Brown prophecy coefficient is used to estimate full test reliability based on split-half reliability measures. A common rule of thumb is 0.80 or high for adequate reliability and 0.90 or higher for good reliability. However, for a case study research, a cutoff as low as 0.60 is not uncommon.

Table 2: Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Part 1 Value</th>
<th>Part 2 Value</th>
<th>N of Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.000</td>
<td>10.000</td>
</tr>
<tr>
<td>Correlation Between Forms</td>
<td></td>
<td></td>
<td></td>
<td>.710</td>
</tr>
<tr>
<td>Spearman-Brown Coefficient</td>
<td>Equal Length</td>
<td>Unequal Length</td>
<td></td>
<td>.800</td>
</tr>
<tr>
<td>Guttman Split-Half Coefficient</td>
<td></td>
<td></td>
<td></td>
<td>.002</td>
</tr>
</tbody>
</table>

The items are: Is there any improvement in the health of the children of your school since the SFP was introduced?, For how long have you served as a teacher since graduating from college/university?, For how long have you been a head teacher in charge of SFP of your current
station?, What is the number of streams in your school?, Did you get any induction course to handle the SFP?, When was the SFP introduced in your school?, Apart from the MOE/WFP funding the SFP, which other bodies/organizations support the programme in your school?, Does the community appreciate the role of the SFP in improving participation?, Has the SFP contributed towards better performance in the KCPE?, How do you rate the support from other members of staff in terms of handling the SFP?.

In the example above observations, SPSS has divided the twenty-item SFP scale into two subscales. As shown in the table footnotes, the first subscale is Gender, Trends in enrolment in 2003 to 2009, and how has SFP affected the performance. The second subscale is “Is there any improvement in health?” how long have you served as a teacher, head teacher, to how do you rate the support from members of staff. Comparing scores on these two subscales yields a Spearman-Brown reliability coefficient of .800. On a split-half basis, the researcher concludes the 20-item SFP scale is reliable.

3.8 Data collection procedures

The researcher obtained a permit from the Ministry of Higher Education Science and Technology. The Ministry is responsible of authorizing all research work and collection of data pertaining to education in Kenya. A letter was also written to the respondents requesting for their co-operation and stressing that confidentiality would be observed in the course of the study. The researcher then administered the questionnaire to the sampled group, and peruses all relevant records in the schools.
3.9 Data analysis techniques

The data collected was analyzed using descriptive techniques of data analysis. The study generated both qualitative and quantitative data. Descriptive statistics was meant to be used to analyze the data obtained. Qualitative analysis considered the inferences that are made from the opinions of the respondents. The findings were discussed and presentation made on graphs and tables. Statistical Package for Social Sciences (SPSS) was used by the researcher to analyze the data where the frequencies, percentages, means and standard deviations obtained and used to answer the research questions. The data was then interpreted and generalization done.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

Introduction

This chapter presents the analysis and findings of the study on the impact of School Feeding Programme in enhancing participation and access to primary education among pupils in unplanned settlements of Kibera in Nairobi. The research questionnaire was administered to School Feeding Programme managers who included head-teachers, teacher in-charge of the programme and area educational advisors. A total of 32 questionnaires were collected from different schools where distribution was done. The return rate for questionnaires was 88.9%. This is due to some of the officers failing to return the questionnaires and the few head-teachers or programme manager in the sample schools failing to respond to some of the questionnaires.

The purpose of the study was to investigate the impact and challenges of School Feeding Programme in enhancing access to primary education among school pupils of Kibera in Nairobi. It was also meant to determine the attitudes of the community towards the SFP in the area of study. After establishing the factors that affect the performance on examinations and impacts of SFP and related challenges the study was meant to give recommendations on the best practices that may be employed to make a positive change in the implementation of the programme.

4.1 Trends in Enrollments/ Attendance in school implementing SFP

The first objective of the study was to determine the changes in enrolments in the schools since
the implementation of school feeding programme. The first objective was to determine the enrollment trend in the schools implementing school feeding programme within the informal settlement of Kibera.

![YEARLY ENROLLMENT PER SCHOOL](chart1)

**Chart 1**: *Yearly enrollment trend per school between 2003 and 2009*

The chart above clearly indicates that there was a gradual increase in enrollment each year since inception of SFP with the highest being recorded in 2009. It was also reported that the
programme was an incentive to the pupils hence making them to attend school regularly than before the feeding programme was introduced. Since one of the major objectives of the programme is to increase enrolment and enhance school attendance, there is every indication that the program was achieving its objectives and indeed helping the government achieve the Millennium Development Goals No.2 achieving Universal Primary Education. The enrolment trends are clearly shown and are simplified in the two charts below for the years 2003, 2004, 2005 and years 2006, 2007, 2008, 2009 consecutively.

**Chart 2: Yearly enrollment trend per school between 2003 and 2005**
From the charts above there was a drastic decline in the enrollment and attendance for the year 2007/2008 which was largely associated with the post-election violence that erupted in the country after the disputed outcome of the presidential election. This largely affected the households and mainly the school going children particularly in term I 2008 which recorded the lowest turnout. It was reported that the pupils gradually came back in terms II and III hence the high enrolment recorded in the subsequent year 2009.

*Chart 3: Yearly enrollment trend per school between 2006 and 2009*
How has been the enrolment trend since the introduction of SFP?

<table>
<thead>
<tr>
<th>The Trend in Pupil Enrollment</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly improved</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td>Improved</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td>Little improvement</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>No improvement</td>
<td>2</td>
<td>6.2</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3: Trend in pupil enrollment since the introduction of SFP

Chart 4: Trend in pupil enrolments since the introduction of SFP
The table 3 and chart 4 above shows how pupil’s enrollment has greatly improved as a result of the SFP introduction and its implementation in schools among other factors. The 15 head teachers and SFP teachers out of 32 representing 46.9 percent reported that the programme has Strongly Improved the pupil enrollment in their schools, while 14 out of the 32 head teachers and SFP teachers representing 43.8 percent of the respondents also reported that the programme is important and has improved their schools enrollment since its introduction in 2002. However only one respondent representing 3.1 percent reported that there was marginal improvement or little improvement on the enrolment while the remaining 2 of the respondents representing 6.2 percent did not belief at all that there was improvement on enrolment due to the introduction of SFP. From the findings it is clear that over 90 percent of the respondents are of the opinion that the school feeding contributed significantly to the increased enrolment in their schools there by contributing to the learning process. On the other hand only 6.3 percent of the respondents believe that there was no improvement while 3.1 percent said there was very little improvement. From the findings it shows that the SFP is an important service to education that helps the government to enhance access to primary education among pupils in the informal settlements as part of the contribution towards achievement of MDGs. The study by WFP (2004) on a frame work to link school feeding programme to local agriculture have shown that SFP contributed a great deal to development of education sector in countries like India and Brazil. In the report it is reported that India has a long tradition of school feeding programme some since as early as 1920s, but largely funded by the state governments with minimal external assistance. In 1995 the Indian central government launched the National Programme for Nutrition Support to Primary
Education a Midday Meal (MDM) Scheme to support primary schools.

4.2 Impacts of SFP on Educational Development

The other objective of the study was to find out the impact of school feeding programme in enhancing access to primary education in the unplanned settlements of Kibera in Nairobi. This section gives out clearly, all the information that was found as a result of the introduction of SFP in the schools on educational development in the unplanned settlement of Kibera in Nairobi.

Table 4: Effects of SFP on School Performance

<table>
<thead>
<tr>
<th>How SFP has affected performance</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly improved</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>Improved</td>
<td>24</td>
<td>75.0</td>
</tr>
<tr>
<td>Little improved</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
In table 4 and chart 5 the 7 head teachers and SFP teachers out of 32 representing 21.9 percent indicated that the introduction of SFP has strongly *improved* performance in their schools. The 24 head teachers and SFP teachers out of the 32 representing 75 percent reported that the introduction of SFP has improved the performance in their schools while only one respondent out of the 32 representing 3.1 percent said that the programme has no effect on the pupil’s performance in his school.

From the findings over 90 percent of the head teachers and SFP teachers included in the study attributed the improved performance in the national examination KCPE to the introduction of SFP among other factors. Studies done in developing countries in Africa by the World Bank recommended that SFP can help most developing countries to achieve the Millennium Development Goals (MDG) No.2 of attaining Universal Primary Education UPE. This is in lined with another study carried out in Kajiado district by Ngome C. K (2002). In this study Ngome C.
K (2002) showed that school feeding programme enhanced primary school participation significantly. In the studies conducted it was found that enrolment, attendance and completion rates are higher in the schools with the meals programme than the schools with no meals programme according to the study commissioned by WFP on impact evaluation of School Meals Programme in 2008 in Kenya.

**Table 5: Level of appreciation of SFP on participation improvement**

<table>
<thead>
<tr>
<th>Level of Appreciation from the community to the role of SFP</th>
<th>Frequency of the Respondents</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Strongly appreciate</td>
<td>10</td>
<td>31.2</td>
</tr>
<tr>
<td>Strongly appreciate</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td>Appreciate</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Chart 6: Teachers view of the level of Community appreciation of SFP

The second study objective was to find out the impact of SFP in enhancing access to primary education in the unplanned settlements of Kibera. From the head teachers and teachers in charge of SFP response they felt that the community within the school catchment strongly appreciates the role of SFP in enhancing participation in their schools. From the findings 10 head teachers and SFP teachers out of 32 representing 31.2 percent of the respondents reported that their parents and the community very strongly appreciates the support from the programme, while 14 head teachers and SFP teachers out of the 32 representing 43.8 percent reported that their parents and community strongly appreciate the role of SFP in improving participation in schools. Finally 8 of the 32 respondents representing 25 percent reported that their parents and community members just appreciate the role of SFP in enhancing participation in schools.

From the findings it clear that majority of the head teachers and SFP teachers included in the study reported that their parents appreciate the role of SFP in enhancing participation in education. They attributed the strong support to the fact that majority of their pupils report to
school before taking breakfast owing to high levels of poverty within the informal settlement of Kibera. The head teachers reported that for some pupils the mid day meal at school is often the first meal of the day, which explains the level of appreciation for the programme.

Table 4: *Level of improvement in health of children since introduction of SFP*

<table>
<thead>
<tr>
<th>Improvement Level in health of children</th>
<th>Frequency of the Respondents</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very big change</td>
<td>19</td>
<td>59.4</td>
</tr>
<tr>
<td>Big change</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Chart 7: Level of improvement in health of children since introduction of SFP*
In table 6 and chart 7 the head teachers and teachers in charge of SFP said that there was a significant improvement in the health of the children in many schools since the SFP was introduced. The 19 out the 32 respondents accounting for 59.4 percent of the respondents indicated that there was a very big improvement on the pupils health since the introduction of SFP. The other 13 out of 32 respondents representing 40.6 percent of the respondents said that there was a big change in children’s health since the introduction of the programme.

Table 5: Effect of SFP on performance in the KCPE

<table>
<thead>
<tr>
<th>Level of Contribution towards better performance in KCPE</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No contribution</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Minimal contribution</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td>Big contribution</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The programme had strong effect on the schools with regard to performance in the National examinations i.e. KCPE. In the rating on how the SFP has contributed to better performance in National Examinations KCPE, 17 head teachers and SFP teachers out of 32 representing 53.12 percent of the respondents indicated that there was a big contribution towards better performance in the KCPE, while only one respondent out of the 32 representing 3.1 percent indicated that the programme had no contribution to the better performance in KCPE. The 13 head teachers and SFP teacher out of 32 representing 40.6 percent of the respondents reported that they were undecided as to whether the programme had any contribution towards better performance in KCPE while one respondent representing 3.1 percent did not know and had no idea whether the programme had contributed to better performance in the national examination.

According to Donald Bundy, Carmen Burbano, Margret Grosh, Aulo Gelli and Lesley Drake 2009 in their study for the World Bank in Mali and Ghana they found that there was a very
strong correlation between the Meals Programme and the cognitive achievements for the students in schools in comparison to Students achievements in schools with no Meals programme. The students in schools with School Feeding Programme had higher scores in comparison to their counterpart in schools with no feeding programme. The food provided to children in school particularly in the informal settlements such as Kibera helps improve their cognitive development as it alleviate the short term hanger which enhances the capacity of student to learn as confirmed in the study.

#### Chart 9: The existence and number of facilities in schools under SFP
Another very strong impact as a result of introduction of SFP in schools according to the Head teachers and SFP teachers in the unplanned settlements of Kibera in Nairobi is that, service facilities have been largely introduced and improved especially the modern toilets since the introduction of the SFP. Some of the sanitary facilities were constructed with the help of development partners. The school’s SMC together with the City Council made a deliberate effort to provide water to the schools for the programme which are the main service facility for schools, where water supply is not regular the Head teachers reported that they make alternative arrangements to get water Nairobi City Council used their water boozers to supply water to schools. Watering points such as the taps and the boreholes were provided in some schools like Olympic, Ayany and Langata Road have really contributed positively to the health matters of pupils in such vulnerable schools.

In some schools Head teachers explained they had improved kitchens and food stores as a means of providing better service to the pupils in schools since the inception of the programme. It is encouraging that, some schools have introduced facilities like the Dining halls like for instance Langata Road Primary School.

**Table 8: Sources of water in schools**

<table>
<thead>
<tr>
<th></th>
<th>What is the main source of water in the school?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tap</td>
</tr>
<tr>
<td><strong>SFP Teachers</strong></td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>37.5%</td>
</tr>
</tbody>
</table>

51
The third objective of the study was to identify the challenges and problems facing the education managers, head teachers and teachers in the overall management of the programme. Water is very important in a school for SFP implementation in schools, in this regard the head teachers and SFP teachers were asked to state the water sources in their schools used to implement SFP in their respective schools.

The 28 head teachers and SFP teachers representing 87.5 percent of the respondents stated that their schools main source of water was Tap water. There 3 of the respondents representing 9.4 percent indicated that their schools use bore hole as the main water source while one respondent representing 3.1 percent indicated that their school use water from other sources. From the findings 87.5 percent of the respondents who are the majority indicated that they have access to safe drinking water supplied by the Nairobi City Council. The biggest challenge to the head teachers and SFP teachers is the unreliability of the water supply which at times forces them to look for water from other sources within the slums, implying even though majority of the school have access to safe drinking water the unreliability of the supply affects programme implementation. Access to clean and safe water is very crucial for the successful implementation of SFP. The researcher noted that the city council has made effort to ensure that the schools have access to clean water though the supply was reported to be quite irregular.
Table 6: *ECD Centre’s attached to schools included in SFP*

<table>
<thead>
<tr>
<th>What is the main source of water in the school?</th>
<th>Tap</th>
<th>Borehole</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFP Teachers Count % of Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SFP Count</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>% of Total</td>
<td>37.5%</td>
<td>6.2%</td>
<td>.0%</td>
<td>43.8%</td>
</tr>
<tr>
<td>Head Teachers Count % of Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Count</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>% of Total</td>
<td>50.0%</td>
<td>3.1%</td>
<td>3.1%</td>
<td>56.2%</td>
</tr>
<tr>
<td>Total Count % of Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Count</td>
<td>28</td>
<td>3</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>% of Total</td>
<td>87.5%</td>
<td>9.4%</td>
<td>3.1%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

From the response of the head teachers and SFP teachers presented on table 9 there were 28 respondents representing 87.5 percent who responded on affirmative that they have ECD centre’s attached to their schools and are also included in the school feeding programme. There were 3 head teachers and one SFP teachers representing 9.4 percent and 3.1 percent respectively who indicated that their schools had no ECDs attached to their schools. The ECD centre’s attached to primary schools are included in the programme. The main challenge to the programme implementers is to ensure that are the public ECD centre’s attached to the school receive their portion of the food delivered to the main primary school. The head teachers said that it is their responsibility to ensure that all the affiliated ECD centres are provided with food and the food commodities properly accounted for.
The introduction of SFP in schools was also extended to the attached Early Childhood Development Centre’s (ECD), it is realized that the programme targets the ECD centre’s attached to the schools as well and are capable of maintaining and supporting these centres. About 87 percent of the respondents stated that there are ECD centre’s attached to their schools under SFP while 13 percent of the respondents said they had none. This implies that SFP has an impact not only in the primary schools but also in the attached ECDs since it encouraged young kids as well to access education at the Centre’s.

4.3 Challenges and Problems facing the educational managers in overall management of the SFP.

This section examines the challenges and problems facing education managers in the overall management of the SFP. In response to the research question on whether they receive support from other members of staff the respondents response is analyzed as shown on table 10 below.
Table 7: *Rate of support from other members of staff in handling the SFP*

<table>
<thead>
<tr>
<th>Rate of Support from Other Members of Staff</th>
<th>Frequency of the Respondents</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive</td>
<td>27</td>
<td>84.4</td>
</tr>
<tr>
<td>Non-supportive</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>No support</td>
<td>2</td>
<td>6.2</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Chart 11: Support from other members of staff in handling the SFP**

In table 10 and chart 11 shows the data on the rating of the support the head teachers and SFP teachers receive from other members of staff in primary schools within their schools in Kibera. When asked to rate the support obtained from members of staff as either supportive, non
supportive or no support. Out of 32 head teachers and SFP teachers 27 of them representing 84.4 percent are said they are supportive, which shows there is a strong support from other members of staff in terms of handling the SFP this was 84.4 percent of the respondents. Only three respondents reportedly said non supportive which accounts for 9.4 percent while two respondents of 6.2 percent noted that they do not get any support for the programme. The support from other members of staff is very crucial for successful implementation of the programme. The parent’s contribution ensures that the basic facilities required to implement the programme are provided but the members of staff will ensure that the facilities provided are maintained to the required standard and available to the learners.

Table 8: Training on SFP management

<table>
<thead>
<tr>
<th>Training in SFP Management?</th>
<th>Frequency of Respondents (H/T&amp;SFP Teachers)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>71.9</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
From table 11 and chart 12 above, it shows that there is a challenge facing educational managers since most of them start implementing the programme without undergoing any formal training on management. Out of the 32 head teachers and SFP teachers only 9 responded that they have been trained on programme management before the implementation accounting for only 28.1 percent while 23 of them accounting for 71.9 percent of the respondents stated that they had not been trained in SFP management before implementing the programme. It is evident that the SFP management has a challenge since over 70 percent of the programme managers are managing the programme before undertaking any formal training at all. If this problem is addressed, it could apparently reduce the food losses which emanates from poor management.

*Chart 102: Training on SFP management*
**Table 9: How the SFP training is rated**

If Yes, How do you rate your SFP training?

<table>
<thead>
<tr>
<th>Rate of SFP Training</th>
<th>Frequency of the Respondents</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>21</td>
<td>65.6</td>
</tr>
<tr>
<td>Excellent Training</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Very good Training</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Chart 11: How the SFP training is rated**

It was reported that a good number of problems encountered in the course of programme implementation could be attributed to lack proper capacity building. The 3 head teachers who
reported that they were trained before programme implementation emphasized that many problems encountered in the programme management can be avoided if there was proper training prior to the programme implementation.

From the above finding on table 12 and chart 13 out of a small percentage who said yes, about 28.1 percent of the total respondents a big percentage about 65.6 percent could not rate the training provided as they had no idea on the content. It was only 3 out of the 32 head teachers and SFP teachers who said the training was excellent accounting for 9.4 percent of the respondents. The 8 out the 32 respondents accounting for about 25 percent said that the training was very good. It was evident from the few respondents who had a chance to attend the trainings that it was useful and the authorities concern need organize for regular trainings other forms of capacity building to enhance effective management.

Table 10: Frequency of advice from senior officers regarding SFP

<table>
<thead>
<tr>
<th>Frequency of Advice from Senior officers</th>
<th>Frequency of the Respondents</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Frequently</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>Frequently</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>Never at all</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The education officers and their counterparts from WFP while conducting their regular monitoring doe’s advice programme managers in their visits to schools. The table 13 and chart 16 shows that of the 32 respondents 9 of them said they get advice very frequently accounting
for 28.1 percent, 13 of the respondents accounting for 40.6 percent of the respondents do frequently get advice on SFP from the senior officers, another 9 percent of the respondents sometimes get advice from the senior education officers accounting for 28.1 percent and only one respondent reported that he has never received any advice on SFP management from the senior education accounting for 3.2 percent of the respondents. From the response it appears that the education officers make an effort to reach the schools implementing SFP. This is evident from the respondents who reported that they do receive advice very frequently or frequently from the officers which accounted for over 68 percent of the respondents.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter of the study presents summary of findings, answers to research questions, conclusions and recommendations based on the data collected from the respondents and observations made. It also contains recommendations to further research.

5.2 Summary of findings

This study aimed at establishing the impact School Meals Programme on access to primary education among pupils in the unplanned settlements of Kibera slums in Nairobi. This chapter summarizes the findings and makes conclusions recommendations based on the outcome of the study.

5.3 Answers to Research Questions

The main objective of the study was derived from the high number of children still not attending school despite introduction of Free Primary Education (FPE) and the desire to evaluate the role of SFP as one of the education intervention measure put in place by the government to enhance access to basic education in the country. In the first place no study had been carried out in the Kibera slum to assess the impact of the School Meals Programme. It was therefore important to carry out the study in order to document the role of this programme in one of the biggest informal settlement in the country. The researcher’s interest was to establish the impact of the
programme on educational development in the informal settlement of Kibera and assess the challenges that are experienced in the management in the programme. It was therefore important to carry out the study in order to document the role of SFP in addressing the low educational achievements particularly in the informal settlements. Studies carried out in other countries indicate that SFP plays a major role in educational development. These roles include the reduced dropout rates, increased enrolments, improve attendance, examination performance, health of pupils, and enhance community relationship and acts as income transfer on the households. The data for this study was collected from 9 public primary schools and 9 non-formal primary schools around Kibera slums all implementing the programme, this also includes two schools who did not return the questionnaires administered to them. The interviewees were mainly the school Head Teachers and SFP Teachers in their respective schools. The area educational advisors were also interviewed; two questionnaires were developed and administered to the respondents in their respective schools and offices. The researcher also obtained secondary data from the ministry of education School Feeding Unit.

The following are findings of the study based on the research questions

The study revealed that the enrollment trends of children increased after the introduction of SFP in all the schools included in the study as they recorded increased enrolment. The teachers interviewed said that school attendance also improved with introduction of SFP. From all the head teachers and SFP teachers included in the study 46.9 percent of them indicated that they feel the programme has Strongly Improved the pupil enrollment at all levels while the other 43.8 percent of the respondents also indicated that the programme is important and has improved the
enrollment since its inception while only 3.1 percent had stated that the programme had minimal improvement on the enrolment and school attendance. The remaining percentage of about 6.2 percent of the respondents stated there was no improvement since the introduction of SFP.

The head teachers and SFP teachers who were the main respondents in the study attributed the improvement in the academic performance in KCPE examination partly to SFP among other factors. The 75 percent of the respondents attributed the improved examination performance in KCPE to the introduction of SFP, while another 21.9 percent indicated that the SFP strongly improved the academic performance in KCPE. Thus majority of the head teachers and SFP teachers in the study reported that SFP has a strong effect not only on the school attendance and participation but also on examination performance as well.

The other finding is the high level of SFP appreciation by the community including parents where according to the head teachers and SFP teachers included in the study 31.2 percent of them stated that the community very strongly appreciates while another 43.8 percent also indicated that the communities strongly appreciates the role of the programme. The approval by the communities according to the respondents shows that the programme is considered as a social safety net for the poverty stricken communities and has had a positive impact on the school’s enrolment. Head teachers confirmed that some students report to school without taking breakfast making the programme.

The SFP also had an impact on the general health of the pupils as stated by the head teachers and SFP teachers. The 59.4 percent of the respondents indicated that there was a very big change on the health of the students since the programme inception. Another 40.6 percent noted that the student’s health has had a big change from the introduction of the SFP. The head teachers
explained that owing to the high levels of poverty in the slums the cases of malnutrition are common as the ability for the households to provide balanced nutritious meals for the families is eroded by the harsh economic realities and unemployment.

The introduction of service facilities including construction of toilet facilities, hand washing equipments, drilling of boreholes and provision of tap water by the city council in schools provided with the support private companies and other development partners was mainly possible after the inception of the meals programme in the schools. All these have contributed positively to the improved health of pupils in these vulnerable schools within the informal settlement. The head teachers reported that from the programme inception in 2002 different corporate companies have come in to assist the schools with construction of sanitary facilities, additional classrooms, Kitchens and storage facilities as part of their corporate social responsibilities (CSR)

From the study the head teachers and SFP teachers reported that they have Early Child Development Centre’s attached to their schools and the yang pupils are also beneficiaries of the programme. It therefore implies that that programme has impact beyond the primary schools as the programme is covering even the ECDC which are attached to the schools. The programme has also contributed to retaining yang children in the school as well since over 85 percent of the respondents confirmed the support.

The study found that head teachers and SFP teachers do receive strong support from their colleagues at school in the management of SFP in their respective schools. From the study findings there was a strong support from other members of staff in the management of SFP which was reported by about 84.4 percent of the respondents. The 9.4 percent of the respondents
are reported to have said the staff are not supportive to the management of the Programme,
The major challenge in the implementation is the inability to obtain parent’s material contribution to support the programme. It is the responsibility of the parents to construct a food store and kitchen for the programme and provide funds for purchase of firewood and payment of cooks. The head teachers and SFP teachers said that a good number of their parents comprise of casual workers, Petty traders and job seekers. They are mainly preoccupied by provision of the basics to their households that giving an extra contribution to for the programme is farfetched for them. Some head teachers reported that their schools had outstanding bills yet to be settled mainly due to nonpayment of parent’s contributions. The irregular supply of clean water for programme is also considered as a major challenge to head teachers making them obtain water from other sources whose safety is not assured.
Lack of proper training or any form of capacity building for head teachers and SFP teachers was also identified a major challenge for the programme implementers. From the findings 71.9 of the respondents indicated that they had not undergone any formal training before starting to implement the programme. It was only 28.1 percent of the head teachers and SFP teachers who said that they had been trained before the programme implementation. This can explain the management challenges that the programme implementers had with the whole process. On the rating for the training provided for the programme the head teachers and SFP teachers who had undergone the training 25 percent of them reported that the training was very good while 9.4 percent of them said the training was excellent. However majority of them constituting of 65.6 percent reported that they could not rate the training since they had no idea what it is all about and they have never been trained.
The monitoring and evaluation of the programme is carried out effectively by the officers from the Ministry of Education (MOE), Directorate of City Education and WFP. The head teachers and SFP teachers reported that the officers from MOE and WFP do visit their schools and offer advice on programme management. In most cases this offers a solution to some of the management problems.

5.4 Conclusion

From the findings of the study school feeding programme is a worthy intervention and is widely appreciated by the parents, teachers and the students since it enhance access to education and improves enrolment in schools particularly among poor community in the informal settlements as confirmed by the head teachers and SFP teachers involved in the study. The programme can effectively be used as a bate by the government to attract more children back to school, enhance attendance and lower dropouts rates to minimal levels especially in the unplanned settlements such as Kibera and other informal settlements as the country strives towards achievement of Education For All (EFA) by 2015.

The school feeding programme also acts as an income transfer to the families. The programme relieves parents the burden of providing lunch to their children at home. The money saved can be used on other viable undertakings within the family.

From the study programme contribute greatly to regular attendance in schools thereby giving more time to learning and increased attention span on the pupils by eliminating short-term hunger among the learners. In this regard Programme enhances better academic performance as perceived by the respondents. This is an important programme for the pupils given the
challenges their parents undergo to provide the basics for the households including food according to the head teachers. The Programme is therefore a very important investment programme for human capital development in the country and more so targeting the urban poor whose population has almost tripled in the last two decades.

5.5 Recommendations

This study established that there are various challenges and problems facing Education Managers and Head Teachers in their effort to manage the programme within the unplanned settlements especially of Kibera.

The researcher recommends the following strategies for improvement or better management of the programme in the informal settlements.

i. The School Feeding Programme is very crucial if the government has to address high number of children not attending school in the informal settlements particularly in Kibera. There is need to ensure that all schools in and around the informal settlements are included in the Programme and adequate funds need to be provided for requirements such as purchase of fuel and payment of cooks.

ii. From the study it was established that over 70 percent of the respondents have not undergone any formal training on SFP management course, the researcher is therefore recommending that capacity building should be continuous and mandatory for all programme Managers for effective and efficient management of the programme.

iii. The parents in other parts of the country including the high potential areas of North Rift, Western and Central Kenya should be encouraged to contribute food in schools for
children to get a hot meal in school and for children to avoid wasting more valuable time
going home for lunch. It can be done along the models of millennium village programme
to ensure sustainability.

5.6 Suggestions for Further Research

It is necessary for further research to be done to determine the impacts of SFP in influencing
educational development in all the unplanned settlements in the country and not only in Kibera
Nairobi. The research will be able to provide information to the government on management of
the SFP by ensuring that they fit into the educational development framework as the country
strives to realize its development blue print of Vision 2030 for better performance in health and
education promotion in general.
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APPENDIX I: QUESTIONNAIRE FOR AREA EDUCATIONAL ADVISOR
ON THE ROLE OF SCHOOL FEEDING PROGRAMME

Dear Sir/Madam,

This study is intended to look at the role of school feeding programme in public primary schools in improving enrolment and participation of pupils within 6 – 15 year age group in unplanned settlements with specific reference to Kibera slum. All the data collected will be used only for the purpose of the study and will be treated with utmost confidentiality. Do not write your name and please respond to the questions as honestly as possible. Your frankness and co-operation in filing this questionnaire will make this study a success. Thank you in advance.

Signature...........................................

Mr. Ouko Boniface Aila

1. Name of the educational administrative area.................................

2. For how long have you served as the educational advisor of the area?

   (a) Less than 5 years  (  )

   (b) 5 – 7 years  (  )

   (c) 7 – 9 years  (  )

   (d) More than 10 years  (  )

3. What are your professional qualifications?

   (a) Diploma  (  )

   (b) B.Ed  (  )
4. How many schools fall under your educational administrative area?

(a) Less than 5

(b) 6 – 10

(c) 11 – 15

(d) 16 – 20

(e) Others specify

5. In your own view, how has the school feeding programme affected the enrolment of pupils in the division?

(a) Very strong improvement

(b) Strong improved

(c) Improved

(d) Little improvement

(e) No improvement

(6) What has been the enrolment pattern like since the introduction of the SFP?

(a) High

(b) Moderate

(c) Low
(d) Poor ( )

7. How does the local community support the SFP?

(a) Very strong support ( )
(b) Strong support ( )
(c) Support ( )
(d) Don't know ( )
(e) Others specify

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

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<td>Cooking fuel</td>
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Specify if there are other facilities and state the level of their adequacy.

9. In your view, how has the SFP affected the academic performance in your administrative area?
   (a) Very great improvement ( )
   (b) Moderately improved ( )
   (c) Little improvement ( )
   (d) No improvement ( )
   (e) Others specify

10. According to your own assessment, what are the major challenges facing the effective implementation of the SFP in your area?
    (a)
    (b)
    (c)
    (d)

11. What recommendations can you suggest to improve the implementation of the SFP in your area?
(a)..............................................................................................

(b)..............................................................................................

(c)..............................................................................................

(d)..............................................................................................
APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS/TEACHER IN CHARGE OF SCHOOL FEEDING PROGRAMME (SFP)

Dear head teachers, this study is intended to look at the role of school feeding programme in public primary schools in improving enrolment and participation of pupils within 6 – 15 year age group in unplanned settlements with specific reference to Kibera slum. All the data collected will be used only for the purpose of the study and will be treated with utmost confidentiality. Do not write your name and please respond to the questions as honestly as possible. Your frankness and co-operation in filling this questionnaire will make this study a success. Thank you in advance.

Signature...........................................

Mr. Ouko Boniface Aila

1. Name of your school…………………………………………………………………………………………

2. What is your gender? Male ( ) Female ( )

3. For how long have you served as a teacher since graduating from college/university? Specify

(a) Less than 5 years ( )

(b) 5 – 7 years ( )

(c) 7 – 9 years ( )

(d) More than 10 years ( )
4. For how long have you been a head teacher/teacher in charge of SFP of your current station?

(a) Less than 1 year ( )
(b) 2 – 4 years ( )
(c) 5 – 7 years ( )
(d) More than 7 years ( )
(e) Others, specify…………………………………………………………………………………………

5. What is the number of streams in your school?

(a) 1 ( )
(b) 2 ( )
(c) 3 ( )
(d) 4 ( )
(e) Others, specify…………………………………………………………………………………………

6. Did you get any induction course to handle the SFP?

Yes ( ) No ( )

7. When was the SFP introduced in your school?

(a) Less than 1 year ago ( )
(b) 2 years ago ( )
(c) 3 years ago ( )
(d) 4 years ago

(e) Others, specify……………………………………………………………………

8. In the table below, please insert the trends in enrolment from 2003 to date

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<td>2009</td>
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9. How has been the trend in pupil enrolment since the introduction of SFP?

(a) Strongly improved

(b) Improved

(c) Little improvement

(d) No improvement

10. Apart from the MOE/WFP funding the SFP, which other bodies/organizations support the programme in your school?
11. How has the introduction of SFP affected the performance of your school?

(a) Strongly improved ( )
(b) Improved ( )
(c) Little improved ( )
(d) Not improved ( )

12. Does the community appreciate the role of the SFP in improving participation?

(a) Very strongly appreciate ( )
(b) Strongly appreciate ( )
(c) Appreciate ( )
(d) Little appreciation ( )
(d) Do not appreciate ( )
(e) Don’t know ( )

13. Is there any improvement in the health of the children of your school since the SFP was
introduced?

(a) Very big change ( )
(b) Big change ( )
(c) Little change ( )
(d) No change ( )

14. i) In your own view, has the SFP contributed towards better performance in the KCPE?
Yes/No/Don’t know

ii) If yes, rate the contribution of SFP

(a) Very great contribution
(b) Great contribution
(c) Very little contribution
(d) Undecided

15. How do you rate the support from other members of staff in terms of handling the SFP?

(a) Very Supportive ( )
(b) Supportive ( )
(c) Undecided ( )
(d) Little appreciation ( )
(e) Little support ( )
(f) Don’t Know ( )

16. State the existence of these facilities and state the number where applicable
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<th>Facility</th>
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<td>Toilet</td>
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<td>Water points</td>
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17. What is the main source of water in the school?

Tap ( )
Borehole ( )
River ( )
Rain water ( )

Others, specify……………………………………………………………………………………………

18. How many ECD centres are attached to your school?

(a) One ( )
(b) Two ( )
(c) Three ( )
(d) More than three ( )

19(a). Are all ECD centres attached to your school included in SFP?

Yes ( ) No ( )

19(b) If No, state the reason………………………………………………………………………

82
20. State the main challenges you encounter as a head teacher/teacher in charge in the implementation of SFP in your school……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………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(a) Very frequently ( )
(b) Frequently ( )
(c) Sometimes ( )
(d) Never at all ( )