

**THE STATUS OF SCHOOL FEEDING PROGRAMME
AND IMPLICATION FOR ACCESS AND RETENTION:
A CASE OF PRIMARY SCHOOLS IN KAMUKUNJI DISTRICT, NAIROBI,
KENYA.**

BY

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DECLARATION

This is my original work and has not been submitted for any other study programme in any other university.

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LIST OF ABBREVIATIONS

EFA	Education for All
EO	Education Officer
DEO	District Education Officer
FGD	Focus Group Discussion
FPE	Free Primary Education
FTC-K	Feed The Children -Kenya
GER	Gross Enrolment Ratio
GoK	Government of Kenya
IEA	Institute of Economic Affairs
MoE	Ministry Of Education
MDG	Millennium Development Goals
PRSP	Poverty reduction Strategy Paper
SFP	School Feeding Programme
SMC	School Management Committee
UNESCO	United Nations Education Scientific and Cultural Organizations
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education
WFP	World Food Programme

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ABSTRACT

The role of education in facilitating development across nations is well documented. Equally in disputable is the importance of basic education in society as a whole, as determined by both social and private return from primary education. With the declining enrolment trends in Africa experienced since the 1980s and the continent's commitment to achieving the Education For All (EFA) goal [Dakar Forum,2000, and Millennium Development Goals (MDGS) primary education becomes a crucial issue and needs to be addressed urgently. Strategies put in place by different governments across the world in an endeavour to realize this goal are varied. The objectives of the study were to find out the status of the SFP in Kamukunji District, determine the impact of School Feeding Programme on access and retention in primary school as well as suggest possible interventions and strategies for a better School Feeding Programme. The study was based on the investment in Human Capital Theory. The literature review included the cause of low enrolment, universal primary education then information on School Feeding Programme and its effect to access and retention. The study adopted a descriptive survey design. The population included Education Officers, head teachers, parents, pupils in nine public primary schools in Kamukunji District, Nairobi. Data were collected using questionnaires, interview schedules and focus group discussion. Data were analysed using descriptive statistics, which included frequency distributions and the means. Data were also presented in graphs, by tables and pie charts. The area of study sought to establish if the SFP had any implication on access and retention. After the study, it was established that the SFP had a great impact and role in affecting access and retention of pupils in Kamukunji primary schools. The researcher made the some recommendations; that the Kenyan government should meet the entire cost of the SFP, more teachers should be employed to assist in running the SFP, and low cost cooking methods should be installed. More over the WFP and FTC-K should offer variety of foods, balanced diet as well as increase the number of servings per day for the children.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The overall policy goal for the government is to achieve Education For All (EFA) in order to give every Kenyan the right to education and training no matter their socio-economic status. This is to be achieved through provision of an all inclusive quality education that is accessible and relevant to all. Recent policy initiative have focussed on attainment of EFA and in particular Universal Primary Education

Between 1950 and 1970, the number of those enrolled in schools rose dramatically on a global level (primary school enrolment increased by 106 % (Hallack, 1990) and literacy levels rose too.

In the 1980s, the growth in education slowed down and in some cases even reversed. In the case of Africa, it registered a declining ratio between 1980 and 1990, though the situation varied from region to region. (World Bank, 1999; Brown, 1991; UNESCO, 2002; Education International, 2003)

In 1999, 115.4 million children were out of school of those, 94% were in developing countries and a third in sub-Saharan Africa (UNESCO, 2002; UNESCO, 2000) As stated by the World Bank (2002b;3)

In developing countries 113 million children of elementary school age (6-11) have either never set foot in a classroom or dropped out shortly after enrolling.

With 300 million children caught up in the grip of hunger, it is only through education that the legacy of hunger and poverty can be stopped (Global School Feeding Report, 2002). Concerted efforts at the international level to achieve education for all have been undertaken, for example Jomtien Conference on Education For All (EFA) IN Thailand in1990, where governments around the world committed themselves to making EFA a reality by the year 2000.At Dakar meeting in 2000, it was clear that this objective had not been achieved. Delegates reaffirmed their commitment and agreed on a new target yes (2015) Three years have passed and signs are that the EFA process is not on track (Education International, 2003). The goal aimed at ensuring that by 2015, all children will be able to complete a full course of primary education. This is one of the objectives of World Bank’s Millennium Development Goals (MDG), and the Poverty Reduction Strategy Paper (PRSP) (World Bank, 2002a; UNESCO, 2003). The existing educational systems in many developing countries have not met their objectives. The systems have not provided all school –age children the opportunity to attend school. They have jeopardized national efforts to build a human capital base for development (World Bank, 1990).

1.2 School Feeding Programme

To a hungry child going to school is not as important as having enough food to eat. The assurance of at least one nutritious meal each day attracts children to school. This boosts enrolment and encourages regular attendance to enhance general performance. Therefore, the World Food Programme assisted the needy children by introducing School Feeding Programme in schools located in Arid Semi Arid Lands as well as schools whose catchments

areas are pockets of poverty including schools that cater for Most Vulnerable Children. (MVC)

The School Feeding Programme (SFP) has existed since the late 1800, when it was started in Japan. It was expanded throughout the world with assistance from World Food Programme (WFP). In the year 2001, the WFP School feeding activities reached a total of 15 million children in 57 countries (WFP, 2002). In 2002 WFP reached 15.6 million in 69 countries, and in 2004 the upward trend continued with WFP providing free school meals to 16.6 million children in 72 countries (WFP, 2005).

In Kenya, the SFP was started in 1966 by National School Feeding Council. In 1979, school milk was introduced to all primary schools in the country. The programme was short lived because of the poor economic situation in the country and lack of transparency in running the milk programme. In 1980, WFP started SFP under Project 2502, which was run as Project 2502EXP1. SFP was recommended by UNESCO as a model to be followed by developing countries as the road to EFA, and Kenya was in the list.

The long-term objectives of SFP were to help the Kenyan Government among others to achieve UPE. The main objectives of School Feeding Programme in Kenya are; (Mugiri, 1995)

- To increase enrolment in schools.
- To prevent drop out rates and increase retention rate in schools.
- To minimize truancy and stabilize attendance in primary schools.
- To reduce disparities in enrolment and attendance rates in different schools.
- To increase level of participation and concentration in pupils at school.

- To alleviate short term hunger.

The World Food Programme through School Feeding Programmes works towards achieving several MDG as well as EFA.

1.3 Statement of the Problem

When hunger strikes a community it hurts children the most, draining them of their will to play and learn but instead search for food to eat. Of the world's population 100 million of 300 million children are chronically hungry and do not attend primary school at all. (WFP Global School Campaign, 2001).

In Kenya, primary education has suffered declining trends in the 1990. UNICEF (1989), primary school enrolment declined by 19% in less than ten years. Over the last one decade the cumulative drop out rate in primary education has been as high as 37% and the survival rate has been as low as 40%.The low gross enrolment and survival rates is due to various factors like, hunger, malnutrition, inadequate physical facilities, low level of awareness of the need for education, poverty, retrogressive cultural practices among others..

The introduction of SFP in Kenya in 1980 was meant to increase enrolment in Kenyan primary schools. This was a culmination of the government approach to the WFP for assistance to primary schools affected by the food shortage. In spite of the implementation of the Free Primary Education, schools in Kamukunji District are not full to capacity compared to some districts in Nairobi Province yet many children are not in school. Enrolment in the district since the inception of FPE has been as follows;

Table 1.1: Enrolment in Kamukunji District Since Inception of FPE

YEAR	BOYS	GIRLS	TOTAL
2003	8930	8391	17321
2004	8363	7877	16240
2005	8193	7668	15881
2006	8701	8022	16723
2007	9156	8530	17300
2008	9068	8613	17681
2009	9305	8836	18141
2010	9456	8993	18449

From Table 1.1 enrolment at the time of the research was 18,449 pupils in the district. Research indicated that this was about 70% of the entire children population in the constituency. In Kamukunji, the SFP inception was done at different times starting from 2003 but of the schools received the SFP in 2007. A crucial concern was to establish the status of SFP and implication for access and retention of pupils in primary schools in Kamukunji District.

1.4 Purpose of the Study

The purpose of the study was to find out the status of SFP, if the objectives of School Feeding Programme were being achieved, and what was the implication for access and retention for primary education in Kamukunji District from 2003 to 2010 and suggest possible interventions and strategies for corrective action.

1.5 Objectives of the Study

The specific objectives of the study were;

1. To find out the current situation of the SFP in Kamukunji District and find out if it was being implemented as per the objectives of WFP.
2. To determine the impact of the SFP on access and retention in primary schools in Kamukunji district.
3. To suggest possible interventions and strategies, for corrective action to ensure the success of SFP in enhancing access and retention in primary schools in Kamukunji schools.

1.6 Research Questions

The following research questions were formulated in order to guide the researcher in gathering the information needed for the study.

1. What is the implication of SFP in access to primary education in Kamukunji District?

2. What role has the SFP played in retention of pupils in Kamukunji District?
3. What challenges are facing schools in running the SFP?
4. What interventions and strategies can be put in place, to ensure success of SFP in enhancing access and retention in Kamukunji primary schools?
5. What is the current situation of the school feeding programme in Kamukunji district?

1.7 Significance of the Study

The purpose of the study was to investigate the status of SFP and to establish its implication for access and retention. The findings of the study would determine the importance of SFP and its key role in promoting access and retention in Kamukunji schools. Consequently the research findings would contribute to relevant educational data for future research and assist in replication of other programmes.

1.8 Assumptions of the Study

While conducting the study it was assumed that;

1. Access to education was affected by socio-cultural, physical and economic factors.
2. All schools in the study had a functional school feeding programme in place and that food rations were distributed to the schools in good time.

3. All respondents were truthful and honest in the responses they gave.

1.9 Limitations of the Study

- Language barrier; most pupils and parents from schools in Eastleigh zone were refugees from Somali and Ethiopia, they could not converse in English or Kiswahili.
- Availability of parents; Parents in the schools targeted were slum dwellers thus small scale business people or casual workers. This made it difficult for the researcher to intensely interview them as the researcher had to visit the school during a class meeting or Annual General Meeting.

1.10 De-limitations of the study

The researcher dealt only with data resulting from SFP. SFP also affected retention, dropout and even performance. Kamukunji Division had 17 public schools but only 9 were sampled. 1 school i.e. Eastleigh Airport had a SFP that was withdrawn due to lack of parental support. The remaining 6 schools (Buruburu, Nairobi River, Kimathi, Our Lady of Mercy, Moi Forces Academy, and Moi Airbase) are schools whose catchment area was not considered as a slum area and therefore have not been given food by WFP.

1.11 Theoretical Framework

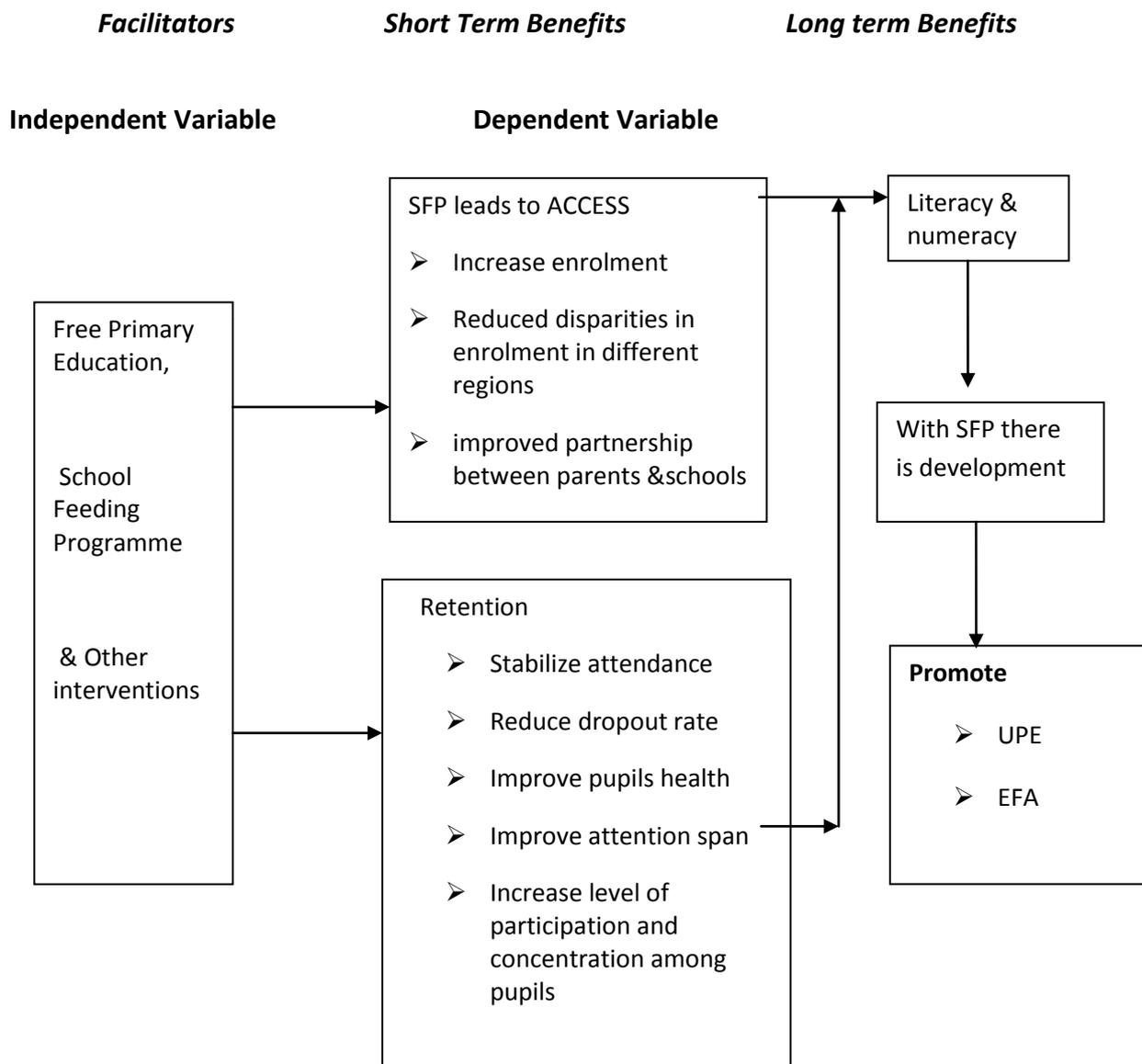
Shultz (1961) Theory of Human capital says it is simply not easy to have the fruits of modern agriculture and abundance of modern industry without making large investments in human beings. If a country expects to develop and reduce poverty then it has to provide education to its entire people. Investment in human resource should not be limited to knowledge alone. When basic nutritional needs are met, it makes investment in education long-lived and more rewarding. The provision of food, in the form of SFP as a way of encouraging investment in education is to invest in the young generation. Schultz (1961) developed the idea that education was for consumption purpose as well as increased capacity of labour, to produce material goods. Hence access and retention is a dependent variable SFP. Education of one's children will spill over some benefits on their neighbours, own family and sample applies to nutrition.

There is need for the government, parents and other development partners to make sure that all the children between the ages 6-13 years have access to education and are retained in school regardless of their economic, social, cultural and physical environment. With the rising poverty level in Kenya, the slum areas do not develop at the same rate with the rest of the country. Education then becomes the only way to get the marginalized groups to be involved in the development of the country in order to bring about equitable distribution of resources and opportunities. To achieve the goals of EFA /UPE, every citizen of the country must have access to education and be retained in school long enough to complete the education system. This theory is relevant to this study as SFP is an initiative for providing access and retention to Education for All.

1.12 Conceptual Framework

The conceptual framework of this study is illustrated using Figure 1.1 which shows the relationship between independent variable (SFP) and dependent variables (access & retention).

Figure 1.1: School Feeding Programme its Implication on Access and Retention



Source: Researcher's own (2010)

1.13 Definitions of Central Terms

- **Access** -Refers to open-ended nature of education. It assumes availability of opportunities at all levels of education for all those who are eligible and meet the desired criteria including all potential learners both horizontally and vertically.
- **Affirmative action** – Refers to development strategy used as a short term measure for correcting gross disparities. It assumes political will power.
- **Basic Education**- Encompasses both primary and lower secondary education.
- **Elementary school age** – Refers to ages 6-11, for those eligible to enter pre-primary and primary schools. This varies from country to country.
- **Gross Enrolment**- Refers to the total number of students enrolled in a school at a given time.
- **Implication**- Possible effect or result of School Feeding Programme.
- **Returns to Education**- Refers to the accruing benefits an individual (private) or the society (social) derives from investing in education.
- **Retention**-Refers to all given opportunity for all pupils enrolled in schools to be in school until completion of the structured system and course work.
- **School Feeding Programme**- Refers to partnership project co-sponsored by World Food Programme and Government of Kenya to provide food to targeted schools.
- **Status**- The situation at a particular time during education process and the level of importance given to School Feeding Programme.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

There are numerous studies that have been undertaken by scholars in an attempt to explain the factors that influence access to education and the programmes that are in place to augment access. This study is to find out the role of SFP as a means of enhancing access to primary education. Components related to this study are reviewed under the following sub-headings; Factors influencing access to education, Universal primary Education and the effect of SFP on augmenting access to primary education.

2.2 Factors Influencing Access and Retention of pupils to Primary Education

Factors influencing access to education have been divided into socio-economic factors and cultural factors.

2.2.1 Socio-economic Factors

WFP 2001b indicates that even when children are enrolled at school, many cannot attend school regularly coz of various socio-economic problems, the need to help at home and hunger, and learning achievement is also hampered by health and nutritional deficiency. Information from pupils in pockets of poverty areas reveals that several children do not eat anything before going to school.

Economic factors involve the cost of reduction (schooling) it encompasses direct costs such as uniforms, transport and miscellaneous contingency fees.

Affluent households tend to demand more schooling for their children than less affluent households. Income has a significant impact on schooling decisions (World Bank, 1999). There are 60% of Kenyans living below poverty line, (Constitution of Kenya Review Commission, 2002) Short irregular rainfall, water rationing in Nairobi, the magnitude of poverty in the region worsens the situation further. Poverty hinders many parents in the slum areas to take their children to school even when education is free. The children are involved in income generating activities for the family.

Poverty and illiteracy prevents parents from providing their children with a background conducive to schooling (UNESCO, 1997).

Most parents in the slums are single parents, house wives, small scale business people, and /or casual labourers. Opportunity cost of children's time is a significant determinant of their enrolment. When opportunity costs are high in relation to the household income and expected future earning, then families may for go schooling. The occupation of the household, child wages, source of food and the number of siblings in the family will determine a child's access to schooling (World Bank 1999). Hunger has been stated as a cause of low enrolment, and thus SFP was recommended as being an important means of encouraging enrolment in primary schools.

2.2.2 Cultural Factors

Despite the existence of schools, some parents do not send their children to school (Carron and Chau, 1981) and it has been observed in several countries that certain groups/

communities isolate themselves from participation in formal education. Parents fail to send their children to school for reasons totally unrelated to poverty. This has often been interpreted as the outcome of some cultural inhibitions on the part of these parents (Carron and Chau,1981).This puts them beyond reach of conventional means of schooling (UNESCO,1997) parents level of education has a positive and significant impact on the probability of enrolment. The level of a mother's formal education exerts strong influence on a girl's enrolment in school (World Bank, 1999). There is a high adult illiteracy rate and ignorance. Majority of the Refugees and slum dwellers have limited awareness on the importance and value of formal education and the existing opportunities. It follows that they do not demand formal education for their children, because their level of education positively correlates with demand for education for their children. In addition they are also ignorant of the benefits that accrue from investing in formal education.

To the Muslim, modern early education is a threat to their long cherished Islamic religion/culture (unesco,1997) majority of the population in Eastleigh zone, Kamukunji Division are refugees whose faith is and their children have to go for Madarassa classes. Attachment to their religious practices like mixing girls and boys in one class in upper primary, or big boys being addressed by female teachers, or big girls not wearing bui-bui, and girls playing some type of games, leads to high drop out rate. (SARDEP, 2002-2003)

2.2.3 School Based factors

Njeru and Orodho (2003a), in a study on Access and Retention in Secondary School Education in Kenya found out that in most schools, many facilities, basic equipment and materials are in a sorry state, a condition that has forced them to turn to parents and

communities for alternative financing and provisioning. They noted that students from low-income households are most affected by impact of constraints in financing and supply of learning materials.

Issues considered under the school related factors are school curriculum, physical environmental factors, teachers and teaching /learning materials. An irrelevant complex, rigid and congested curriculum normally puts learners off. If what is offered does not relate nor apply to normal life more children are likely to perform poorly and /or drop out of school.

The school environment has been found to cause gender inequity in learning (Burns et al, 2002). Poor environmental factors affect all learners. However, girls have special needs, especially during puberty period, which if not provided; the girls' attendance will be poor. Such facilities include; toilets/ latrines with enough privacy, water and proper desks/ benches, which are considered essential for girls' comfortable stay in school and learning.

Grounds for school sports and games are facilities of attraction to children. Such facilities will increase their participation in school and therefore will perform better. Teachers have a very big role to play in teaching and learning process. They are chief facilitators for learning to take place. Two main factors about teachers that seriously affect school performance are adequacy and quality. Inadequacy of teachers in a school causes idleness, boredom in the learners and wastage of time. Overload for the few teachers results into a low delivery rate. In countries like Kenya and Tanzania, an uneven distribution of teachers is a factor which causes shortage, especially in rural areas. The shortage of teachers contributes to low performance and dropouts (Mbilinyi, 2003)

Quality of teachers is another contributing factor in the African region. In most of the Sub Saharan African countries, a situation exists in which teachers are not adequately trained. Retraining programs are not well established and teachers are not adequately motivated. As a result they under-perform. Teachers are not innovative and creative; are not learner friendly and do not use gender responsive approaches in teaching. Remedial lessons are hardly given. Teachers have no interest and do not motivate learners. They are harsh, dictatorial and self-centred. Learners therefore run away from school or just decide to lie low. (FAWE, 2002)

In most cases books, charts, maps and other teaching/ learning materials are not adequate. In some areas they are not available at all. The issue of adequacy of materials is a serious one especially in countries where allocation of financial resources for education is very low. Such a situation usually co-exists with other related problems i.e. adequacy of furniture, classrooms and other practical and visual equipment. Where such shortfalls prevail, learners have to stretch themselves to have access to a class reader shared by five learners. This situation paves way for student's low participation leading to low performance, particularly in mathematics and sciences (Mbinyi, 2003)

The quality of learning materials is also an issue. In many cases materials are not attractive and learner friendly. They are full of stereotyping, and at times gender biased, a fact that discourages students from effective learning (Mbinyi and Omare, 1998)

2.2.4 Pupils Characteristics

Some of the pupil characteristics that have been found to influence access retention include academic failure, insufficient marks to advance to the next level of instruction, age

inadequacy, and absenteeism or due to lack of local educational opportunities (UNESCO, 1997). In Kenya where performance in national examination has rendered the education system examination oriented, repetitions especially at the primary school level are rampant. This prolongs the learners, stay in school without necessarily significantly the level of school achievement on the amount learnt by the repeaters, (Theuri 2004). This increases cost per graduate and leads to either crowded classrooms or a reduction of the intake capacity of the corresponding grades. Consequently the ages of pupils in all classes is affected as was observed by Eshiwani (1984), in a study which noted that 58.3% of pupils in all classes surveyed had abnormal age due to repetition. This phenomenon has been linked to dropout (Theuri, 2004)

According to researches done by Ngau (1991) and Theuri (2004), repetition has negative psychological effects on pupils because it tends to lower pupils' self esteem and damage peer relations. Hence, it has been cited as a major cause of school dropout, refuting the views of its proponents who see it as an appropriate investment in pupil recovery, since as it is argued children do not all acquire knowledge and/ or attitudes at the same time rate.

In explaining pupil characteristics that influence school retention, it is important to highlight factors associated with school dropout. There are pupils who dropout out of school because they do not feel that they belong in the school. A psychological sense of belonging to a school appears to reduce the chances of dropout. Degelsmith (2001) found three school identification factors significantly contributing to and predicting school dropout: (a) teacher supportiveness, (b) classroom participation, and (c) valuing school. Degelsmith (2001) claimed that school identification factors predict school dropout above and beyond the contribution made by the academic, demographic and parental aspiration variables.

Degelsmith (2001) also recommended developing ways to foster sense of school identification among students.

2.3 Importance of primary education

Research evidence shows that minimum educational attainment amongst the majority of a country's population is a pre requisite for modern development. Education nurtures literacy, numeracy, scientific skills, social skills, increased awareness and appropriate attitudes. Primary education serves as the basis for further formal education and life-long learning (GoK, 1999; World Bank,1990)

It also fosters equity and social cohesion, the key to attainment of MDGs (World Bank 2002a) knowing the importance of education to the government and to individuals it is necessary for education to be provided to all.

It is important to review literature so that the researcher would be able to assess how the SFP encourages enrolment in an endeavour to meet the goals of UPE.

2.4 School Feeding Programme in Kenya

Health and nutrition have significant impact on overall educational achievements of school going children particularly those in developing countries. Ensuring that children are well fed, healthy and able to learn are essential to the effectiveness of education systems. (ROK 2005a)

The National School Feeding Council launched a SFP in 1966. The aim of the council was to provide a supplementary mid-day meal to the school children. The programme was started after a survey was carried out on nutritional status of children by the Ministry of Education sponsored by the World Health Organization in 1964 (Kimani, 1985)

Introduction of the school milk programme in 1979 increased enrolment in schools. The GoK and WFP launched a five year SFP plan in 1980 under project 2502 which was continued as project 2502/EXP1 for a further 3 years in 1982. The objective of the project was to increase enrolment and attendance rates for pre- primary and primary school children.

- The current country programme 2004-2008 confirmed that provision of lunches at school provides a strong incentive to make parents take children to school and much can be achieved through strengthening of the partnership and supporting the government's efforts in achieving education effort (WFP 2004). The Interim Evaluation Summary Report 1 of Project Kenya 2502/EXP1, indicated that enrolment had increased in the schools with SFP by 50%, in pre-primary 22% in the primary schools, (Mugiri, 1995).

The objectives of the SFP are;

- To increase enrolment.
- To prevent dropout rates and stabilize attendance in primary schools.
- To improve attention span, learning capacity of students and ultimately improve exam performance by relieving short term hunger.

- To improve health of pupils by providing a significant contribution to their nutrient intakes by providing SFP.
 - To reduce disparities in enrolment and attendance rates among different regions.
 - To increase level of participation and concentration in schools (MOE, 2002).
- There are no deviations. The literature review only confirms that SFP enhances access to primary education in Kamukunji Division.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a description of the procedures used in the study (research methodology). It focuses on research design, population, sample and sampling procedure, research instruments and their administration, pre-testing of the instruments and the procedures for data analysis.

3.2 Design of the Study

The study aimed at gathering facts, knowledge, opinions and judgement from head teachers, pupils, parents and education officers on how they view the role of SFP on enhancing access and retention to primary education. The study analysed the responses on the role of SFP in primary education and what can be done to make SFP more effective.

The descriptive survey design was used to gather information which reflected the status of the school feeding programme as well as suggest possible interventions for corrective action. It was an effective method of collecting data regarding characteristics of the population and current practices, conditions and needs. It is used to explain and explore existing status of two or more variable at a given point in (Mugenda and Mugenda, 1999).

3.3 Study Location

Kamukunji District is one of the nine districts in Nairobi. This district was considered for research because of the following reasons;

- The fluctuating numbers in enrolment have triggered interest and thus caused curiosity for investigation in terms of access and retention.
- Initially SFP were meant for the Arid Semi Arid Lands. So the big question is; why were schools in Kamukunji district Nairobi considered for School Feeding Programmes?

3.4 Target Population

3.4.1 Schools

The study constituted nine public primary schools, out of seventeen public primary schools. Eight schools in the division were omitted from the study because they did not receive food from WFP.

3.4.2 Profile of Respondents

a) Education Officers

A total of 6 Education Officers were given questionnaires to fill, these include;

- 2 Education Officers in charge of SFP in city hall
- 1 District Education Officer in Kamukunji

- 1 District Quality Assurance and Standards Officer in charge of Kamukunji district
- 2 TAC tutors in Kamukunji District

b) Head teachers

A total of 10 head teachers included in the research and data was collected through questionnaires.

c) Pupils

A total of 90 class seven pupils were involved in Focus Group Discussion. These were 10 pupils from 9 schools as the SFP had been withdrawn from one school (Eastleigh Airport), thus making the researcher collect data from 9 schools as compared to the 10 targeted schools. Each school formed two groups of 5 boys and 5 girls a total of 10 pupils per group.

d) Parents

In every school 10 parents were interviewed by the researcher, this made a total of 90 parents. This was made possible by visiting the school when there was a parents meeting in the school.

The table below summarizes the number of respondents.

Table 3.1 Showing Target Population for the Study

Item	No. of Head teachers	No. of Education Officers	No. of pupils	No. of parents	Total
Male	5	4	90	45	144
Female	4	2	90	45	141
Total	9	6	180	90	285

3.5 Sampling Technique

3.5.1 Schools

Kamukunji District had 17 public primary schools; only 10 had received the SFP services. The researcher therefore used census method to carry out the research in all the schools, which had the SFP. Census Technique is a method used in collecting data from the entire population without sampling. It is used when the target population is manageable in size, cost and time allocated. (Orodho [n.d]) One school was dropped during data collection as the school feeding programme had been withdrawn leaving the researcher to work with nine schools.

3.5.2 Respondents

a) Education Officers;

Census was used in conducting the research while dealing with the education officers. This was used because the population of education officers was small and there was no need for sampling.

b) Head Teachers;

Census was used in collecting data from the head teachers. Census method was appropriate because the population of head teachers was small thus no need for sampling. In addition they were the managers of the schools and they supervised the SFP in their schools.

c) Pupils;

Stratified Sampling was used as it was found suitable for studying a large group of pupils, by only studying a few of its members thus saving on time and money. It is also a more practical way of collecting data.

In stratified sampling the sample is selected in such a way that the researcher is assured that certain sub-groups in the population are represented in the sample in proportion to their numbers in the population itself. In stratified sampling, the population is first subdivided into two or more mutually exclusive segments, called strata, based on categories of one or a combination of relevant variables. Simple random samples are then drawn from each stratum, and then these sub-samples are joined to form complete stratified samples. (Orodho, [n.d.]

This method was preferred as it allowed the researcher to apply inferential statistics to the data. Inferential statistics enabled the researcher to make certain inferences about

population value such as mean, standard deviations and correlation coefficient based on obtained sample values.

Class seven pupils were targeted because they were mature enough to be involved in the discussion and they were not too busy preparing for KCPE. There were two groups in every school. Each group constituted five boys and five girls making a total of 10 pupils per group. From each gender pupils were selected randomly to form FGD (Focus Group Discussion)

d) Parents

Purposive sampling was used to choose the parents (community) to be interviewed. In purposive sampling the researcher relies on his/her expertise to select units that are representative of the population. (Orodho [n.d.]) The researcher was assisted by the head teacher because they were best informed about parents who were knowledgeable and cooperative.

3.6 Research Instruments

The tools for collecting data were;

- Questionnaires
- Focus Group Guide
- Interview schedules

3.6.1 Questionnaires

Two questionnaires were developed separately one for Education officers and the other one for head teachers.

3.6.1.1 Questionnaires for Education Officer

The questionnaires were used to collect data in the following areas;

- (i) General information; number of schools, enrolment of pupils.
- (ii) Implementation of the SFP in the District.
- (iii) Challenges facing the SFP and any improvement that can be done on the programme.
- (iv) Attitude of parents/pupil towards the SFP.
- (v) Implication of SFP on access
- (vi) Role of SFP on retention of pupils in schools.

3.6.1.2 The questionnaire for head teachers

The questionnaires were used to collect data in the following fields;

- (i) Type of school, location of the school, enrolment from 2002 to 2010, number of teachers.
- (ii) Trend in enrolment with the introduction of SFP.

- (iii) Challenges faced in implementing SFP.
- (iv) Pupils and parents attitude towards the SFP.
- (v) Effect of the SFP on enhancing access and retention to primary education.
- (vi) How the SFP can be improved.

3.6.2 Focus Group Discussion Guide

The Focus Group Discussion guide The FGD constituted 10 pupils who were involved in the discussion group collectively. Data was collected on the following themes;

- how many children in their family are enrolled in primary school
- Reasons for some of their siblings not accessing primary education.
- Type and quality of food.
- Frequency of meals in a day
- Benefits of SFP.
- Suggestions of improving SFP.
- Parents and pupils attitude, towards SFP.

3.6.3 Interview Schedule

This instrument had ten unstructured items. It was administered to parents and gathered information on.

- Challenges encountered in running SFP.
- Achievements and possible ways of improving SFP.
- Parents and pupils attitudes towards the SFP
- Role of SFP and its implication on access
- Role of SFP and its implication on retention.

3.7 Data Collection Procedure

Authority: The researcher authorized to collect data from the district.

District tour: The researcher had a familiarization tour in the district to know the location of the schools and establish rapport with the target population. This was done with the assistance of the District Education Officer.

3.7.1 Validity of Research Instruments

Orodho (n.d.) defines Validity as the degree to which a test measures what it purports to be measuring. It is the accuracy and meaningfulness of inference, which are based on the research results. Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation. Content validity was preferred for the study. Validity was measured by having the instruments reviewed and evaluated by the researcher with the help of supervisors and other professionals in the department.

3.7.2 Reliability of Research Instruments

Reliability of an instrument is the consistency in producing a reliable result. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept. The researcher used test –retest technique of assessing the reliability of the instruments. This involved administering the same instrument twice to identical respondents not included in the study Sample. The completed instruments were computed and a comparison from the respondent made. Spearman rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires are consistent in eliciting the same responses every time the instrument was administered.

3.7.3 Piloting

Piloting was done using the Test-retest Method after writing the questionnaires and before starting the actual data collection. The instruments were pre-tested in two schools in Starehe District which neighbours Kamukunji district and has many factors in common. Piloting was done with the sole purpose of detecting any weakness and finding out if the questionnaires were clear to the respondents. Problems and any unclear questions which arose during the pre-testing were sorted out by reframing the questions. After pre-testing the instruments were found to be appropriate for the research.

3.8 Data Collection Procedure

The research took place between 16th March and 14th April 2010.

The questionnaires were administered to the Education officers and head teachers by the researcher personally. Questionnaires were given and collected after two days.

The head teacher assisted in sampling 10 parents in the school for the interviews. The researcher conducted the interviews in person.

For the Focus Group Discussion (FGD) the researcher worked with a teacher in the particular school. The researcher participated in the discussion and recorded the findings.

Table 3.2: Showing Data Collection Procedure

ACTIVITY	DATE STARTED	DATE COMPLETED
Proposal writing and approval	Aug 2009	8 th March 2010
Piloting of instruments	9 th March 2010	12 th March 2010
Review of Instruments after piloting	13 th March 2010	15 th March 2010
Data collection	16 th March 2010	14 th April 2010

3.9 Data analysis Plan

In data analysis the researcher systematically organized and analyzed interview transcripts, field notes, data and other materials obtained from the field with the aim of understanding,

interpreting the data collected and be able to present the data to others. Data analysis involved the following steps;

- ✓ Working with variables
- ✓ Organizing data and variables
- ✓ Breaking data to manageable units
- ✓ Subjecting data to statistical
- ✓ Selecting emerging patterns
- ✓ Interpreting the data
- ✓ Presenting data

The first step in data transformation process is the development of a code book. After the research, data collected was converted to a format that enabled accurate statistical analysis. The data was transformed into tables, graphs and figures that gave information to satisfy the purpose of the study.

The researcher has designed Qualitative Research Studies therefore the analytical technique used in data analysis was that of organizing and managing Qualitative data. In analytical technique the researcher mainly used Thematic Analysis. This method was chosen because the data was categorized into themes and the method was quick and easy for analyzing transcripts of a Focus Group Guide, interview schedules as well as questionnaires which were the key instruments in data collection.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND DISCUSSION

4.1 Introduction

The purpose of the study was to find out the status of the School Feeding Programme its Implication for access and retention on primary education in Kamukunji District. Data were collected from schools that is, head teachers, teachers, Education Officers, parents were interviewed, and pupils participated in FGD.

Data were analysed using descriptive statistics including frequency distribution and means.

Data is presented in, tables, graphs, pie charts.

The following research questions formed the basis of analysis;

1. What is the current status of the School Feeding Programme in Kamukunji District?
2. What is the attitude of parents and pupils towards the School Feeding Programme?
3. What is the implication of SFP in access to primary education in Kamukunji District?
4. What role has the SFP played in retention of pupils in Kamukunji District?
5. What challenges are facing schools in running the School Feeding Programme?
6. What interventions and strategies can be put in place, to ensure success of School Feeding Programme in enhancing access and retention in Kamukunji primary schools?

4.2 Description of Schools

The researcher sought to know the enrolment trend in the targeted schools, before and after the inception of SFP. The head teachers gave the enrolment as shown in Table 4.1.

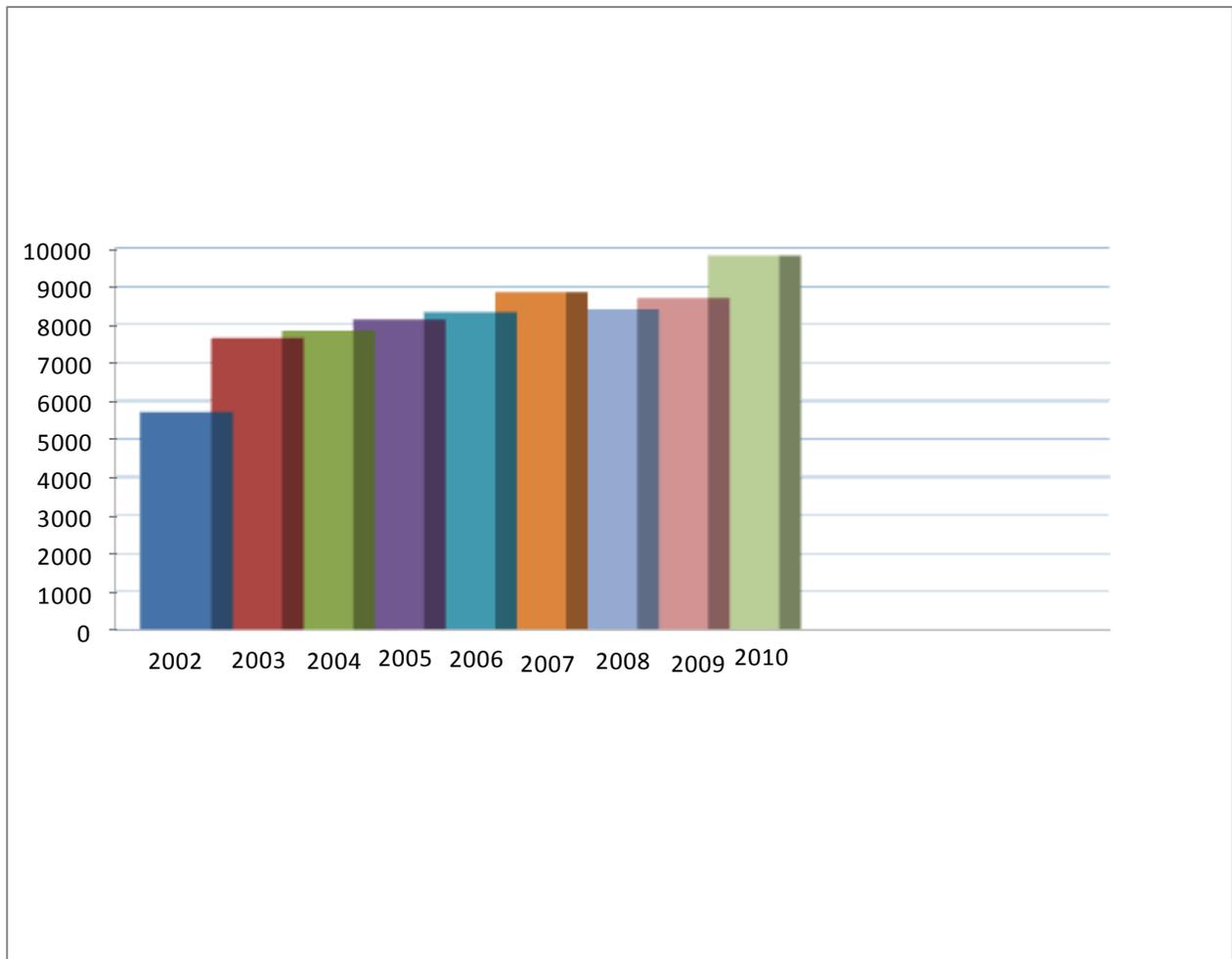
Table 4.1: Enrolment Trend Before and After Inception of SFP From 2002

School	Year SFP started	2002	2003	2004	2005	2006	2007	2008	2009	2010
Eastleigh Airport	2005	1027	1553	1500	1581	1725	1750	1139	1126	1150
Uhuru	2008	708	826	760	697	738	833	1016	1120	1800
Zawadi	2007	467	725	770	760	785	880	890	854	870
Dr. Livingstone	2007	412	743	705	763	766	844	865	878	880
Morrison	2003	234	545	563	438	441	541	568	583	609
St. Teresa's boys	2008	549	581	768	872	914	880	785	727	735
Bahati	2007	452	426	482	536	586	651	722	759	762
New Pumwani	2007	752	1001	1028	1061	988	1035	1059	1165	1193
Muthurwa	2005	432	543	550	699	695	728	705	856	888
Heshima road	2006	665	707	716	727	686	699	658	625	617
Grand Total		5698	7650	7842	8134	8324	8849	8407	8693	9504

Table 4.1 shows the enrolment trend in Kamukunji District. The highlighted squares show enrolment trend in the school after inception of SFP. In reference to table 4.1, 80% of the

schools indicate that SFP had played a major role in access to education in the district as it is evident that enrolment increased tremendously in the year SFP was incepted in the schools. In the year 2002 enrolment was at its lowest in the District. Other factors like inception of Free Primary Education could have contributed to higher enrolment in the year 2003. However a school's enrolment increased by an average of 100 pupils or more the year SFP was introduced in the respective school. Apparently SFP also plays a key role in retention; in the year 2005 enrolment increased in the two schools but actually dropped in 2008 when SFP was withdrawn from one of the schools. The enrolment was at its highest during the three years (2005-2007) when the SFP was running in the school. Data indicates that in 80% of the schools involved in the study, SFP has an implication in growth and retention of pupils' enrolment. The above mentioned data and information is further summarized using a bar graph in Figure 4.1.

Figure 4.1: Shows Enrolment Trend Before and After SFP Inception in Kamukunji



4.3 Status of the SFP in Kamukunji District

Q- (a) What is the current status of the SFP in your school?-----

(b) What type of food is served and how many servings are served to the pupils?

In the district data collected reflected that the school had 17 public primary schools, and only 9 had School Feeding Programmes. 1 school (Eastleigh Airport) had a SFP which was introduced in 2005 but latter withdrawn in 2007 after the parents refused to support it and the most of the pupils who were Somalis refused to eat the food claiming they wanted rice

not the maize and pulses which the WFP was provided. That was unfortunate as it saw 621 pupils leave the school and enrolled in neighbouring schools which had the SFP.

Information collected from Education Officers, Head teachers, pupils and parents indicated that all schools received maize and pulses from either World Food Programme or Feed The Children Kenya. It was evident that the stipulated ratio per child in all the schools was; 150 grams of maize, 40 grams of pulses, and 5 grams of cooking fat any other addition to the food depended on the parental support given to the programme. It was therefore denoted that all schools had a common meal of maize and pulses every day apart from Zawadi primary where the head teacher took the initiative to have some of the maize ground to maize flour to have pupils eat ugali and pulses twice a week.

Information collected from all respondents agreed that all the 9 schools provided one serving of food per day per child. Initially when the SFP was introduced the WFP and Feed the Children –Kenya provided flour to make porridge for the pupils at 10a.m. however this was stopped due to the prolonged rain failure in the country.

The WFP and FTC-K only provided raw maize, pulses, and cooking fat. It was the responsibility of the school to partner with parents and teachers to ensure that food was stored appropriately, cooked and served to the pupils according to the stipulated SFP guidelines. The parents were supposed to contribute money for installing energy saving jikos which had been done in most schools. The parents were required to sustain the SFP by contributing between 30-50 Ksh per month depending on the school, and the money was meant to pay the cooks and buy fire wood to cook the food. The teachers supervised the cooking and ensured food was served appropriately.

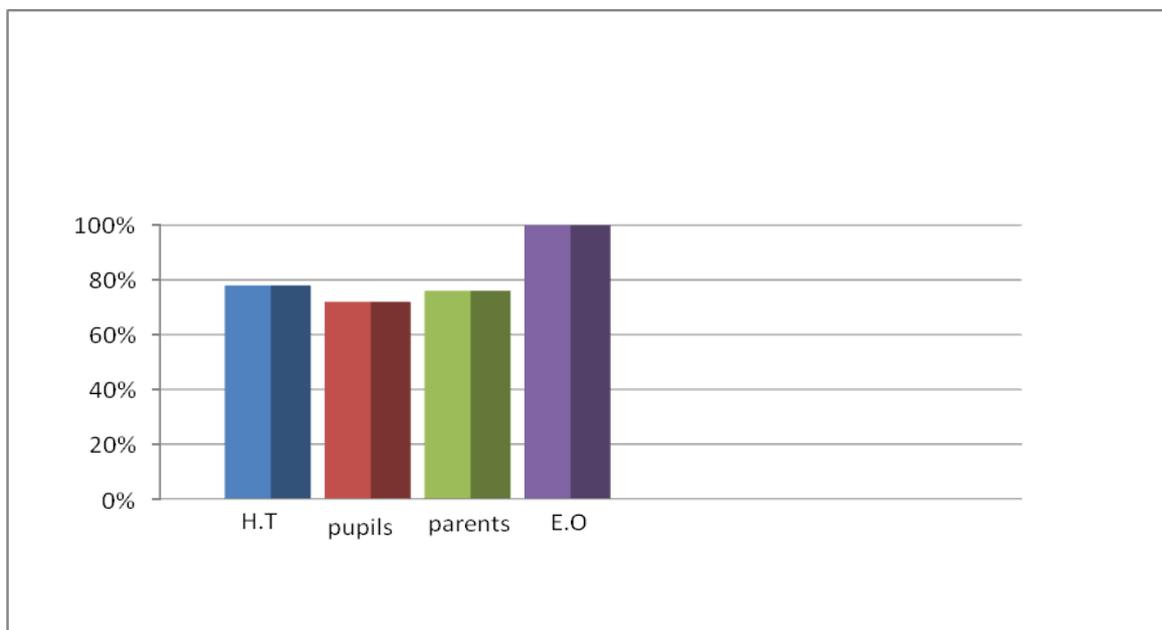
4.4 Attitude of the Parents towards the School Feeding Programme

Q- What is the attitude of the parents towards SFP? Tick appropriately.

	Positive	Negative
Parents	-----	-----

The study established that parents had a positive attitude towards the School Feeding Programme. From the responses 78% of the head teachers believed parents had a positive attitude towards SFP. 100% of Education Officers thought parents had a positive attitude towards SFP. 89% of the pupils agreed their parents had a positive attitude towards SFP while 76% of parents confirmed to have a positive attitude towards the SFP. The data is summarized in the figure 4.1.

Figure 4.2 Shows Attitude of Parents Towards the SFP



According to Figure 4.1 it is palpable that most of the parents had a positive attitude towards the SFP.

In addition the research gathered information which indicated that parents were disgruntled with the money they were asked to contribute to buy firewood and pay cooks' wages. Suggestions were received asking the government to fund the entire cost of SFP. The parents also suggested that more varieties of foods should be introduced.

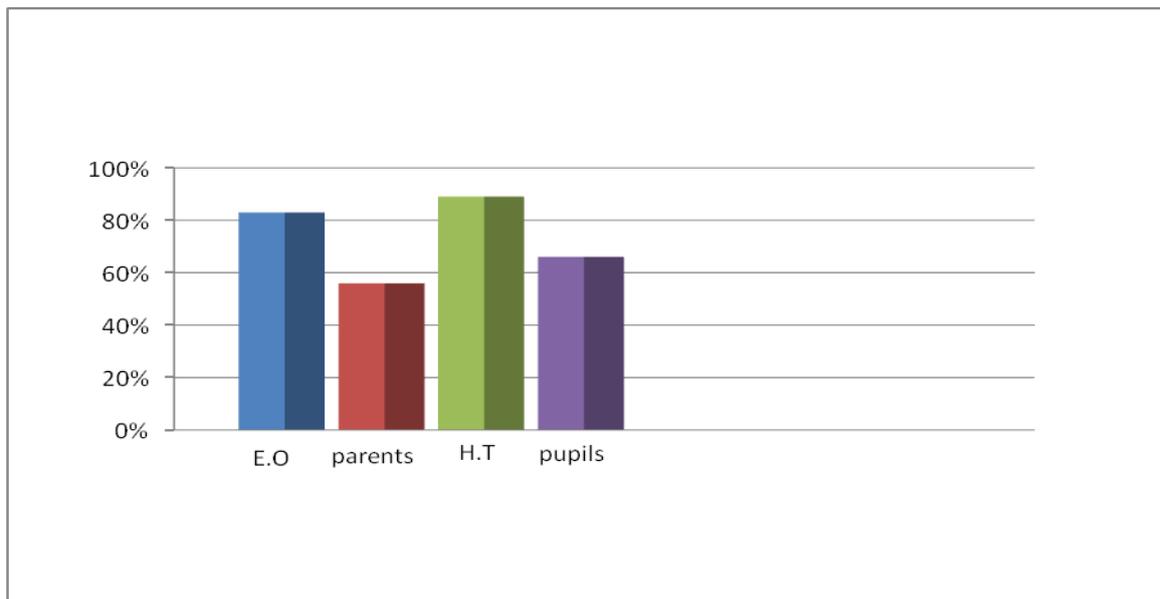
4.5. Pupils Attitude Towards The SFP

Q- What is the attitude of the pupils towards SFP? Tick appropriately.

	Positive	Negative
Pupils	-----	-----

The study recognized that the pupils had a positive attitude towards the SFP. Data collected indicated that 83% of Education Officers said pupils attitude was positive, similarly 56% parents believed pupils attitude was positive while 89% of head teachers thought pupils attitude was positive and 66% of the pupils had a positive attitude about the .Figure 4.2 summarizes the findings:

Figure 4.3: Shows Pupils Attitude Towards The SFP.



It was noted that though the most of the pupils enjoyed the food there were those who did not like the meal claiming that it was only maize and pulses. Others were of the view that the food was poorly cooked; in addition they would have wanted vegetables added to the meal and thus make it more delicious and nutritious. It was obvious that most of the pupils looked forward for a moment that the WFP would provide a variety of foods to break the monotony of maize and pulses everyday.

4.6 Challenges Faced in Running the SFP

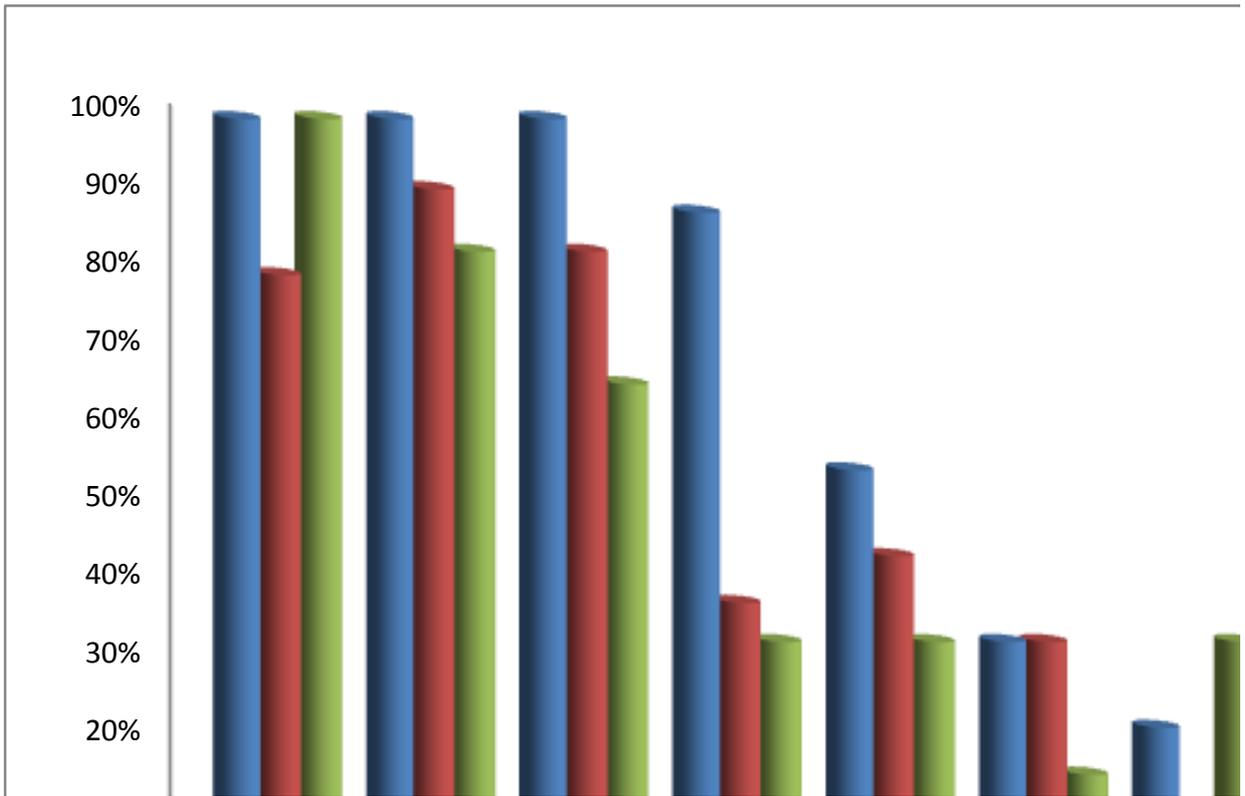
Education Officers, Head teachers and parents were asked to list the main challenges schools faced in running the SFP, the following responses were received as indicated in Table 4.3

Table 4.2: Showing the Challenges faced in running the SFP

Respondents	Head Teachers		Parents		Education Officers	
	F	%	F	%	F	%
Inadequate funds to run the SFP	9	100	80	88	6	100
Lack of adequate water supply	2	22	10	11	2	33
Theft of cooking jikos	3	33	30	33	1	16
Lack of parental support	9	100	75	83	4	66
Too much work for teachers	8	88	35	38	2	33
No space for food storage	5	55	40	44	2	33
Lack of a balanced diet and variety of food stuff	9	100	82	91	5	83

Table 4.2 reflects the greatest challenge to be inadequate funds to run the SFP, followed by lack of a balanced diet plus variety of food stuff in addition to lack of parental support. These seemed to be the three main challenges listed by most of the respondents. Too much work for the teachers followed in the list, Inclusive were theft of jikos, lack of adequate water supply and no storage space was the least mentioned challenge. Figure 4.3 represents these data from the greatest challenge mentioned to the least mentioned challenge in that order.

Figure 4.4 Shows Responses of the Challenges in Graphical Design



KEY

- Head teachers
- Parents
- Education officers

- Cluster 1** Represents inadequate funds
- Cluster 2** Lack of a balanced diet
- Cluster 3** Lack of parental support
- Cluster 4** Too much work for teachers
- Cluster 5** Thefts of jikos
- Cluster 6** Lack of adequate water supply
- Cluster 7** Lack of adequate storage space

4.7 Role of SFP in Access in Kamukunji District

Q- Does the SFP have any implication on access?

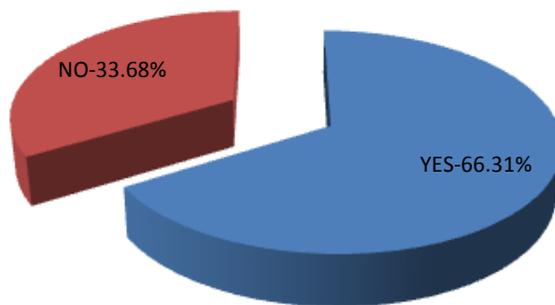
YES----- NO----- (tick appropriately)

Briefly explain-----

The study confirmed that SFP played a major role in increasing enrolment in the primary schools. 100% of the officers were positive that SFP played a role in increasing enrolment, 77.7% of the head teachers were of the opinion that SFP played a role in access whereas 58.8% of the parents believed that SFP had a key role in increasing school enrolment. 68.33% of the pupils agreed that SFP improved access as many claimed to see some of the children from the neighbourhood start coming to school.

A cumulative frequency of 189 respondents indicated that School Feeding Programme had a positive implication on access to education in Kamukunji district. Most needy parents took their children to the schools that had SFP as this allowed them to attend to other issues without worrying what their children would eat and this made life more manageable. Some pupils also indicated that they liked schools with SFP because initially they would go for days without food at home. Currently school was offering them a meal a day and some even carry for their younger siblings who have not attained the school age. The data collected was converted to percentage and presented in figure 4.6 as follows, 66.31% represents the majority of the respondents who said YES the SFP had an implication to access of primary education while 33.68% represents those who thought otherwise.

Figure 4.5: Shows the Role of SFP on Access to Primary Education



4.8 The Role of SFP in Retention of Pupils in Kamukunji District

Q- Does the School Feeding Programme have any implication on retention of pupils in school?

YES-----

NO-----

Briefly explain-----

The researcher sought to find out if the SFP had any impact on retention of pupils in the schools. 100% of Education Officers agreed that SFP had direct impact on retention whereas 88.8% of the head teachers believed that SFP played a role in retention of pupils. 80.5% of the pupils were of the opinion that SFP greatly influenced retention as many children did not have to go away from school so as to look for food.

From the responses many were of the opinion that since the introduction of SFP the drop out rate in the school had reduced. Many pupils especially from the pockets of poverty had reduced rates of dropping out of school because they were assured of a meal per day. Stabilised attendance had also been noted as pupils looked forward to school so as to be served with the daily meal which was only available in school.

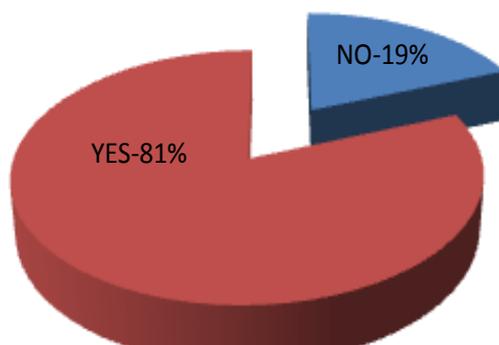
There was minimized truancy in almost all schools with SFP as the pupils had to stay in school and wait for lunch.

Another added value is improved class concentration and pupils were more active in class and other co curricula activities. Pupils were willing to take more responsibilities in school as well as spend longer hours in school learning.

The beauty of the SFP was most of the pupils who looked malnourished and underweight have added weight and they look healthier.

A cumulative total of 81% of all the respondents agreed that school Feeding Programme had a key role in retention of pupils in the schools. Figure 4.7 represents the data in percentage, 81% represents the majority who said YES while 19% represents those who thought SFP does not have any implication on retention.

Figure 4.6: Shows the Role of SFP on Retention of Pupils in Schools



4.9. Recommended Interventions and Strategies

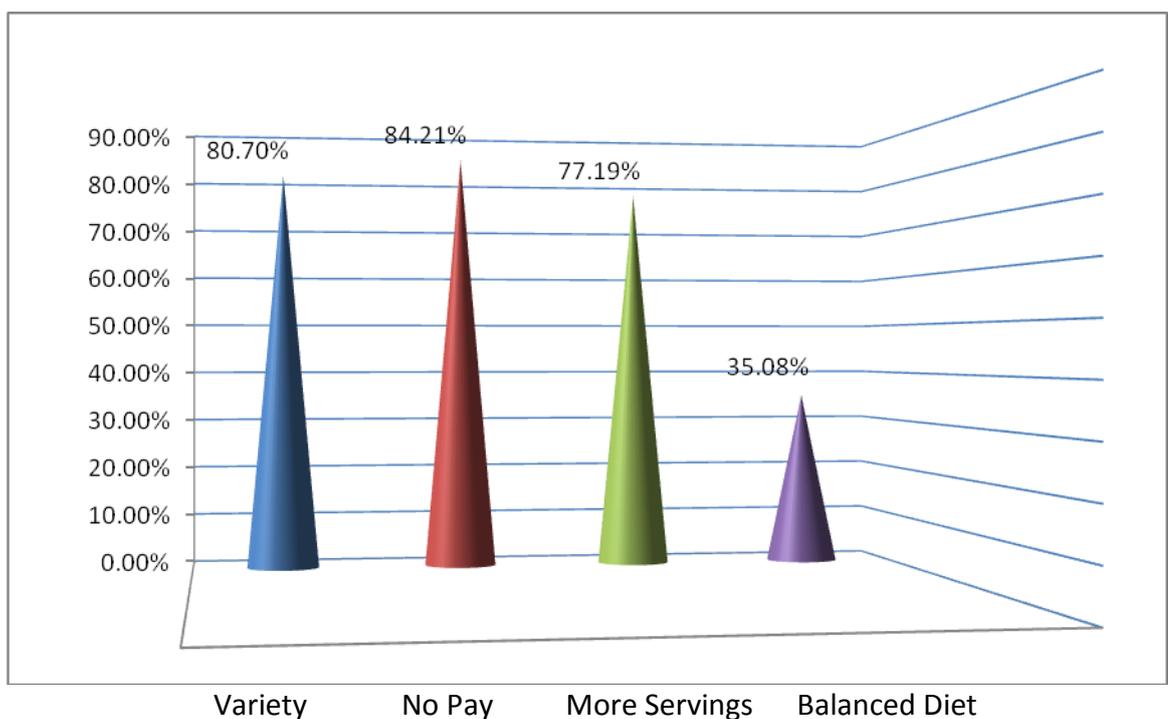
All respondents were asked to suggest strategies and recommendations they thought would improve the SFP. The four main listed ones were as follows;

80.70% of the respondents were of the opinion that Parents should not pay any money but government to support the programme fully.

84.21 % suggested that the WFP and FTC-K should to provide variety of foods to ensure a balanced diet and break the monotony of eating maize and pulses every day 77.19% of the respondents asked for more servings of the food per day. They suggested that the porridge that used to be served at 10.a.m should be re-introduced back.

35.08% of the respondents suggested that WFP and FTC-K should provide a balanced diet to the pupils.

Figure 4.7 shows a summary of Interventions and strategies



4.10 Discussion of Findings

The researcher collected data from Education Officers, Head teachers, Parents and Pupils, from the findings the researcher deduced that the School Feeding Programme has a direct implication on both Access and Retention. When SFP was incepted in a school the enrolment also increased highly. SFP also determines the retention rate as it was observed in one of the schools; when SFP was introduced enrolment increased and remained high but after withdrawal of the SFP there was decline in enrolment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The research was carried out in 9 primary schools in Kamukunji district with the sole purpose of identifying the status of SFP in the district, as well as its implication for access and retention on primary education.

5.2 Summary

The Government's policy on primary education is to achieve UPE by 2005, which is a key strategy towards attaining the overall EFA goal by 2015. Attaining UPE will ensure that all Kenyan children eligible for primary schooling have opportunity to enrol and remain in school. Despite the government's effort primary education continues to experience many challenges relating to access and retention. This prompted the researcher to find out the status of SFP and its implication on access and retention.

The objectives of the study were to find out the current status of the SFP in Kamukunji district, determine the impact of SFP on access and retention in primary school as well as suggest possible interventions and strategies for a better SFP.

Research questions were formulated to guide the in collecting information needed for the study and these included: finding out the role of SFP in access and retention to primary education in Kamukunji district; discovering the challenges faced by schools in running the SFP; investigating challenges and recommending possible interventions as well as strategies

which can be put in place, to ensure success of SFP in enhancing access and retention in Kamukunji primary schools.

The key assumptions were that all respondents would be honest and truthful while giving data in addition all schools had a functional SFP.

The study was based on the investment in Human Capital Theory. The literature Review included the cause of low enrolment, Universal primary Education then information on School Feeding Programme and its effect to access and retention.

The study adopted a descriptive Survey design methodology. The population included Education Officers, head teachers, parents, pupils in nine public primary schools in Kamukunji district, Nairobi. Data was collected using questionnaires, interviews and Focus Group Discussion.

Data were analysed using descriptive statistics including distributions and means. Data is presented in graphs tables and pie charts. The area of study sought to establish if the SFP had any implication on access and retention, after the study it was established that indeed SFP had a great impact and role in affecting access and retention of pupils in Kamukunji primary schools.

Recommendations and conclusions were made at the end of this chapter. Consequently the research findings would contribute to relevant educational data for future research and assist in replication of other programmes.

5.3 Conclusions

Data elicited from respondents were analysed and the following conclusions were made;

- The study sought to find out the current status of the SFP in Kamukunji district, whereby it established that, 9 public primary schools out of 17 schools had a SFP. Food was readily delivered to schools by the WFP and FTC-K.
- Parents and pupils had a positive attitude towards the SFP in addition they commend the good work done by the WFP and FTC-K.
- Access which translated to enrolment growth in schools is a dependant variable of the SFP. The SFP plays a role in increasing enrolment, reducing disparities in enrolment in different regions and schools as well as improving partnership between parents and schools.
- The SFP had a direct implication on retention in that it stabilizes attendance, reduces drop out rate, boosts pupils' health, furthermore it improves attention span as well as increase level of participation plus concentration among pupils.
- The challenges in running the SFP include; lack of parental support, inadequate funds to pay cooks and buy firewood, further more it is too much work for the teachers.
- Most parents and pupils appreciated the SFP moreover they highly commend the noble task undertaken by the WFP and FTC-K. However they would like the quality and variety of food improved, in addition to most wish they did not have to contribute any money.

5.4 Recommendations

Having carried out the study successfully the following recommendations were imperative.

5.4.1 Recommendations for improving the SFP

The following recommendations would improve the SFP and also achieve its objectives at a more optimal level.

- The government should employ cooks to ensure professionalism and hygiene is maintained in food handling. This would also reduce the amount of money paid in by parents in maintenance of the SFP.
- The government and the donors should meet the full cost of installing, running and maintaining the School Feeding Programme.
- The WFP AND FTC-K should increase the number of servings per day, add variety of foods as well as ensure a balanced diet is served to the pupils.
- Fire wood was expensive in cooking the food therefore schools should be assisted in installing more convenient and low cost methods of cooking the food.
- Teachers are overburdened with heavy teaching loads, so more staff should be employed to relieve the teachers from supervising and monitoring the SFP which also has a lot of paper work.

5.4.2 Recommendations for Further Research

- Research should be carried out on effective methods of sensitizing parents on importance of actively supporting school programmes that benefit their children.

- Research should be carried out to find out possible ways of reducing cost met by parents in maintaining the SFP.

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Appendix A

Questionnaire for the head teachers

The purpose of this questionnaire is to collect information on school feeding programme and its implication for access and retention in Kamukunji district.

Give your answer truthfully in the spaces provided.

1. Name of the school-----

Division-----

Zone-----

2. Number of pupils enrolled boys----- Girls----- Total

3. How many pupils can the school accommodate? -----

4. How many teachers do you have? Male----- Female----- Total-----

5. When was the school Feeding Programme introduced? -----

6. What changes have been noted since the implementation of SFP?

7. What is the enrolment trend for the last 8 years?

Year	Boys	Girls	Total
2009			
2008			
2007			
2006			
2005			
2004			
2003			
2002			

8. What are the main causes for pupils dropping out of the school?

9 List four major challenges facing SFP?

10. What is the attitude of the following people towards SFP? Tick appropriately

	Positive	Negative
Parents		
Pupils		

11 List the various stakeholders and the support they have given towards the SFP.

12. Suggest possible recommendations that can be implemented to make the school feeding programme more effective.

13. Does the school feeding programme have any implication on access?

YES ----- NO----- (tick appropriately)

Briefly explain.-----

14. Does the School Feeding Programme have any implication on retention of pupils in school?

YES----- NO----- (tick appropriately)

Briefly explain-----

Appendix B

Questionnaire for Education Officers

1. How many schools are in Kamukunji division?-----

2. How many schools have SFP? -----

3. What has been the division's enrolment since 2002?

Year	Boys	Girls	Total
2008			
2007			
2006			
2005			
2004			
2003			
2002			

5. What are the benefits of SFP?

6. What is the attitude of the following people towards SFP? Tick appropriately

	Positive	Negative
Parents		
Pupils		

7. What problems are schools facing in running the SFP?

8. List possible solutions to above mentioned problems.

9. How do you rate the food given to the pupils? Explain-----

10. Suggest some recommendations that can be implemented to improve the school Feeding Programme in the district.

11. Does the school feeding programme have any implication on access?

YES ----- NO----- (tick appropriately)

Briefly explain.-----

12. Does the School Feeding Programme have any implication on retention of pupils in school?

YES----- NO----- (tick appropriately)

Briefly explain-----

Appendix C

Focussed Group Discussion Guide for pupils

The following themes were discussed in FGD.

- Pupils attitude towards the SFP
- Parents attitude towards the SFP
- The current status of the SFP
- Type of food and number of servings per day
- Role SFP has played on access to education
- Implication of SFP on retention
- Possible strategies and interventions

Appendix D

Interview schedule

The interview schedules were meant for the parents. The questions rotated the following themes;

- Pupils attitude towards the SFP
- Parents attitude towards the SFP
- The current status of the SFP
- Type of food and number of servings per day
- Role SFP has played on access to education
- Implication of SFP on retention
- Possible strategies and intervention

