THE ROLE OF SCHOOL FEEDING PROGRAMME IN ENHANCING ACCESS TO PRIMARY EDUCATION IN MAGADI DIVISION, KAJIADO DISTRICT, KENYA.

BY

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DECLARATION

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

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This thesis is dedicated to my uncle, Philip O. Wangila, for having made me what I am today.

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ABSTRACT

The role of education in facilitating development across nations is well documented. Equally indisputable 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 1980's, 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 governments in an endeavor to realize this goal are varied. For Kenya, the boldest move so far is the declaration of provision of free primary education for all in 2003. While this factor is crucial in addressing cost- related inhibitions, challenges emanating from other factors such as hunger and poverty remain. Enrolment in Arid and Semi Arid Lands has been far below the national average despite the School Feeding Programme, whose objectives are enhancing access to education, increasing retention, improving performance and health of the pupils. Enrolment in Kajiado in 1999 was approximately 53 per-cent compared to the national average, which was approximately 86 per-cent. The study has looked at the progress of SFP in enhancing access to primary education.

The low enrolment rate in Magadi division necessitated the need for the study. The purpose of the study was to find out the role of SFP in enhancing access to primary education. The objectives of the study were: to find out if SFP has been implemented as per its objectives; to identify strengths and weakness of SFP; and finally, to suggest possible interventions to ensure success of SFP in achieving its objectives.

The study was based on the Investment in Human Capital Theory. The literature reviewed included the causes of low enrolment in ASAL, universal primary education (UPE) before moving to SFP and its effect on enrolment. The study adopted a descriptive survey design methodology. The population included education officers, head teachers, and pupils in public primary schools. Since there were only eight schools in the division, and one of them being supported by Magadi Soda Company, a census of education officers and the remaining seven schools was carried out. Data was collected using questionnaires and focus group discussion guide. These were administered personally by the researcher. Qualitative data was organized into themes and patterns pertinent to the study. Quantitative data was analyzed using descriptive statistics.

The study established that the implementation of SFP was not properly done. At the time of the research, there was no food in any of the schools in this

division yet there was food at the district stores. And so from the researcher's point of view, implementation of the programme had not been properly done.

The study also established that though SFP's objective is to enhance access to education and increase enrolment, the enrolment trend in Magadi division remained low, averaging less than 40 pupils per year per school. The study also established that there was a very wide disparity between the enrolment of girls and boys. Parental level of education was very low, as most parents were illiterate and there was no participation in school activities by parents. The study concludes that this could be one of the reasons why parents do not demand education for their children.

This study recommends the following:

1. Implementation of any programme in future needs to be properly done for it to achieve its objectives.
2. For the objective of EFA to be achieved, factors that affect demand for education need to be addressed in totality.
3. Issue of girl child education in this area is crucial as it has a positive effect on future enrolment.

LIST OF ABBREVIATIONS

ASAL	Arid and Semi Arid Lands
CKRC	Constitution of Kenya Review Commission
EFA	Education For All
FGD	Focus Group Discussion
FAO	Food and Agricultural Organization
GER	Gross Enrolment Ratio
GoK	Government of Kenya
IEA	Institute of Economic Affairs
LDC	Least Developed Countries
MINEDAF	Ministers of Education of African Member States
MoE	Ministry of Education
NARC	National Rainbow Coalition
NCCK	National Council of Churches of Kenya
NGO	Non Governmental Organization
PRSP	Poverty Reduction Strategy Paper
SARDEP	Semi Arid Development Programme
SFP	School Feeding Programme
SPRED	Strengthening Primary Education
TIQET	Totally Integrated Quality Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organization

UNICEF	United Nations International Children's Education Fund
UPE	Universal Primary Education
WCEFA	World Conference on Education for All
WFP	World Food Programme

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In precise terms, the World Bank (1999) affirmed that when you give people a handout or a tool, they will live a little better. When you give them an education, they will change the world. This assertion summarizes the important role that education plays in individual and societal development. It has been a long way from Shultz's (1961) explanation about the embedded human capacities as complements of physical capital in driving the engine of socio-economic growth. Subsequent evidence has reiterated the central role of education as a principal avenue of improving the welfare of individuals (World Conference on EFA, 1990; World Bank, 1990). According to United Nations Development Programme, there are five energizers of human resource development: education, health and nutrition, the environment, employment, political and economic freedom. They are all interlinked and interdependent; but education is the basis for them all (Hallak, 1990). Education is the single most important key to development and poverty alleviation (World Bank, 2002 a).

Overview of Educational Development

Between 1950 and 1970, the number of those enrolled in schools rose dramatically on a global level (primary school enrolment increased by 106

percent) (Hallak, 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, 1995; World Bank, 1999; Brown, 1991; UNESCO, 2001; UNESCO, 2002; Education International, 2003). In 1999, 115.4 million children were out of school. Of these, 94 percent were in developing countries and a third in Sub-Saharan Africa (UNESCO, 2002; UNESCO, 2000). As stated by the World Bank (2002b):

> 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 (p.3)

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, the Jomtien Conference on Education For All (EFA) in Thailand in 1990, where governments around the world committed themselves to making EFA a reality by the year 2000. At the Dakar meeting in 2000, it was clear that this objective had not been achieved. Hence, delegates reaffirmed their commitment and agreed on a new target year (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, children everywhere will be able to complete a full course of primary education. This is also one of the objectives of World Bank's Millennium

Development Goals (MDG), and the Poverty Reduction Strategy Paper (PRSP) (World Bank, 2002a; UNESCO, 2003a; Aoki et al, 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).

Education in Kenya

In spite of the government spending close to 40 percent of overall annual government recurrent budget on education (Elimu Yetu Coalition, 2003), Kenya faces great challenges in education. The major ones are: ensuring access to basic education for all; achieving equity by eliminating all disparities with reference to the education of girls and women; catering for children with special education needs; and children in disadvantaged regions such as Arid and Semi Arid Lands (ASALs) (GoK, 1999). Primary school enrolment went up by 115 percent in 1980 due to economic growth. However, this was short lived. By 1985 the Gross Enrolment Ratio (GER) had dropped to 98.1 percent, decreasing further to 86.9 percent and 67.6 percent in 1999 and 2000 respectively (IEA, 200I). The Government of Kenya and development partners have not been able to create an enabling environment in which school-age children can have access and complete quality basic education. With the introduction of free primary education in January 2003, enrolment had increased by 1.3 million children

against an estimated 3 million that have been officially recognized as being out of school (Education International, 2003; Elimu Yetu Coalition, 2003; IEA, 2001; GoK, 1999).

Education in ASAL areas of Kenya

With the increase in enrolment rate being lower than population growth rate of 2.9 percent between 1989-1999 in the country (GoK, 2001), the ASAL regions of the country are the worst affected. The major issues affecting education sector in ASALs include: inadequate access to schools; low enrolment levels; low retention/ persistence of learners once enrolled; unsatisfactory achievement/ performance; and inequality in access to schools between boys and girls (GoK, 1999). According to the Institute of Economic Affairs statistics (2000), the national GER was 67.6 percent in 2000 (IEA, 2001). ASAL rates have continued to be far below the national average as shown in the Table 1.1 (IEA, 2002).

Table 1.1 Gross Enrolment Rate in Some ASAL Districts, 1999 (%)

District	Laikipia	Baringo	Narok	W.Pokot	Kajiado
Rate	68.6	66.5	46.3	44.9	46.0

Source: IEA, 2002.

As indicated in Table 1.1, out of 5 ASAL districts in the Rift Valley Province, Kajiado District recorded the fourth lowest enrolment rate, followed by West

Pokot District. Out of the 69 districts ranked in the IEA statistics book, Kajiado District was ranked 56, with Garissa District being the last with an enrolment rate of 9.0 percent (IEA, 2002). Kajiado District might seem to be doing better compared to other ASAL districts, but this is due to its nearness to the City of Nairobi and its high rate of immigrants to the District as stated by Ngome (2002);

> There is a problem in ascertaining the actual situation of the Maasai children in school, due to the fact that government figures too often mask the Maasai participation rates in education. In some primary schools in Kajiado District particularly in Ngong , Loitokitok Divisions and in towns like Kajiado and Namanga. The non-Maasai rate may be as high as 90 percent of the total enrolment...In 1963 the urban population of three towns Ngong, Kajiado and Magadi had a population of 6,363, the Masaai were only 510 (8%) (p.102).

From the above statement, it is true that the non-Maasai population is high in urban areas, and so the schools population in these urban areas have more non-Maasais than the locals. From the data below, increase in enrolment in the district has been negligible (GER 1999: 0.515, 2002: 0.533) as shown in Table 1.2. This means there was a growth of GER 0.018, compared to population growth rate of 4.51 percent in Kajiado District (GoK, 2002a). Despite Free Primary Education, enrolment increased by a mere 3996 pupils from 62,779 to 66,775 as shown in Table1.2 from a total population of 117,440 consequently in terms of gender balance, inequalities were also noticeable in 1999; 55.5 percent (29,431) of population enrolled were boys compared to 44.5 percent (24,154) girls (GoK, 2002a).

Table 1.2 Number of Schools and Enrolment Ratios, in Kajiado District, 1999 – 2002

Year	No of Schools	Enrolment	Population of Sch. age children	Gross Enrolment Ratio
1999	190	52,859	102,579	0.515
2002	190	62,779	117,440	0.533

Source: Ministry of Education, 2003.

This was an increase of fifteen pupils per school per year. To address enrolment and access issues as seen in Table 1.2, the Government of Kenya and other stakeholders have put in place various interventions such as: the School Feeding Programme, the Affirmative Action, Alternative Basic Education, Low Cost Boarding Schools, Textbook Grants and Free Primary Education.

The School Feeding Programme (SFP) has existed since the late 1800, when it was started in Japan. It has 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 schoolchildren in 64 countries. In 2003 the beneficiaries dropped to 15.2 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, 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 economic situation in the country, and lack of transparency in running it. In 1980, WFP

started SFP under project 2502, which was run as project 2502/Exp 1. Currently WFP only runs the programme in ASAL under project Emop 6203 (Mugiri, 1995; MoE, 2002). The Interim Evaluation Summary Report1 of Project Kenya 2502/Exp1, indicated that enrolment had increased in the schools with SFP by 50 percent in pre-primary, and 22 percent in the primary schools (Mugiri, 1995). SFP was recommended by UNESCO as a model to be followed by poor countries, as the road to EFA.

SFP minimises hunger and improves education. 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, encourages regular attendance, and enhances general performance. WFP's School Feeding Programme works towards achieving several MDG goals. The programme directly addresses the goals of reducing hunger by half, and achieving gender parity in education by 2015 (WFP, 2005).

There are two SFPs in Kajiado District: Regular SFP and Expanded SFP, the former having started in 1980 as a result of drought, at present it covers five divisions. While the latter was started in May 2000 as a result of the 1999-2000 prolonged droughts, Expanded SFP was due to an appeal by the Government of Kenya to WFP to assist schools which had been halted, in order to address drop-out cases in these schools. This runs in two divisions; Ngong and

Loitokitok under the Expanded Programme, parents are supposed to participate in the running of the programme. The objectives of SFP are: to increase enrolment, stabilize attendance, and improve the attention span of learners and also improve health and nutrition of pupils (MOE, 2002). With regard to Magadi Division being a low potential area in Kajiado District and almost entirely ASAL, the area's economic base is low. The schools within are scattered, rendering some sub-locations without any single school. Coupled with the socio-cultural situation prevailing in the division, schooling becomes a big problem and so the need for SFP to address the issue of children who have to walk for long distances and more often on empty stomachs. From 1997 to 2005, the number of schools has remained at eight, and the enrolment in these schools has dropped below capacity (SARDEP, 2002-2004).

1.2 Statement of the Problem

The introduction of SFP in Kenya in 1980 was meant to increase enrolment in the ASALs. But, in spite of implementation of the programme, enrolment in Primary Schools in Magadi Division has remained relatively low. For instance, by 2002 enrolment in Magadi Division was 2,323 (10.11%) out of a total population of 22,970 (school going and non-school going age) (GoK, 2002a; GoK, 2003). Given this large non-schooling gap, it meant that a high population of pupils were out of school. The low enrolment had far reaching consequences economically, culturally and socially, as the region lags behind the rest of the

country in terms of development. A crucial question that called for investigation was the role of SFP in enhancing access to basic education in Magadi Division.

1.3 Purpose of the Study

The purpose of the study was to find out the role of SFP in enhancing access to primary education in Magadi Division from 2000 to 2005, and to suggest possible strategies that can address, the shortcomings of the programme.

1.4 Objectives of the Study

The specific objectives of the study were:

1. To find out if the School Feeding Programme has been implemented as per the objectives of SFP in Magadi Division.
2. To find out how effective the SFP is, in enhancing access to primary education in line with free primary education in Magadi Division.
3. To suggest possible interventions and strategies, to ensure the success of SFP in enhancing access to primary education in ASALs.

1.5 Research Questions

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

1. What are the experiences of schools in implementing the SFP?

2. How effective is the SFP in enhancing access to primary education in Magadi Division, with introduction of FPE?
3. What interventions and strategies can be put in place, to ensure success of SFP in enhancing access to primary education in ASAL?

1.6 Significance of the Study

The study was conducted at a time when FPE was being implemented in an effort to enhance enrolment. Up to 1.7m of children expected to enroll had not done so. There was need to find out the effectiveness of SFP and by so doing assess the progress, success and failure of SFP, which would provide useful lessons for improving other programmes and assist in replication of SFP in other areas more so giving guidance to new programmes. It was also hoped that the research findings would form part of the relevant educational data for future research and secondary data for use.

1.7 De-limitations of the Study

The researcher only dealt with access resulting from SFP. But SFP also affects retention, dropout and even performance. Although the population of primary schools in the Magadi Division was eight, only seven primary schools were to be censured and students sampled because it was assumed that Magadi Soda primary school gets support from the Magadi Soda Company and therefore no longer get food from WFP.

1.8 Limitations of Study

The poor infrastructure and communication in Magadi Division made the researcher un able to interview a larger number of respondents as this would have meant more time in these areas and, yet moving from one place to another was a problem. Because of the communication inhibitions, parents were excluded from the study, their involvement in the SFP would have been useful to the study.

1.9 Assumptions of the Study

In the study it was assumed that:

1. Access to education is affected by socio-cultural, physical, and economic factors.
2. To achieve EFA, other interventions need to be put in place, apart from Free Primary Education and SFP.

1.10 Theoretical Framework

The theory of Human Capital was used to guide this study. As stated by Schultz (1961), it is simply not possible to have the fruits of modern agriculture and the abundance of modern industry without making large investments in human beings. If a country expects to develop and reduce poverty, then it has to invest in its people through providing education for all. Investment in human resource should not be limited to knowledge alone. When basic nutritional needs are

met, it makes investment in education longer-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 schooling is a dependent variable to SFP which is an independent variable, schooling is an investment in human capital. It is an investment with economic yields in terms of higher product per worker, holding physical capital constant. Education of one's children will spill over some benefits on their neighbours, own family and the community as a whole (Cohn, 1975), the same applies to nutrition. There is need for the government, parents and other development partner to make sure that all the children between the ages 6-13 have access to education regardless of their economic, social, cultural and physical environment.

With the rising poverty levels in Kenya, the ASAL parts of the country 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 hence the need for programmes such as SFP to enhance access of service to all. This theory is relevant to this study, as SFP is an initiative for providing access to education for all.

1.11 Conceptual Framework

The conceptual framework for this study clearly shows the relationship between independent and dependent variables. The independent variables were SFP, Free Primary Education and other interventions that enhance access to primary education. The dependent variable is schooling as it is affected by the independent variables. There are also the antecedent variables for example socio-cultural factors (traditions), physical (proximity) factors and economic (cost) factors affecting access/schooling. These factors affect the relationship between the independent variable and the dependent variable.

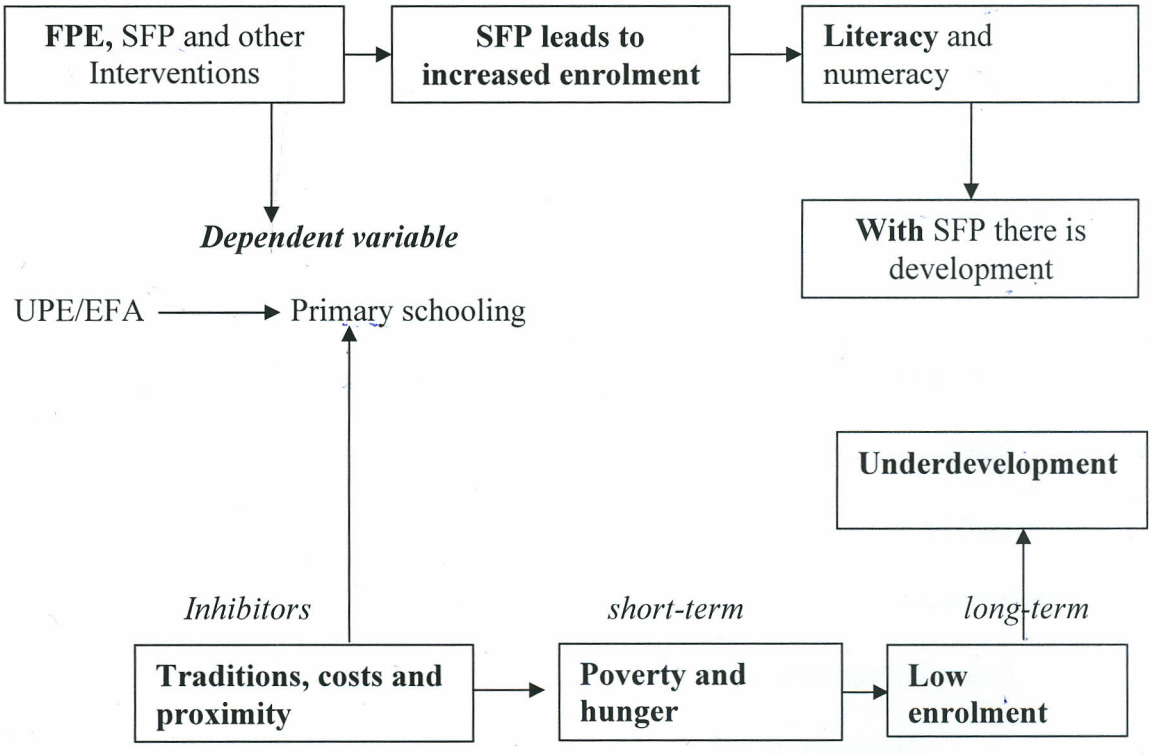
EFA is achieved through schooling (dependent variable), whether formal or non-formal. For schooling to improve, factors that inhibit schooling have to be addressed and these are traditions, cost and distance (antecedent), which have led to low enrolment culminating in illiteracy and hence underdevelopment. The independent variable (SFP, FPE and others), act as facilitators to increase enrolment, leading to increased literacy and numeracy.

Primary Schooling, Inhibitors and Facilitators of Education and Development

Outcome

Facilitators *short-term* *long-term*

Independent variables



Source: Researcher

Once inhibitors of schooling are dealt with, more pupils will enroll, and the more the enrolment the closer we get to the goal of EFA, EFA brings development which will be beneficial to all.

1.12 Definition of Significant Terms

Access- Refers to open-ended nature of education assumes availability of opportunities at all levels of education for all. Those who are eligible and meet the desired criteria, include 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.

Non-formal education- Refers to attempts to provide education in non-conventional ways, with flexibility in scheduling and demands made by the learner to meet their special needs.

Elementary school age- Refers to ages 6-11, for those eligible to enter pre -primary and primary schools. This varies from country to country

Moranism - Refers to a developmental stage in the growth of a Maasai Male. This is between childhood and adulthood (when circumcision takes place, and when he gets out of seclusion after several years).

Basic education- Encompasses both primary and lower secondary education.

Opportunity cost- Refers to the indirect cost of education, including time taken to be in school whilst foregoing gainful employment. By being in school one loses income resulting in a cost to him/her.

Returns to education- Refers to the accruing benefits an individual (private), or the society (social) derives from investing in education.

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 was 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 Affecting Access to Primary Education: Overview

Factors influencing access to education have been divided into three sections: socio-cultural factors, economic factors and physical factors (Carron and Chau, 1981). This study used this classification as it addresses factors affecting access to primary education in ASALs.

2.2.1 Social-Cultural Factors Affecting Access to Primary Education

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 or take them out of

school for reasons totally unrelated to questions of physical accessibility or 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). Parent's 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 girl enrolment in school (World Bank, 1999). There is a high adult illiteracy rate and ignorance. Majority of the pastoral communities 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 Maasai, modern education is a threat to their long cherished culture (UNESCO, 1997). Majority of the population in Kajiado District are pastoralists and practice nomadisim in order to balance the water and grazing requirements for their livestock. Attachment to cultural practices like early marriages, female genital mutilation and moranism leads to high drop-out rate (SARDEP, 2002-2003). It is the duty of the young uninitiated boys to herd their families' cattle, once circumcised, junior warriors either live in warrior villages or roam the country with their age mates making it almost impossible for them

to attend school (Holland, 1996). As one pastoralist stated, herdsmanship and nomadism are among their traditions, a part of their identity which they are not willing to sacrifice for anything (Pastoral Development Network, 1989). Pastoralists prefer their children herding to sending them to school and leave herds unattended.

Due to the socio-cultural factors affecting access to formal education, Strengthening Primary Education (SPRED) done by GoK/ MoE (1993), it was recommended that mobile schools and affirmative action be initiated. The latter to demystify the negative beliefs about formal education, and the former to respond to the nomadic communities lifestyle. To stimulate demand for education, Aoki et al (2003) recommended; non-formal education programmes, health and nutrition programmes, making school calendar compatible with community activities, and involving parents in school councils and decision-making. In order to meet health and nutrition needs in ASALs in Kenya, there was the creation of SFP, which was started in 1966 and has since been going on.

2.2.2 Physical Factors Affecting Access to Primary Education

Proximity, topography and communication are the physical factors that affect access to formal education. Time taken to travel between home and school is usually long, bearing in mind the available means of transport. The problem

therefore, consists of identifying the potential areas of existing schools in order to assess the population that lies outside these areas who can not access any education service for reasons of physical accessibility. In primary education, proximity to school and home is the rule (Carron and Chau, 1981). Children in ASALs have to travel long distances to schools because schools are scattered (Nankurai, 1995). This is quite evident in Kajiado District. Nankurai recommended the building of more boarding schools to reduce the distance walked by pupils. Due to the long distance, pupils have to travel to and from school on empty stomachs. SPRED report recommended the establishment of School Feeding Programme as a way of enhancing access to formal education. SFP assures pupils of food to replenish the energy spent while walking the distance from home to school and back.

2.2.3 Economic Factors Affecting Access to Primary Education

Economic factors involve the cost of education [schooling], it encompasses direct costs such as uniforms, books, transport and miscellaneous fees, and indirect costs in terms of foregone earnings and labour lost at home (Carron and Chau, 1981). Affluent households tend to demand more schooling for their children than the less affluent households. Income has a significant impact on schooling decisions (World Bank, 1999). There are 60 percent of Kenyans living below poverty line (Constitution of Kenya Review Commission, 2002) and recurrent droughts and absence of water in the ASAL compounds the

magnitude of poverty in the region, worsening the situation further. Poverty makes it impossible for families in this region to either meet the indirect costs of education even when schooling is completely free of charge. Taking a child to school when his/ her labour means a lot to the family is not appealing, to parents. Poverty and illiteracy prevents them from providing their children with a background conducive to schooling (UNESCO, 1997).

Livestock keeping is the basic economic activity of pastoralist groups. The distribution of animals is skewed and only favours a few individuals. Two - seven percent of Massai people in Kajiado own 100- 600 herds of cattle, 70 percent own between 0-10, and 25 percent own about 10-100. This clearly shows that the majority of the Maasai are struggling to survive. Poverty has been on the increase in the district and this has been due to: drought, famine, floods, cattle disease epidemics, HIV and AIDS and Wildlife menace (SARDEP, 2002-2003).

Indirect cost (opportunity cost) of children's time is a significant determinant of enrolment. When opportunity costs are high in relation to the household income and expected future earning, then households may forego schooling. Even the occupation of the household, child wages, the distance of the household to drinking water, source of wood fuel and the number of adults in the household (who can substitute for child labour) will determine a child's access to

schooling (World Bank, 1999). Direct costs matter more for the poor than the rich as the poor usually have more children and nominal fees add up, exerting more pressure on the limited household budgets (World Bank, 1999). Some parents prefer to send their children to work or look after their siblings while parents work so as to supplement the family income. The high level of poverty makes it hard for parents to send their children to school, despite free primary education to them, education is not a priority, to make ends meet is their priority. A proposal done by Hillman for UNICEF (Hillman, 1991); recommended supply of textbooks, provision of lunch and the informal school system to meet the direct and indirect costs of education (Hillman, 1991). 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. It is therefore necessary that the researcher looks at the importance and progress of primary education both internationally and locally since SFP is a variable affecting UPE.

2.3 Universal Primary Education (UPE)

2.3.1 Importance of Primary Education

Research evidence shows that minimum educational attainment amongst the majority of a country's population is a prerequisite for modern development. This is available at the primary level and yields higher social and private returns. Thus primary schooling improves economic productivity in formal and

non-formal sectors both in rural and urban settings. It has many non-market benefits for example, reduction in fertility, infant mortality, improvement of family health and nutrition and increased awareness and participation in civic affairs. It nurtures literacy, numeracy, scientific skills including reasoning and problem solving, social skills, values and appropriate attitudes. Primary education serves as the basis for further formal education and life-long learning (GoK, 1999; World Bank, 1990). For governments, primary education opens doors to economic and social prosperity spurred by a dynamic workforce, and well-informed citizenry, able to compete and co-operate in the global arena. It fosters equity and social cohesion, the key to attainment of MDGs (World Bank, 2002a). Considering that primary education is important to individuals and governments, it is therefore, necessary for education to be provided to all who demand it, whether they are aware of the benefits of education or not. Interventions such as SFP and FPE are necessary. There was need to look at Universal Primary Education internationally and locally so that, the researcher could be able to assess how SFP encourages enrolment in an endeavor to meet the goal of UPE.

2.3.2 Overview of Universal Primary Education

From the early 19th to 20th centuries, compulsory schooling was gradually introduced in Europe and North America. When the process of de-colonization began after the Second World War, countries throughout the world started to

move towards achieving education for all (Education International, 2003). In Eastern Europe and Central Asia, nine to ten years of schooling is the norm. In East Asia, Latin America and in the Caribbean, primary education is almost universal. Countries in South Asia, Middle East and North Africa are also making steady progress towards this end although those in South Asia still have a considerable distance to go. Sub-Saharan Africa is not doing well (World Bank, 1995). In 1961 at Addis Ababa, UNESCO set 1980 as the year when African states should attain Universal Primary Education. Free and compulsory primary education is one of the six Dakar goals, one of the Millennium Development Goals and also one of the strategies for reducing poverty as stated in poverty reduction strategy paper (UNESCO, 2003a; World Bank, 2002a: Aoki et al, 2003). In Africa, the net enrolment ratio in primary education was low at 60 percent in 1998 while the Sub-Saharan Africa had the lowest net enrolment ratio, 40 percent of all those out of school (42 million). UPE in developing countries is still a challenge (Education International, 2003).

2.3.3 Universal Primary Education in Kenya

One of the major priorities the Government of Kenya had after independence in 1963 was to fight ignorance and promote economic growth. The Sessional paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya set a policy and pace for fighting illiteracy, ignorance and poverty (GoK, 1965). Since then, the education sector has had more than 10 reviews through

state funded special commissions, and working parties. The major reviews include: 1964 Ominde commission of 1976, the Gachathi report of 1981; the Presidential Working Party on establishment of the Second Public University, the 1988 Presidential Working Party on Education and Manpower Training for the next decade and beyond, the 1998 Master Plan on Education and Training and the 1999 Totally Integrated Quality Education and Training (TIQET). These reviews indicate the extent to which the government and development partners have gone in search of a policy framework and strategies to make education serve the nation and meet the country's development needs. They also depict the government's commitment to internationally established frameworks and perspectives for development of education (Abagi, 1997). Kenya is a signatory to the UN Human Rights Charter, which states that education is a basic human right (UNESCO, 1997; Abagi and Olweya, 1999; World Conference on EFA, 1990). However, there has been slow progress towards achieving the objective of EFA. One of the strategies being used is universal access to, and completion of primary education as declared at Jomtien (World Conference on EFA, 1990).

The rapid growth of both primary and secondary education in Kenya was due to the introduction of the Harambee philosophy by the late President Mzee Jomo Kenyatta through the spirit of pooling together of resources. Many schools were established, and others expanded by communities with support from the

government. The abolition of school fees in primary schools in 1974 and the introduction of the school milk programme in 1979, coupled with stable economic growth at the time (in the 1970's), led to a significant increase in access to primary schooling and improved retention rates. Primary schools enrolment went up by 115 percent in 1980 however, this was short-lived since by 1985, the Gross Enrolment Ratio (GER) had dropped to 98.1 percent, in 1999 to 86.9 percent and to 67.6 percent in 2000 (IEA, 200I). Since then enrolment has been on the decline and was made worse by cost-sharing and the increasing poverty levels resulting from slow economic growth (IEA, 2001; GoK, 2OO2b).

KANU manifestos issued between 1963 and 1979 committed the country to the attainment of the goal of a seven-year free universal primary education, which was put in place in 1971 as mentioned earlier. The Kenya Education Commission Report of 1964/65 also supported the objective of providing every child with a minimum of seven-years of Free Primary Education. The report targeted free UPE to start working in 1965 and to be completed in 1971 if facilitators and finances permitted. These sentiments were emphasized in all the five-year development plans between 1966 and 1983. They all noted that the achievement of Universal Primary Education would remain a high priority in order to ensure equal opportunity for all. In 1971, the first steps towards FPE were made when the late President Mzee Jomo Kenyatta, waived fees for the

economically disadvantaged districts of the country. In December 1973, free education was declared for the first four years of primary education throughout the country. This raised enrolment from 1.8 million to 2.8 million in 1974. The Gachathi report of 1976 recommended the extension of the removal of fees during the full seven years of primary education by 1980. The recommendation was effected in 1978 to start in 1980. In 1983, enrolment had risen to 4.3 million. Kenya did commit itself to the Dakar Framework for Action of April 2000, which reaffirmed the vision of the world declaration on education, made in Jomtien Thailand in 1990 that all children have the fundamental right to basic education, which must be free and relevant. Article 28 and 29 of the Convention on the Rights of the Child of 1989 reaffirms the global declaration that education is a human right, which must be made accessible to all children. The African charter on the rights and welfare of the child of 1990 also echoes the same. Kenya is a signatory to all these global commitments. With the commitments it is necessary, that Kenya works towards achieving education for all. Previously, the concept of free primary education faced many challenges that forced the government to adopt cost sharing. Over the last few years, Free Primary Education has existed only on paper. As the government stressed that primary education was free, schools continued to charge levies from parents, which made it hard for them to send children to school. The ministry lacked guidelines to run schools, and head-teachers had to raise money to run their schools.

Free Primary Education for all Kenyan children was one of the National Rainbow Coalition's (NARC) campaign pledges in the 2002 general election. It also marked the beginning of the implementation of the Children's Act (2002), which provides for free and compulsory primary education, and makes both the government and parents culpable for not providing it (UNESCO, 2003). When NARC won elections in 2002, it set about meeting its pledge made to the people. In January 2003 primary education was declared free to all. There was a massive increase in enrolment moving from 6.2 million to 7.4 million, and it is estimated that 3.3 million children within age 6-14 were still out of school (UNESCO, 2003). Eliminating fee is not enough, more needs to be done to retain poor children and orphans in school. The introduction of FPE was to meet the cost aspect of schooling, it was to make poor parents to send their children to school, but as already mentioned, it is not only due to economic reasons that pupils do not enroll, there are socio-cultural and physical reasons that inhibit schooling in ASALs. In this respect, the need for SFP to act as an incentive to schooling and also to provide meals for those who travel far distances on empty stomachs and cannot go home for lunch.

2.4 School Feeding Programme

2.4.1 The School Feeding Programme and Enrolment: Global perspective

The SFP can be traced back to the mid-nineteenth century when the Paris guards in France established a fund for providing needy children with school

lunches. Most of the early feeding activities were privately financed for example in Japan in 1889; a Buddhist priest initiated it with food as alms, later, a nationally funded project was started (Kimani, 1985). In the Netherlands in 1900, the local government was authorized to make meals available to schools for youngsters who were unable to attend school regularly due to lack of food (Kimani, 1985). In the US SFP was started in 1946 under the National School Lunch Act (Kanno, 1973). In India, SFP was started for the sole purpose of fighting illiteracy. International organizations such as UNICEF, WFP and FAO have been involved in the SFPs, showing that SFP is a major concern worldwide (Kimani, 1985). In Lesotho SFP was started in 1961 by Save the Children's Fund and World Food Programme. In the 1990's in Ethiopian regions of Amhara and Tigray, the government started to distribute food to pupils with the help from WFP. This increased enrolments by 50 percent between 1994 and 1995. SFP in Burkina Faso resulted in increased enrolments and less absenteeism and dropouts. When SFP was interrupted in the Dominican Republic, a fifth of the pupils dropped out of school (UNESCO, 1998). It has been pointed out that in many developing countries, SFPs have led to an increase in the number of those enrolled in school (Ngome, 2002). With 60 million of those out of school being girls, as early as 1980, WFP realized that SFP alone cannot attract poor girls to school. They found that distributing food to families in exchange for the schooling of their daughters, worked in many settings, and hence the food ration for girls (Global School Feeding

Report, 2002). In 2000, WFP fed 12.3 million school children and in 2001, it fed over 15 million school children with 2.5 million receiving take home rations. In keeping with WFP's effort to encourage families to send their daughters to school, more than 7.5 million beneficiaries in 2001 were girls; 1.4 million of them received aid in the form of take home rations (Global School Feeding Report, 2002). In 2002 WFP reached 15.6 million schoolchildren in 64 countries. In 2003 beneficiaries dropped to 15.2 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). Twenty-two countries have graduated from WFP assistance and now manage their own SFP (WFP, 2003).

2.4.2 School Feeding Programme in Kenya

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). At the beginning, the National Feeding Council was supported by the Ministries of Education, Health, Culture and Social Services, NGO's, NCCK, Catholic Secretariat and the Maendeleo ya Wanawake. From the time the programme was started, there was significant increase in terms of number of schools and number of children on the programme. The National Development Plan for 1974-78 noted that SFP be

recognized as an efficient network to distribute food to the pre-school and school age children (Kimani, 1985). Introduction of the school milk programme in 1979 increased enrolment. This programme was short-lived due to the economic situation in the country and lack of transparency in getting the milk to the pupils. In response to food insecurity in the ASAL districts, the government of Kenya and the WFP launched a five-year SFP plan in 1980 under project 2502 which was continued as project 2502/Exp1 for a further three-years in 1988. The objectives of the project were to increase enrolment and attendance rates for pre-primary and primary school children. The Interim Evaluation Summary Report 1 of Project Kenya 2502/Exp1, indicated that enrolment had increased in the schools with SFP by 50 percent, in pre-primary and 22 percent in the primary schools (Mugiri, 1995). The SFP was recommended by UNESCO as a model to be followed by poor countries as the road to the goal of EFA. The SFP can make it possible for girls to attend school because education helps girls take control of their lives (Global School Feeding Report, 2002). Experience shows that properly designed and effectively implemented SFP can motivate parents to enroll their children in school and have them attend regularly. Currently, SFP target primary schools in ASAL regions (GoK, 2002b). Ngome (2002) suggests as an area for further research how NGOs in Kajiado District could assist the SFP by transporting food items to schools.

There are two SFPs in Kajiado District: Regular SFP and Expanded SFP, the former having started in 1980 as a result of drought. It presently covers five

divisions, the latter was started in May 2000 as a result of the 1999-2000 prolonged drought. Expanded SFP was due to an appeal by the Government of Kenya to WFP to assist schools which had been halted, and to address drop-out cases. It runs in two divisions. The objectives of SFP are: to increase enrolment, to increase retention rate in schools, to improve exam performance, to improve health and nutrition of pupils and to increase the level of participation and concentration in schools (MoE, 2002). Thus, the researcher's question was, what is the role of SFP in enhancing access to primary education in Magadi division? Since increase in enrolment has not been progressive even with SFP in place.

2.5 Summary of Reviewed Literature

From the reviewed literature, the researcher had highlighted what had been done in other countries and then the Kenyan situation on the SFP. Although Mugiri (1995) carried out a project on the SFP, it never delivered on any specifics, for example, a sample register from Kajiado District could not be an accurate representation of the whole of Kajiado District. He covered too many programmes namely, the SFP, alternative basic education and low cost boarding schools as well as too large a geographical area namely; Kajiado and Samburu Districts. A single project was not enough to cover issues of SFP, low cost boarding schools and alternative basic education exhaustively, and therefore, this particular study was not adequate enough to deal with the SFP

issues on the ground. This study only aimed at discussing issues of SFP in rural ASAL, in relation to enrolment of pupils. A study by Kimani (1985) was on nutrition in relation to performance, and nothing on enrolment yet SFP affects nutrition, attendance, performance, and retention, in effect, this study intended to cover attendance (access) and could not be possible to cover nutrition, performance and retention as the study could be too broad to cover the mentioned areas effectively. Nineteen years down the line since Kimani's study, there was need to have current information. Lastly, Ngome (2002) conducted a research on SFP before Free Primary Education in Loitokitok and Central divisions of Kajiado District which by then had SFP halted and thereafter returned as expanded SFP. The researcher wanted to find out the role of SFP on enrolment in line with Free Primary Education. Ngome did not cover any low potential area and so this study was to fill this gap. Ngome used a comparative research design while this study employed a survey type of research. On research tools, the study used both questionnaire and Focus Group Discussion, while Ngome used interview schedule only. There is need for frequent checks to keep track on the progress of programmes, and to make sure that programmes achieve the stated objectives.

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 judgment from head teachers, pupils and education officers, on how they viewed the role of SFP on enhancing access to primary education. The study was to analyse their 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 necessary for decision-making. Descriptive survey design is an efficient method of collecting descriptive data regarding characteristics of the population and current practices, conditions and needs. It is used to explain or explore existing status of two or more variables at a given point in time (Mugenda and Mugenda, 1999). The independent variable was SFP and the dependent variable was schooling. The researcher used the descriptive survey to find out the effect of the independent variable (SFP) on schooling and a dependent variable. Descriptive survey design is appropriate for social studies.

3.3 Study Location

Magadi Division was one of the seven divisions in Kajiado District which is an ASAL. This division was chosen as it was one of the low potential areas in the district. Since there was a study on impact of SFP on schooling in the high potential areas of Loitokitok and Central division of Kajiado District, it was also necessary to do a similar study in one of the low potential areas and so the role of SFP on schooling in Magadi Division, a low potential area. Magadi Division has an area of 2,640.3 km with little arable land around Nguruman escarpment. It is made up of four locations: Olkiramatian, Oldonyo Nyoike, Magadi and Shompole. Rainfall averages 500mm. Temperatures range from 30°c to 40°c. The division is faced with severe surface water shortage due to the fact that most of the rivers and streams in the division are seasonal. Alternative water sources are sub-surface and very salty.

Livestock rearing is the main economic activity and, the diminishing pastoral base due to sub-division of ranches and sale of land has led to increased poverty levels with no money to send children to school. The total population for 2001 was 22,970. Magadi division has the lowest population in the district. The increase was partly attributed to actual growth but most was due to immigration to Nguruman escarpment, population increase relates to the potential of the land.

3.4 Study Population

Seven public primary schools in the division constituted the study population, out of the eight. Magadi Primary School was not on SFP, because it gets assistance from Magadi Soda Company and so it was omitted from the study. The seven headteachers of seven primary schools on SFP and a total of 2560 pupils in the seven primary schools in Magadi Division constituted the study population including the area education officer (AEO) stationed in the division, the education officer in charge of SFP and the district education officer (DEO).

Table 3.1 Study Population

	No of H/teachers	No of education officers	No of pupils	Total
Male	**5**	**3**	**1629**	**1637**
Female	**2**	**0**	**931**	**933**
Total	**7**	**3**	**2560**	**2570**

3.5 Census, Sample and Sampling Procedures,

Census and sampling were carried out. Census is a complete enumeration of all items in the population, where no element of chance is left and high accuracy is obtained (Kothari, 1990). Census was done on education officers and headteachers. It is done when population is small and there is no need for a sample. Sampling was used in choosing the class seven pupils to be involved in the research. Random sampling was used as it gave an equal opportunity to

each of the pupils to be picked. In every school, class seven pupils were sampled randomly, to form FGD (focus group discussion) (a group of between eight and ten pupils). They were involved in the research as they were mature to be involved in the discussion and were not very busy, as they were not KCPE candidates.

3.6 Research Instruments

Questionnaires and FGD guide were used. The FGD was a face to face encounter that was to provide in-depth data which was not possible to elicit through a questionnaire. Since pupils were recipients of the SFP, they had to be included in the study. Interviewing them individually would have been time consuming, and so it was done in a group, thus the need for FGD (Mugenda and Mugenda, 1999). The questionnaires were used because they are economical, free from bias of the interviewer, the respondent has enough time to respond and respondents who are not easily approachable could be reached through questionnaires (Kothari, 1990). The questionnaires used were both open ended and closed. Research instruments were developed after careful consideration of the government's objectives in the provision of primary education for all and the objectives of the SFP. There were three sets of instruments, questionnaire for education officers, questionnaire for headteachers, and FGD guide for pupils.

3.6.1 Questionnaires

There were two questionnaires developed, the first consisted of 30 items presented in both structured and unstructured questions. The first instrument was for headteachers, who were expected to respond to each questionnaire independently in the spaces provided. The second questionnaire consisted of 29 items presented in both structured and unstructured questions. This was set for education officers who were expected to respond to each questionnaire independently.

The questionnaire for education officers gathered information on:

1. General information: number of schools, type, enrolment and pupil teacher ratio,
2. Factors hindering access to primary education,
3. Implementation of the SFP,
4. Challenges facing the SFP and any improvement that can be done on the programme,
5. Attitude of parents/ pupils towards the SFP,
6. Barriers to the SFP and level of participation of other development partners,
7. Delivery and change in the SFP and
8. Implementation of the SFP, since FPE was introduced.

Questionnaire for Headteachers gathered information on:

1. General information: location of school, type of school, enrolment between 2000 and 2005, and the number of teachers in the primary schools,
2. Access to primary education,
3. Changes in enrolment with the introduction of the SFP,
4. Challenges which the SFP has faced,
5. Pupils' views on the SFP,
6. Effect of the SFP and FPE on enhancing accessing primary education,
7. How the SFP can be improved and parents' views about SFP,
8. Level of participation of development partners, and delivery of supplies.

3.6.2 Focus Group Discussion Guide

This instrument consisted of 16 structured and unstructured items. The FGD consisted of about 6 to 12 pupils who were involved in the discussion collectively, the discussion was guided among the participating members with the researcher acting as a facilitator. FGD was held with class seven pupils. The FGD guide for pupils was to guide them during the discussion. The questions covered were:

1. General information: how many are enrolled in school in their families,
2. Reasons for some of their sibling not accessing primary education,
3. Parents' level of education,

4. Challenges encountered in the running of the SFP,

5. Achievements and improvement of SFP and activities of SFP in enhancing access to primary education, and

6. Attitude of parents and pupils towards SFP and FPE.

3.7 Piloting of the Research Instruments

The instruments were pre-tested in two schools, a day school, Ilmasin primary school and one boarding school, Ilbissel, to detect any weakness and if the questionnaires were clear to the respondents. Problems that 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.

3.7.1 Validity of Instruments

Validity of an instrument is defined as any instrument that measures what it is supposed to measure. The researcher used content validity, as validity of the study was to be achieved by having the instruments reviewed and evaluated for validity by other experts in the field (Black, 1993). This was done with the help of the supervisors and other professionals in the department.

3.7.2 Reliability of Instruments

Reliability is defined as the degree of consistency between two measures of the same thing (Black, 1993). It was used to test instruments to find out if they

could produce consistent results under comparable testing conditions. To test for reliability, the researcher used split-half reliability. The researcher divided the questions as per the numbers, that is, even against odd, then the questions were scored and the scores correlated as follows.

$$\text{Split half r} = \frac{n\sum xy-(\sum x)(\sum y)}{\sqrt{\{n\sum x2-(\sum x)2\}\{N\sum Y2-(\sum Y)2\}}}$$

$$= \frac{15x31-22x20}{\sqrt{\{15x30-(22)2\}\{15x34-(20)2}}$$

$$= \frac{25}{61.2}$$

$$r = 0.408$$

A split half coefficient of 0.41 was obtained. To get the coefficient of the total test, the Spearman brown prophecy formulae was used

$$\text{(total test) } r = \frac{2\ (\text{split half})}{1 + (\text{split half})}$$

$$= \frac{2 \times 0.41}{1 + 0.41}$$

$$\mathbf{r} = 0.58$$

A coefficient of 0.60 implies that items correlate among themselves and so there was consistency among items in measuring what they were to measure.

3.8 Data Collection Procedures

Before data collection, the researcher obtained authorization from the Ministry of Education. The researcher toured the division to know where the schools were located and to establish rapport with the sample population. The researcher administered the questionnaires and FDG guide personally. Research was done between 25th May 2004 and 30th June, 2005. Data was collected through questionnaires and FGD. The researcher started from top to bottom, that is, delivered the questionnaire to education officers at district education offices, and gave them some days to respond to the questionnaires then the instruments were collected at a later date. The researcher then proceeded to the division education office in Magadi Division. Where she visited the education officer in his office, and gave out the questionnaire to the officer to respond to, and he was given some days to respond to the questionnaire then the questionnaire was collected later. The researcher then visited schools, gave headteachers questionnaires to respond to as she held FGD with the pupils using FGD guide. The headteachers were given some hours to respond to the questions. The FGD took at least an hour with the pupils. The researcher introduced herself, then the pupils did the same to create rapport before starting the discussion. The researcher did the questioning and the recording (this was done in each school). The researcher had decided on this order because it was the education officers who gave the directions to the schools. The headteachers

provided the list of pupils in class seven for sampling of the pupils for the FGD discussion.

3.9 Method of Data Analysis

After data had been collected, the researcher sorted out the questionnaires and the responses from FGD to remove any incomplete instruments, they were then coded in a data code book before analysis. Analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups (Kothari, 1990). The research design used was descriptive survey the appropriate method of analyzing data form this design is by use of descriptive statistics (Gay, 1992). Descriptive statistics enabled the researcher to work out manually the distribution of scores by use of frequency distribution, calculating the percentage and tabulating the data. In analysing qualitative data, the data was converted to a write-up using pre-determined coding categories, which were related to the research questions. Information was collected about the role of SFP on enhancing access to primary education in Magadi Division, the researcher tried to establish patterns, trends and relationships from the information gathered. This data was analysed in a systematic way, as per the variables in the study in order to come to some useful conclusions and recommendations. The results were summarized as per the objectives of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA AND FINDINGS

4.1 Introduction

This section undertakes an analysis of data as presented from questionnaires and focus group discussion guide. The analysed data was based on the research questions. The purpose of the study was to find out the role of SFP in enhancing access to primary education in Magadi Division from 2000 to 2005, and to suggest possible interventions and strategies that can address the shortcomings of the SFP.

Headteacher's questionnaire, education officer's questionnaire and FGD guide for pupils were used to collect data. Descriptive statistics mainly frequency distributions, means, tables and percentages were used to analyse quantitative data. Qualitative data was analysed as per the variables in the study. The following research questions formed the basis of analysis:

1. What are the experiences of schools in implementing the SFP?
2. How effective is the SFP in enhancing access to primary education in Magadi Division with introduction of FPE?
3. What interventions and strategies can ensure success in enhancing access to primary education in ASAL?

4.1.1 Description of Schools and Respondents

4.1.1.1 Schools and their Enrolment Trend.

A total of seven schools were involved in the study. In all the schools the pupil population was 2,560 of which 931 (36.4%) were girls. The standard seven pupils were 129 in all the seven schools, of which 45 (34.9%) were girls and 84 (65.1%) were boys. Of these 66 (51.16%) participated in the study, 54 (82 %) were boys and 12 (18.2%) were girls.

Table 4.1 Enrolment, Capacity, Percentage of std 7 to Enrolment in Magadi Division in 2005.

School	2000	2001	2002	2003	2004	2005	Cap.	Std 7: pop (2005)
Shompole	92	106	142	252	289	356	450	4.7
Oloika	N/a	N/a	N/a	259	318	335	450	6.0
Entasopia	335	343	337	349	396	417	450	8.15
Olkiramatian	156	179	205	289	398	439	450	10.3
Eroret	85	85	106	140	165	195	450	12.8
Oldonyonyoika	90	92	117	191	217	236	450	5.9
Ilparakuo	303	367	432	488	551	582	600	6.5
TOTAL	1061	1172	1339	1968	2334	2560	3300	n/a
DIF. BTN YR	n/a	11	167	370	366	226	n/a	

n/a = data not available

Cap = Capacity, Pop = Population

All the schools were situated near shopping centers, and these shopping centers were not wholly for Maasai people who are the inhabitants of this area. People from outside the district have come to do business and automatically their children get enrolled in these schools. At Shompole, there were the Luo people who have settled and do fishing at Lake Natron, which is a walking distance from shompole market. Entasopia had quite a number of Kikuyus, Luyias and Kambas who do horticulture for export; this is done with the help of water from Nguruman escarpment that flows throughout the year. For Olkiramatian, the headteacher mentioned that they had to enroll pupils from outside the area, this is because when the school was left wholly to the local people enrolment was so low and it was believed that with outsiders the locals were encouraged to enroll their children. Ilparakuo had quite a number of pupils from Magadi Soda Company since it is just a walking distance from the school. Out of the 27 class seven pupils at Ilparakuo primary school, five pupils had non-Maasai names and it was known that some people from outside the district use Maasai names in order to be sponsored for secondary education. The population at Ilparakuo was therefore not that the local had really enrolled but because of influence from those coming from Magadi Soda Company and outside the division.

4.1.1.2 Education Officers

There were three education officers involved in the research. The area education officer in Magadi Division, he was in-charge of all the education

activities in the division. The education officer in-charge of SFP stationed at the district offices was in control of all the SFP activities in the district, and the district education officer who was in-charge of all education issues in the district, all were male.

4.1.1.3 Headteachers and Teachers in Magadi Division

There were seven headteachers from the seven primary schools in the division. Out of the seven head teachers two were female. Most schools had on average, eight teachers. If all the teachers were in school, they would be in class throughout the day with no single free lesson for preparation or rest. If a teacher was on leave or away on other matters some classes went without a teacher. Schools that had seven teachers, it meant that at all times there was always a class without a teacher, as shown in Table 4.2.

From Table 4.2 some schools had a pupil/teacher ratio that was above the required ratio like Olkiramatian and Ilparakuo, the latter had ten teachers in total while the former seven teachers. This higher pupil/teacher ratio could be attributed to physical conditions of the region.

Table 4.2 Type of School, Number, Sex, Qualification and Pupil/Teacher ratio

School	Type of school	Number		Teacher grade					
		M	F	S.I	P.I	P.2	P.3	U.T	P/T ratio
Entasopia	Mixed day	3	7	0	6	3	1	0	1:40
Shompole	Mixed day	7	1	0	6	1	1	0	1:36
Olkiramatian	Mixed boarding	3	4	0	n/a	n/a	n/a	n/a	1:57
Oldonyonyoike	Mixed day	4	3	1	3	3	0	0	1:31
Oloika	Mixed day	5	1	0	4	2	0	1	1:53
Eroret	Mixed day	6	2	1	6	1	0	0	1:21
Ilparakuo	Mixed day	6	4	0	7	3	0	0	1:55

n/a = data not available

The area is unfavourable for teachers to stay and teach, Oloika and Shompole primary schools were only accessible on Wednesdays (market days) and for the rest of the week they could not be accessed. A lorry was the only means of transport to these areas, and when it rains even on the market days the lorry can not go through. The low pupil- teacher ratio does not imply that they had enough teachers. The pupil population was quite low, for example Eroret Primary school had an average pupil population of 14 from class four to class eight, while Oldonyonyoike had an average of 14.8 per class.

The themes which the study addressed were;

4.2 Implementation of SFP in Magadi Division.

4.2.1 Challenges facing SFP in Magadi Division.

4.2.2 Attitude of Parents and Pupils towards SFP in Magadi Division.

4.3 Effectiveness of SFP in enhancing access to Primary Education in Magadi Division

4.3.1 The effect of the SFP in enhancing access to Primary Education in Magadi Division.

4.3.2 Enrolment when food was available and when food was not available in Magadi Division.

4.3.3 Improvement needed on the SFP in Magadi Division.

4.4 Other Interventions and Strategies that can ensure success of SFP in enhancing access to Primary Education.

4.4.1 The FPE in Magadi Division and other interventions that can enhance access to primary education in the division.

4.4.2 Strategies that can ensure success of the SFP in enhancing access to primary education.

4.2 Implementation of SFP in Magadi Division.

In response to food insecurity in ASAL districts, the government of Kenya and the WFP launched a five-year SFP plan in 1980 under project 2502. The programme was still running as Regular SFP at the time of the research (2004-2005) some divisions in the district were on Expanded SFP. There was no proper data kept in this division on enrolment since the inception of the SFP and before that period. The SFP's objective is to enhance enrolment in schools, whether supported by WFP or other development partners. The study attempted to find out the SFP's role in enhancing access to primary education in Magadi Division.

4.2.1 Implementing SFP in Magadi Division.

This section addresses the experience of schools in implementing the SFP. In Appendix A, question seven, the headteachers were asked about challenges facing SFP. Five of the seven headteachers (71%) mentioned irregular supply of food as a major challenge to the running of the SFP and even as the research was going on, no school (all the seven) had food, yet there was food at the district office in Kajiado. Other challenges mentioned were transport (33%) of food from the district offices, this was mentioned as the reason why food was available at the district office yet not available at the school. Another hindrance mentioned was lack of cooks to cook the food, a teacher and his or her pupils had to organize the cooking instead of the learning process taking place. There

were no food storage facilities for the food to be stored in once it was in the school, and this was a hindrance to implementation, some schools mentioned that food was stored in classes and so interfering with the learning process. Still on challenges, only maize was being provided as food, this was not balanced. At times expired food was delivered to the schools, and in some situations what was provided was not enough. There was lack of water in some schools to be used in cooking the food, lack of support projects to SFP and finally lack of money to buy salt and firewood. All these made it hard for the programme to run smoothly as shown in Table 4.3. Education officers (Appendix C question five) felt that;, irregular supply of food (100%) to the schools, less food being supplied, transportation of food (33%), dependency on WFP to supply the food (33%) and lack of sustainability (33%) were a major drawback to the implementation and progress of the programme as shown on Table 4.3 below.

From the data in the Table 4.3, apart from the mentioned drawbacks to the SFP, the local community was not fully involved and this affected sustainability of the programme.

Table 4.3 Challenges on Implementation of SFP in Magadi Division.

Respondent	Education Officers		H/teacher		Pupils	
Responses	Frequency	%	Frequency	%	Frequency	%
Irregular supply	3	100	5	71	1	14
Food not balanced	2	67	1	14	5	71
Transport of food	1	33	2	29	0	0
Dependency on WFP	1	33	1	14	0	0
Sustainability of SFP	1	33	0	0	0	0
Wages for cooks	0	0	2	29	1	14
Storage of food	0	0	1	14	1	14
Water for cooking	0	0	2	29	2	29
Others	0	0	2	29	2	29

The SFPs that incorporate some form of parental or community contribution, whether it be in cash or kind tend to be strong programmes, post WFP assistance (WFP, 2003). Some pupils felt their parents did not bother whether there was food in the school or not and so the researcher sought to know the attitude of the parents towards SFP.

4.2.2 Attitude of Parents and Pupils towards the SFP in Magadi Division

Pupils stated that the attitude of parents towards the SFP helped some access education. Some pupils had to walk long distances on empty stomachs since the

schools were sparsely placed, the provision of food in schools was an advantage to them. Headteachers and education officers felt that the pupils and parents had a positive attitude towards the SFP, though the education officers felt that there was over dependency on the food from WFP. For those pupils in boarding school, the availability of food from WFP in the school did not make any difference because the school still had to provide food for them when the one from WFP got finished. For the day scholars, it affected them because when food from WFP got finished, they had to go without lunch and this affected their schooling. On participation, no other body was involved apart from WFP. There was just a bit of assistance from the district education office. The education office did the tendering for those to transport the food to various schools but the bureaucracy involved in the tendering process made it even harder for schools to get the food on time. Some parents provided salt and firewood. Participation was still minimal.

4.3 Effectiveness of the SFP in enhancing access to Primary Education in Magadi Division.

This section covers objective two, the researcher examined enrolment over six years (2000-2005).

4.3.1 The Effect of SFP on enhancing access to Primary Education.

Figure 4.2, showed some improvement over the years. The Table below shows attendance of pupils in school when food was available and when food was not available. It was followed by a figure that shows an increase in population of pupils over the six years. From Table 4.8, it can be clearly noted that when food was available in the schools, enrolment increased in all the day schools but for the boarding school it was even more during the period food was not available.

Table 4.4: Effectiveness of SFP on Primary Education in Magadi Division.

Responses	Education Officers	%	Headteachers	%	Pupils	%
Improved retention	2	67	0	0	0	0
Improved enrolment	1	33	2	28	0	0
Improved attendance	1	33	5	71	3	43
Concentration	0	0	0	0	4	57
Others	0	0	0	0	1	14

Some pupils did not have food at home, so providing lunch at school really encouraged them to come to school, some even stated that with food in school some pupils become healthy. For those in the boarding school, SFP did not make a difference since food had to be provided by the school when the food from WFP got finished, they did not feel the effect of SFP on their schooling, enrolment increased when food from WFP got finished. Table 4.1 shows that all the schools had been operating below capacity, even with some outside influence. Eroret Primary School had been operating at just 30 percent, this was below capacity of what was required.

4.3.2 Enrolment of Boys and Girls in Magadi Division

It was noted from the research that the enrolment of girls in almost all schools was half that of boys, and one of the agenda's of SFP as stated in Global School Feeding Report (2002), is that SFP makes it possible for girls to attend school. It was still noted that an education helps girls to take control of their lives. The researcher felt that the education of girls had not been enhanced in this area as shown in the Table 4.5. It was evident that the number of girls was lower than that of boys by 822 (33.8%).

Table 4.5 Enrolment by Sex, in 2004

School	Girls	Boys	Total	% of girls	% of boys
Oldonyonyoike	72	145	217	**33**	**67**
Ilparakuo	201	350	551	**37**	**63**
Eroret	47	119	165	**28**	**72**
Oloika	82	236	318	**26**	**74**
Olkiramatin	149	247	398	**38**	**62**
Shompole	89	200	289	**31**	**69**
Entasopia	165	231	396	**42**	**58**
Total	**805**	**1529**	**2334**	**34**	**66**

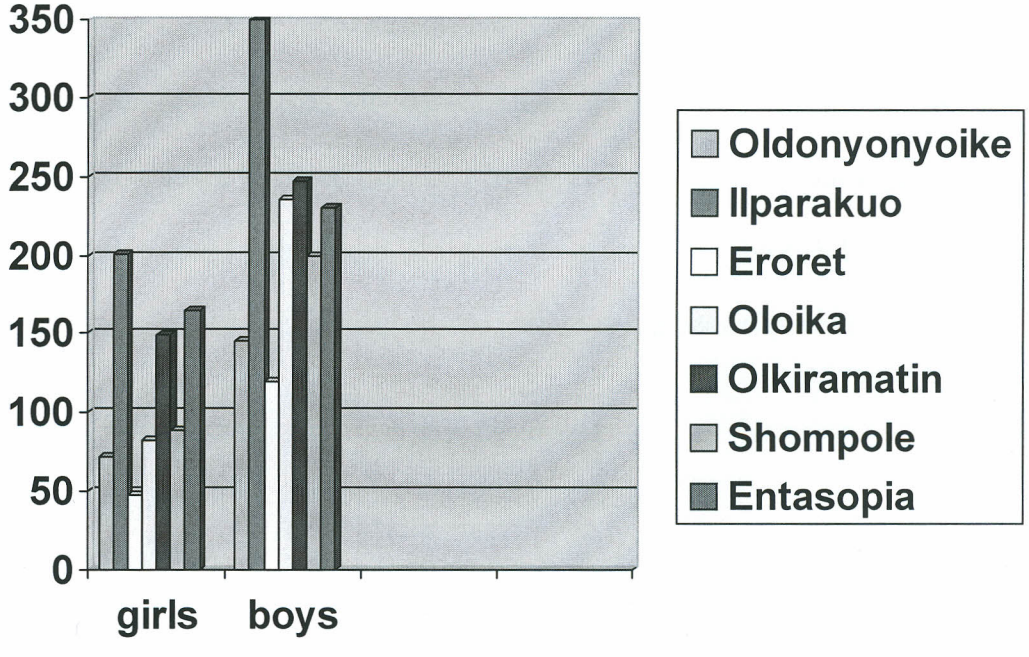


Figure 4.1 Enrolment of Girls against that of Boys

The enrolment of girls was minimal, Oloika Primary School did not have a single girl pupil in class eight in 2004, while they had two in class seven. In Shompole they had one girl in class eight and another in class seven and at the time of the research the only girl in class seven was not present. This is challenging for a country that claims that education is a human right for all and is looking forward to achieving EFA by 2015. Apart from a high proportion of girls being out of school, there was generally a high proportion of both girls and boys out of school, with Eroret area having 80 %, Shompole 50% and Entasopia having 20% of children out of school. Out of the 63 children involved in FGD 21 (33%) had siblings without an education.

The researcher sought to know reasons why children do not access primary education, pupils were asked why some of them do not access education. The researcher also asked the headteachers why pupils do not access education, and the education officers were asked why parents do not enroll their children in school. From the data, the researcher was able to get information as to why children do not enroll in school.

Table 4.6 Reasons why Pupils do not Access Education

Respondents	Education Officers		H/teacher		Pupils	
Responses	Frequency	%	Frequency	%	Frequency	%
Traditional Practices	2	67	3	50	7	100
Poverty	2	67	5	83	4	57
Ignorance	1	33	4	67	1	14
Nomadism	0	0	2	33	0	0
Distance	1	33	2	33	0	0
Child labour	1	33	1	17	6	86
Others	1	33	3	50	3	43

Parents were not able to enroll their children in school, not just because of the herding but there were other household chores that children had to attend to. The education officers felt that traditional practices (67%) and poverty (67%) were main causes of low enrolment. Headteachers felt that poverty (83%) was the main cause of low enrolment. Apart from the factors mentioned above, the study also revealed that parental level of education affected schooling.

4.3.3 Parental Level of Education in Magadi Division

The researcher discussed with pupils on their parents' level of education, as this influences children's level of education especially the mothers' level of education as shown on Table 4.7 as shown below

Table 4.7 Parent's Level of Education in Magadi D ivision

Responses from pupils	Mothers	%	Fathers	%
No schooling	44	70	34	54
Lower primary	0	0	2	3
Upper primary	11	18	8	13
Secondary	4	6	12	19
College	3	5	6	10

From Table 4.7 on parent's level of education, 44 (70%) pupils said their mothers had no schooling, 11 pupils (18%) said their mothers had upper primary education, four pupils (6%) had mothers with secondary education, while three (5%) had mothers with a college education. When it came to father's education, fathers were more schooled than mothers. 34 pupils (54%) said their fathers had no schooling, two (3%) had fathers with lower primary education, eight (13%) had fathers with upper primary education, 12 (19%) had fathers with secondary education and six (10%) had fathers with college education. The fact that the level of mothers' education influences their daughters' schooling, World Bank (1999) explains why the proportion of girls in school was low compared to that of boys.

Table 4.8: Pupils in School when food was available and not available in 2005

School	Food available	Food not available	Difference
Entasopia	417	401	**16**
Olndonyo nyoike	236	233	**3**
Oloika	335	324	**9**
Ilparakuo	582	576	**6**
Shompole	356	351	**4**
Eroret	195	194	**1**
Olkiramatian	439	460	**-21**
Total	2560	2539	**18**

An attempt was made to establish enrolment growth in Magadi Division for six years (2000- 2005), a period when SFP was in progress and introduction of FPE in 2003. The population growth of pupils in Magadi Division had been quite slow as shown in Table 4.1 despite SFP and even FPE. Eroret Primary School had an average increase of 20 (lowest) pupils every year for the six years, while Ilparakuo had an average increase of 60 (highest) in the six years.

Looking at the Figure 4.2 the seven teachers reported that there had been some change since the SFP was introduced. Others continued to state that there was normal attendance when there was food, implying that without food attendance

dropped. For the boarding school, day scholars come regularly when food was available. It was also mentioned that when food was available enrolment increased. Other pupils reported it was better to be in school where there was food than at home where getting food was a problem. For the education officers, they all felt that with the SFP there was improved retention and improved enrolment. Pupils shared the same view by stating that the SFP was good as it helped those who come from far. They waste a lot of time looking for food during lunch hour by hovering around the shopping centre but with food in the schools they were able to concentrate.

4.4 Interventions and Strategies to enhance Access to Primary Education

Objective three was covered under this Section, it was observed that other strategies needed to be put in place to enhance schooling in Magadi Division. The objective of introducing FPE was to reduce the direct cost of education. With the high poverty level, meeting the direct costs alone might not mean much because there is still the indirect costs which hinder pupils from enrolling.

4.4.1 FPE and its effect on Primary Education in Magadi Division

Responses were sought from the education officers and head teachers on the effect of FPE and enrolment. Looking at the enrolment table (Table 4.1) some primary schools like Shompole, Olkiramatian and Oldonyonyoike registered between 70 and 90 pupils in 2003 compared to of 65 between 2000, and 2002 while Entasopia and Eroret registered 35 and 12 pupils enrolling in 2003 respectively. To the latter, FPE had not made any difference while to the former it made minimal difference.

Although Figure 4.2 showed some improvement over the years in enrolment, the increase was negligible even with FPE. From the mentioned statement, it was clear that FPE had not made any major impact. The following were some of the responses from the respondents about FPE.

Table 4.9 Respondents Report on FPE and it Effect on Schooling

Respondents	Education Officers	Frequency (%)	Headteachers	Frequency (%)
No change	0	0	2	28
Food supply worse	0	0	1	14
Improved enrolment	1	33	1	14
Corruption reduced	0	0	1	14
Multishift schooling	1	33	0	0
Others	1	33	1	14

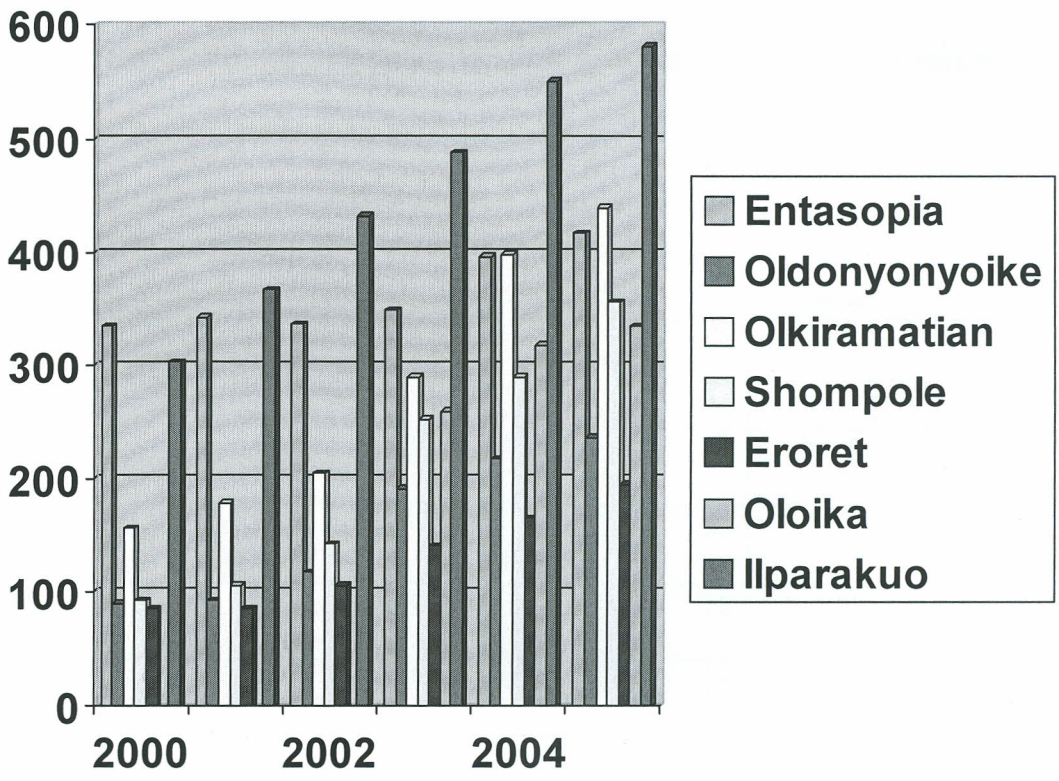


Figure 4.2 Enrolment trend between 2000 to 2005

4.4.2 Strategies that can ensure Success of the SFP and Enhance Access to Primary Education

Programmes can be improved to meet their objectives or sustained for them to be effective. From Table 4.10, five (71%) headteachers felt that regular supply of food would improve the SFP. Other headteachers felt that the programme should start income-generating activities (IGA) (28%), such as paying of cooks (28%), making the food balanced (28%), provision of storage facilities (28%), transport provided and finally delivering food as per the number of pupils (28%). Looking at the enrolment trend at Ilparakuo, Parents had not played an important part in the implementation, apart from the few schools that were trying to start income-generating activities. It was important for the parents to be part and parcel of what goes on in the schools.

Table 4.10 Improvement that needs to be done on SFP

Responses	Education Officers	Frequency (%)	H/teachers	Frequency (%)	Pupils	Frequency (%)
Delivery	1	33	5	71	1	14
Balanced diet	1	33	2	28	6	85
Sustainability	1	33	2	28	0	0
Storage	0	0	2	28	1	14
Pay for cooks	0	0	2	28	0	0
Others	1	33	2	28	3	42

On Strategies that can make the SFP better, the researcher found that a school like Ilparakuo, which had put in place a very good IGA was doing well in enrolment and this had been achieved with the help of parents. From the given information, the researcher felt that IGA initiated with the help of parents can go a long way in encouraging enrolment. When parents are involved in school activities, they become informed of the benefits of education and so demand education for their children. The researcher cannot completely say that the high population at Ilparakuo was due to the IGA. The school is a walking distance from Magadi Soda Company which caters for some of the children of the company workers but the population of the school was encouraging.

4.5 Findings

The following study findings were based on the data collected and analysed, on the role of SFP in enhancing access to primary education in Magadi Division.

It was noted that the implementation process had not been effectively carried out. With the food being at the district office and yet nothing in the schools at the time of the research, it showed lack of proper co-ordination between the education office and the various schools. The pupils claimed that food at times was delivered when expired as indicated on the packaging material, it meant that those who delivered the food were not keen on the state of what was being delivered. Still on delivering the food, there was no arrangement for proper

storage, in most cases food was stored in classrooms and so interfering with the learning process. Still further on implementation, there was no proper arrangement on who was to prepare the food and so classes were interfered with as teachers and pupils prepared the food. Parents had not played an important part in the implementation, apart from the few schools that were trying to start income-generating activities. It was important for the parents to be part and parcel of what goes on in the schools.

The implementation of SFP as mentioned above had a number of shortcomings, as stated by Meir (Chief of UNESCO/WFP Cooperative Programme)(2005), wet feeding - preparation and delivery of food on school premises improves enrolment, attendance, retention and learning but it is complicated to implement. Parents were not fully involved in the programme and so there was over dependence on WFP to provide the food.

The population was 2560 when there was food in the schools, this figure dropped by 39 pupils in the six day schools while there was an improvement of 21 pupils in enrolment in the boarding school when there was no food for the SFP. The SFP encouraged enrolment but to a small percentage as shown, most pupils also had siblings with no education and so the researcher came to the conclusion that a large number of school age children and youth were not in school especially the girl child. In almost all the schools, the population of the

girls was half that of the boys (Table 4.5). Despite the SFP something more needed to be done to encourage the girl child to enroll in school, as already mentioned in the literature

Demand for formal education is determined by many factors,

Demand for education = f(c),(i),(p),(r),(t)

F= factor

C= cost {direct and indirect costs of education}

I= income {earnings of an individual}

P= preference {personal and social preferences that affect demand}

R= benefits {expected returns to education}

T= trend {fashion}

It was noted that access to education is affected by, economic factors, social factors and physical factors. Relating this statement to the formulae above and to the findings of the study, it can be said that the findings are a true reflection of what has been done before.

In the literature reviewed, it is noteworthy that economic reasons inhibit schooling. From the study, education officers (67%) stated that poverty was a major cause of low enrolment, while headteachers (83%) felt that poverty was a major cause of low enrolment. For pupils (57%), poverty was the third cause of

lack of access to education; the pupils also felt child labour (86%) was another cause of not schooling. The SFP comes in under the direct cost of education. By providing food, pupils and parents will be relieved from the indirect cost of looking for food, the researcher noted that poverty came out as one of the main causes of lack of access to education, demand for education is affected by cost of education (direct and indirect), and income. With high poverty levels, household income was low and so parents could not meet the direct and indirect costs of education. The cost of looking for lunch, with harsh climatic conditions prevailing, providing food for the family is a big challenge, thus providing school food becomes an incentive for people who are not aware of the benefits of education. From the data mentioned the SFP had its effect on enrolment though minimal. Other factors like FPE and boarding school also played apart. This is directly related to the cost of education as the opportunity cost of sending children to school is higher than having them help at home. Relating this to the formulae mentioned above, it is evident that demand for education is affected by cost of education, and income.

Social - Cultural reason came out as another factor causing low enrolment. Pupils (100%) mentioned traditional practices, as the main cause of lack of access to education. Parents marry off their girls because they do not want their girls to get pregnant before they get married. Education officers (67%) also said traditional practices were a cause of low enrolment, even headteachers (50%)

stated traditional practices as a cause of low enrolment. Relating it to the mentioned formulae (p) and (t) fit because to the Maasai education is not fashionable.

Distance was another cause of low enrolment as the education officers (33%), and headteachers (33%) stated this as a factor covered in literature review. Ignorance was another issue that came out as a cause of lack of schooling as mentioned by education officers (33%), headteachers (67%) and pupils (14%) relating it to the formulae. It goes hand in hand with benefits that accrue from education. Because the parents were ignorant of the benefits that accrue to education and that makes them not demand education for their children.

To fully encourage enrolment in these areas (ASAL), all these factors need to be addressed one by one and solutions sought. The researcher concluded that it was the only way EFA goal could be achieved in this area. It is hoped that the findings of this study will show the enrolment disparities in the rural regions of the ASAL districts in the country. Policy makers need to address the issues raised in order for the goal of education for all by the year 2015 to be achieved.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Summary of Findings

This study was carried out in seven schools out of the eight public schools in Magadi Division of Kajiado District, This represented 85.7% of the schools in the division. Of the seven schools, six were mixed day schools and one mixed day and boarding school. There were seven headteachers two being female. This could be one of the reasons why there were few girls enrolled, as there were no role models for the girl child to emulate. There were also three education officers involved in the research, the area education officer, the education officer in-charge of the SFP and the district education officer, all were males. The Magadi Soda Primary School was omitted because it was felt that the company supports it and most of the pupils in this school were for parents working in the company and so financially able and informed of the benefits of education

The purpose of the study was to find out the role of SFP in enhancing primary education in Magadi Division. The study examined the implementation of the SFP, it effect on enrolment and interventions and strategies to make it better.

The research followed a conceptual framework which stated that for UPE to be achieved, inhibitors to schooling need to be addressed and these included: traditions, costs and distance. To address the issue of costs, facilitators like Free Primary Education and provision of food were introduced. The SFP was used to reduce the costs of looking for food for the pupils in the harsh climatic conditions, it also acted as an incentive to attract children to school so as to increase enrolment.

To realize the objectives set in the research, information was sought from censured education officers, headteachers and a sampled focus group discussion of eight to twelve pupils, per school from seven primary schools in Magadi Division, Kajiado District. The seven schools were censured since the division had only eight schools with one being supported by Magadi Soda Company. The census included three education officers and seven headteachers. The census and sampled groups included 66 pupils (54 male and 12 female) and 7 headteachers and 3 education officers totaling to 76 respondents of which 14 were females that is 18.41% while the males made up 81.11% of the total respondents. The research used open-ended and closed questionnaires and focus group discussion guide.

The data elicited from the respondents was organized and analysed through descriptive statistics such as frequency distributions, tables and percentages

along simple narrative descriptions. The research made several findings, based on the role of SFP in enhancing access to primary education in Magadi Division.

It was noted that the implementation process had not been effectively carried out. Food meant for schools was being kept at the district office while nothing was at the schools at the time of the research. Pupils complained that food at times was delivered when expired as indicated on the packaging material, there was no arrangement for proper storage. Still further on implementation, there was no proper arrangement on who was to prepare the food and so classes were interfered with as teachers and pupils did the tasks.

The population was 2560 when there was food in the schools, this figure dropped by 39 pupils in the six day schools while there was an improvement of 21 pupils in enrolment in the boarding school when there was no food form WFP. SFP had encouraged enrolment but to a small percentage as shown, most pupils also had siblings with no education and so the researcher came to the conclusion that a large number of school age children and youth were not in school especially the girl child where in almost all the schools, the population of girls was half that of boys.

Parents had not played an important part in the implementation, apart from the few schools that were trying to start income-generating activities. It was important for the parents to be part and parcel of what goes on in the schools. On strategies that can make the programme better, from the mentioned information, the researcher felt that IGA initiated with the help of parents can go a long way in encouraging enrolment. When parents are involved in school activities, they become informed of the benefits of education and so demand education for their children.

5.2 Conclusions

From the study findings, the following conclusions were made.

Factors affecting education

Accessing education in Magadi Division was affected by traditional practices (herding done by both boys and girls, early marriage for girls and moranism), poverty, child labour and ignorance. Others affecting schooling, especially for girls was parental level of education and distance from home to school. If each of these factors were addressed, schooling could be enhanced in the ASAL regions in general. It was also noted that only 34% of girls accessed education and so there is need to raise this percentage to at least a 50, 50 basis for both boys and girls in order to achieve the EFA goal.

Experiences of schools implementing SFP

The implementation of SFP in Magadi division had many shortcomings such as transportation of food to schools in the division which was a major problem, and at the time of the research there was food at the district education office which could be availed in the schools. Once food was delivered there were no storage facilities such that food had to be stored in classrooms and so interfering with the learning process. The cooking of the food was also a problem, there were no cooks and so the teacher had to organise the cooking with the pupils and learning was interfered with again. Only maize was provided which was not balanced, there was no salt and in some schools no water. From the above it can be concluded that implementation was not very well done. Wet feeding is complicated to implement as it requires basic feeding infrastructure like a kitchen, a store, eating area, water, fuel, condiments and cooking utensils. Most if not all of these things were not in place and so interfering with the implementation process.

How effective SFP was in enhancing access to Primary Education

The School Feeding Programme affected enrolment, this was noted when enrolment was taken when food was available and when food was not available. There was an increase in enrolment in all the six day-schools though minimal. For the boarding school enrolment increased even when there was no food. It is also important to note here that accessing education is affected by many factors

and providing meals is just one way of meeting these many factors as mentioned in the summary of findings.

Strategies to Enhance Access to Primary Education, in Magadi Division.

Introduction of income generating activities is a strategy that can greatly enhance access to education. Since parents are required to be part and parcel of the activities, their involvement in school income generating activities will enlighten them on the importance of education. An active community and parental involvement in SFP, results in more actively involved parents, with greater interests in education related activities. This will enable them to demand education for their children.

5.3 Recommendations

From the conclusions made, the researcher wishes to make the following recommendations and suggestions for further research, some of which were given by respondents.

The SFP acts as an incentive to schooling and so it is important that its implementation is well carried so that the objectives of SFP (enhancing access to education) are achieved in Magadi Division of Kajiado District.

The schools need to liaise with the education officers so that food is supplied consistently throughout the school term, and not having food at the district office and yet not available at the school. The food supplied should be balanced and not always maize.

The community should be part and parcel of the activities going on in the school and support school projects, SFP included so that there is sustainability of programmes resulting from goodwill of parents.

Since enrolment of the girl child in this region was appalling, it is hoped that for enrolment in Magadi Division to improve the education of the girl child needs to be addressed urgently, provision of food ration from WFP should be introduced to facilitate enrolment. The enrolment of girls will directly affect future enrolment of their children.

It is also hoped that future programmes are closely monitored so that they are fully implemented as required so that they run as per the specifications of the programme.

5.4 Suggestion for further research

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

1. Research should be carried out on how WFP could try out food rations for the girl child to take home as an incentive for enrolment of the girl child.

2. Research should be carried out on other strategies i.e feeder schools and other interventions that can work in ASAL along side SFP to increase enrolment with reference to the factors that affect demand for education.

3. Research should be carried out, on how parents can be encouraged to be involved in school activities, so that they can assist in making SFP sustainable with or without assistance from WFP, as this is WFP's long term objective for those on SFP.

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APPENDIX A

QUESTIONNAIRE FOR PRIMARY SCHOOL HEADTEACHERS

The purpose of this questionnaire is to collect information on School Feeding Programme and enrolment in Magadi Division. Provide your answer truthfully in the spaces provided, or tick the correct choice.

1) Name of the school.....

   Location of the school.....

   Division of the school.....

   Type of school,(please tick as appropriate/the one that applies).

   a) Boarding (i) Girls (ii) Boys (iii) Mixed,

   b) (b) Day (i) Girls (ii) Boys (iii) Mixed

2) Number of pupils enrolled currently: Male.....Female.....Total.....

   Capacity of school.....(how many pupils can the school accommodate)

   Enrolment trends for the last six years

Year	Boys	Girls
2000		
2001		
2002		
2003		
2004		
2005		

3) Number of teachers available: Male..... Female..... Total.....

Qualification of the teachers (how many): SI.., P1.., P2.., P3..., Untrained...

4) What are the possible causes of pupils not accessing education?

a) traditional practices b) poverty c)child labour d) others,(tick appropriately).

5) What proportion of children from the neighborhood have no access to education? %).....

6) Any changes in the enrolment since School Feeding Programme was implemented? .....

7) What challenges has School Feeding Programme faced?

.....

.....

8) What improvement can be made to make School Feeding Programme more effective?.....

.....

9) Attitude of parents and pupils towards the School Feeding Programme?

a) parents i) positive ii) negative b) pupils i) positive ii) negative

10) What is the level of participation of the various stakeholders who provide food items?.....

11) Are the supplies delivered on time, and what form of transport is used? a) yes b) no reason .....

12) Any change in implementation of School Feeding programme since introduction of Free Primary Education?.....

APPENDIX B

FOCUSED GROUP DISCUSSION GUIDE FOR PUPILS (FGD).

1) Personal details.....

Division.....

Location.....

Gender.....

2) How many are you in your family?

How many of you are enrolled in school, level: a) Primary..., b) Secondary...

c) How many have completed school ...

3) What would you be doing if you were not in school?

4) What are your parents' level of education? No schooling .., Std 4.., std 7/8...

Secondary education ..., College education.

5) How do you view the School Feeding Programme?

6) Has the School Feeding Programme enabled you to access education?

7) How can the School Feeding Programme be improved?

9) How do your parents feel about the School Feeding Programme ?

10) What would happen if the School Feeding Programme was withdrawn today?

APPENDIX C

QUESTIONNARE FOR DISTRICT EDUCATION OFFICER

1)Enrolment since 2000 - 2005

Year	2000	2001	2002	2003	2004	2005
No of schools						
Type						
Enrolment for boys						
Girls' enrolment						

(a) What is the Pupil – Teacher Ratio?.....

.....

3) What hinders parents from sending their children to school? a) traditional practies b) poverty c) child labour d) ignorance e) others

.....

.....

4) What are the shortcomings in the School Feeding Programme?.....

.....

5) What achievements has the School Feeding Programme made?.....

6) What should be done to make the School Feeding Programme more effective?.....

.....

7) How are the activities of the programme contributing to the enhancing of access to primary education in Kajiado District in line with free primaryeducation?.....

.....

8) What problems are the teachers and other stakeholders experiencing in the implementation of the programme; how can they be solved?.....

.....

9) What is the attitude of pupils and parents towards the SFP in line with free primary education? a) positive b) negative

.....

10) Are the supplies delivered on time? a) yes b) no

11) What is the level of participation of other stakeholders?.....

.....

.....