

**IMPACTS OF SCHOOL FEEDING PROGRAM ON ACCESS TO PRIMARY
SCHOOL EDUCATION IN CHAMWINO DISRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE MASTER DEGREE OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania dissertation entitled: *“Impact of School Feeding Program on Access to Primary School Education in Chamwino”*, in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) Open University of Tanzania.

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.....

Date

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DECLARATION

I, **Angelina Julius Sagenge**, do hereby declares that this dissertation is my own original work and that it has not been submitted for a similar degree in any other University.

DEDICATION

This study is devoted to Mrs Anna L. Sagenge (my beloved mother), to Mr. Masanja C. Kanyasu (my lovely husband) and my precious brothers and sisters.

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ABSTRACT

This study assessed the impacts of school feeding program (SFP) on access to primary school education in Chamwino District. This study adopted cross sectional design with a case study that meant to get in depth data on the impacts of SFP to the primary school education. Simple randomly sampling was used to select respondents such as pupils' parents. Where Ward Educations Officers, Ward Executive Officers, Head teachers, and Education officials were purposively selected. Documentary review, observation checklist, interview and questionnaire are the major instruments used to collect data. The collected data (qualitative and quantitative) were then tabulated, transcribed and analyzed using SPSS. The study found that, school feeding is an effective tool to make pupils increase enrollment, attendance. The study found the place with low enrollment and attendance, poverty and drought as the criteria used to select schools for SFP. Moreover, the study found that parents' participated in SFP by contributing money for graining maize, collecting firewood, constructing infrastructures and paying cooks and watchman. Several mechanisms were used to mobilize the parents such as parents meeting, village by-laws and awareness given through community development officers. The study still confirms that the school feeding program have impact on increasing access to primary school education for poor families in Chamwino District. However, still there is a need for central government to work on policy studies that would come up with cost - effective models that may enable countries like Tanzania and other developing countries to effectively implement school feeding programs without depending on donors.

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LIST OF ABBREVIATIONS

CD	Chamwino District
CSO	Civil Society Organization
FAO	Food Agriculture Organisation
FFE	Food For Education
HGSF	Home Grown School Feeding
IGAs	Income Generating Activitie
LGA	Local Government Authority
MDG	Millennium Development Goal
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini
MoEVT	Ministry of Education and Vocational Training
NGO	Non Governmental Organization
SFP	School Feeding Program
	Tanzania
THR	Take Home Ratio
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
US	United States
USAID	United States Agency for International Development
WFP	World Food Program
WHO	World Health Organization

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This study aimed to assess the impacts of School Feeding Program on access to primary school education. This chapter is presented under subsections such as background of the problem, statement of the Problem, and the general objectives. It also provides specific objectives with research questions, significance of the study and delimitation of the study.

1.2 Background to the Study

School feeding programs have recently received renewed attention as a policy instrument for achieving the Millennium Development Goals (MDG) of Universal Primary Education (UPE) and hunger reduction in developing countries. School feeding program as a social safety net has been popular in developing countries like Tanzania and in many parts of the world whose children lack of good education, face malnutrition and poor health (Walter *et al.*, 1993). In most cases development activities that target children are tools for eradicating chronic hunger and lifting developing countries out of the poverty trap. By investing in the health and nutrition of school-age children, a country can increase the human capital of its younger generations and achieve sustainable economic growth and human development (Mukanyirigira, 2010).

In rural Pakistan, Alderman *et al.* (2001) found that malnutrition decreases the probability of ever attending school, particularly for girls. An improvement in

nutrition was found to increase school initiation by 4 per cent for boys but 19 per cent for girls. Afridi (2007) examined the effects of feeding program on school enrollment and attendance in Madhya Pradesh, India. The 74 schools surveyed were at different stages in transferring from providing either no food assistance or providing raw grains to students enrolled in school, to a cooked school meal. The study indicate improvement in both gross primary school enrollment rates and net primary enrollment rates as well as a reduction of drop out rates. Using difference-in-difference estimation, girls' attendance was found to increase 10.5% in schools which implemented the SFP in grade 1.

The World Food Programme (WFP) is the food assistance branch of the United Nations and the world's largest humanitarian organization addressing hunger and promoting food security. In Tanzania under the Country Programme WFP operates the school feeding program in the regions of Dodoma, Singida, and Manyara since 2007 (WFP, 1995). WFP is providing school meals to over 220,000 school children at 330 schools in food insecure areas. This programme has proved to be a strong incentive for children to enroll, attend and concentrate in schools. The available empirical evidence shows that, school feeding increases school enrolment and attendance by reducing drop-out (World Food Program, 1995). There is also significant evidence that such interventions may go beyond traditional educational outcomes by providing a wider range of short hand long-term social and economic impacts (Castaneda, 1999).

The school feeding is a productive safety net. This is the main conclusion reached by

the World Bank Group and WFP in a joint analysis of school feeding worldwide (Ceci, 1995): The World Bank Group specifically includes school feeding as one of the programmes eligible for support from the US\$1.2 billion Global Food Crisis Response Facility established in 2008 to address the global food and financial crises. This means that among all possible food assistance interventions, school feeding represents a unique opportunity by providing multiple benefits at both the outcome/short-term and the impact/long-term levels (Glewwe *et al.*, 1994).

1.3 Statement of the Problem

Despite positive impact of school feeding programme on pupil's achievement especially in poor and hunger-stricken areas, about 50% -75% of pupils in different parts of the Tanzania go to school without breakfast (Mukanyirigira, 2010). Meyers (1989) states that, they do not get any meal during school hours due to consequences of short term hunger, poverty and drought.

The literature examining the relationships between SFPs and school attendance, enrollment, cognitive development and academic performance prior to 1986 is reviewed (Rogers *et al.*, 1995). The conclusion of the author was that SFPs seemed to make a difference in enrollment and attendance when there was a good fit between the design of the program and the operating environment. Levinger (1986) state that school feeding is tools which today will effectively enabling hundreds of millions of poor children worldwide to attend school.

Several effort have been done by the Ministry of Education to provides the policy of school feeding program that aimed to ensure food availability to the schools for

increasing enrollment and attendance, seems not been successfully. This is due to the reason for poor provision of mid - day meal in school, inadequate awareness on the importance of school child nutrition among local government authorities and community participation is crucial despite limited resources and efforts devoted to community sensitization.

However, existence of policies at micro level which did not fully support school feeding activities, poor household food security and poverty (Mukanyirigira, 2010). In order to overcome, this study focused on the criteria used to include schools on SFP, the institutions involed in supporting SFP, with parents' involvement in SFP to emphasis enrollment and attendance to sustainability of the program on access to primary education in Tanzania.

1.4 Objectives of the Study

Research objectives categorised into two categories namely; general objective and specific objectives.

1.4.1 General Objective

The general objective of the study was to assess the impacts of School Feeding Program on access to primary school education.

1.4.2 Specific Objective

The specific objectives of this study specifically intended to achieve the following objectives:-

- i. To examine criteria used to include schools on SFP in Chamwino District.
- ii. To determine the institutions involved in SFP in Chamwino District.
- iii. To assess the mechanism through which parents are involved in SFP.
- iv. To determine the relationship between SFP and the rate of enrolment and attendance in primary school education.

1.5 Research Questions

- i. What are the criteria used to include schools in SFP?
- ii. What are the institutions involved in SFP?
- iii. What is the mechanism used to involve parents in SFP?
- iv. What is the relationship between enrolment, attendance in primary school education and SFP?

1.6 Significance of the Study

This study intended to help various actors in education on how to improve the situation. The criteria used to select schools involved in SFP were; - majority faced hunger and poverty, presence of drought, and most of the schools were those with low percentage of enrolment of pupils, this information is critical for the local government authority when select schools to be included in the program.

In addition, information on the institutions involved in SFP in the study area are relevant to District council to select audacity on the major stakeholders apply SFP. Further more, the results had shown that the institution involves has different capacity, WFP supporting Food (Maize, beans and oil) and construction of water

tanks, AFRICARE who constructed water tanks, MAMADO constructed toilets and water tanks, SUNSEED constructed Stoves. Besides, WAJIBIKA, EMEDO and OXFORD constructed drill wells and toilets, in otherway MoEVT formulated school feeding Policy, these support make beneficiaries to the school especially pupils as well as the district and ministry in general.

On the other hand, knowledge on the contribute money for paying watchmen and cooks, paying money for building infrastructure, and collecting fire wood as well as contributing grains like maize, beans and sorgam. Mechanisms used to involve parents in the SFP have good contribution to the sustainability of the SFP and rise ownership to the community.

Moreover, the findings on increased rate of enrolment and attendance in the schools after establishment of SFP is useful to school District Council and gorvenment where the problem of hunger is critical.

The findings of this study can be used by policy makers to redesign policy response to the future of SFP.

1.7 Scope and Delimitation of the Study

The study conducted in Chamwino District, Dodoma region. There were about four (4) schools which selected purposively. The researcher visited educational officials, ward educational coordinators, ward executive officers, headteachers and parents, to get views on the SFP by concentrating on enrollment, attendance, retantion and completion, this shows the SFP is effective tool on improve all of this. In addition,

the study was basically concerned with school feeding program in relation on access to primary school Education.

1.8 Limitation of Study

In the process of carrying out this assignment, the researcher faced a number of challenges as follows:-

- Some respondents (Ward Executive officers) were not easily available due to their tight and busy duty schedule, thus it was take a time to get them to obtain necessary information for the study.
- Language barrier to the interviewee and interviewer especially to the pupils' parents.

1.9 Summary of the Chapter

This chapter has described the SFP in the world, and the state of SFP in Africa and Tanzania. However, it showed the existence of few studies on this programme has proved to be a strong incentive for children to enroll, attend and concentrate in schools. Therefore the next chapter presents the literature review related to this study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

According to Barley, (1999) a review of literature refers to the process of identifying, reading, evaluating, summarizing and incorporating in your study documents having materials which are related to the problem under investigation. This chapter covers four sections, these section are present conceptualization of key terms, theoretical review, empirical review as well as research gap, and conceptual framework.

2.2 Definition of Key Terms

2.2.1 School Feeding Programme

SFP is an intervention designed to ensure that schools have adequate food supply for the sake of increasing student's attendance, performance and enrollment (WFP, 1995). In this study SFP is the among of program under WFP as the one of the most donors' institutions which supports school feeding program in schools by providing meals at school.

2.2.2 Dropout Rate

Dropout rate refers to the percent of pupils who have failed to attend normal classes per years Clarke, (1989). In this study, drop out refers to the pupils whose failed to complete the intended class in the school.

2.2.3 Pupils Performance

Pupil's performance refers to the number of pupils who have passed the final or mid

examinations as per Ministry of Education (Clarke, 1989). In this study pupils' performance refers to the ability of the pupils on understanding and doing well in their examination for further study.

2.2.4 Pupils Attendance

Refers the frequency with which pupils have been present at a school regularly (Ahmed and Billah, 1994). In this study pupil attendance refers as the pupils' regular school present at school in all school days.

2.3 Theoretical Frameworks

Theoretical framework is a collection of interrelated ideas based on the theories attempting to clarify why things are the way they are based upon theories introducing new views of the research problem allowing understanding realms of the problem helping to conceptualize topic. Its entirety and also to acknowledge problem from wider perspective for objectivities (Korobo and Tromp, 2006).

According to Ahemed *et al.*, (2004) SFPs shows the potential that school feeding has to contribute to improving education. These focus on the most critical aspects of school feeding programming including targeting, cost and financing issues, ration composition and meal delivery, program implementation, and monitoring and evaluation, and on the integration of feeding with other interventions that address the nutrition and health needs of schoolchildren. Specifically, it is recommended that program managers and policy makers should build a consensus on a policy and objectives that focuses on how school feeding can effectively contribute to

improving education and to meeting the nutrition and health needs of school-age children (Ahmed and Billah, 1994).

Increase access to preschools can enhance education outcomes and equity among children of primary school-age. School feeding should be seen as part of a continuum and one of many potential interventions that support nutrition for pre-primary and primary school-aged children; for example, it does not directly target poor nutrition in pregnancy, infancy and early childhood, which are the most important years in terms of immediate and long-term effects on cognitive abilities (Jamison *et al.*, 1993). School feeding in pre-primary schools, for children aged 3 to 5 years, can be seen as preventive, and has the potential to bridge the gap between infancy and primary school age – 6 to 11 years – in countries where preschools are part of the basic education system.

Program managers and policy-makers need to agree on what ‘problems’ or ‘situations’ the school feeding program to address, who the program will serve, and which program models are feasible for implementation. SFP are highly visible and as a result often have a significant political dimension, particularly since they can represent a considerable income transfer. This reality should not inhibit establishing a policy and objectives that will take advantage of the substantial potential for improving the effects of SFPs on education (ibid).

There is a built-in tendency toward universal coverage providing meals for all schoolchildren – since all children in school throughout the day will require food. Targeting is essential if the program is to reach families and communities that lack

the resources to adequately provide for their school-age children or those that need to be motivated to enroll their children in school and to have them attend more regularly (WFP, 1996).

The cost of SFP is a major issue for both governments and donors. Feeding programs of any kind are expensive. Financing may include international assistance, but in all cases available public resources, or the potential to draw on them, are required. Nonetheless, implementing the recommendations in this guide should help to ensure that the benefit-side of the program is enhanced while controlling the cost side (Moock and Leslie, 1986).

2.3.1 Home Grown School Feeding Program Theory

This study employ Home Grown School Feeding Program Theory founded by Neeser (2002) which act as vehicle for promoting local development and fighting food and nutrition insecurity within education for the purpose of increasing enrolment, promoting regular school attendance and retention to improve children learning. According to Neeser (2012) theory of Home Grown School Feeding Programme (HGSFP) state that, 60 million children go to school hungry every day in developing countries; children that don't eat don't learn. Tomlinson (2007) and Glewwe.*et.al* (2008) add that health and education are the two cornerstones of human capital and form the basis of an individual's economic productivity. Both are valuable instruments in ensuring a healthy economy and creating a literate society. Kiamba, (2013) citing the WFP, (2009 pg 14) and (UNESCO, 2011) says 66 million

school children are undernourished and an additional 67 million children are out of school.

This theory is relevant in this study since economic or household income targeting is the most difficult of the targeting mechanisms available to implement, since measuring income is not straight forward, particularly where in-kind contributions to family income are substantial. Targeting is dependent on the availability of literate and numerate workers if bureaucratically administered income criteria are to be used. Community leaders, teachers, local government entities or voluntary organizations can participate in identifying the poorest households, but this requires clear criteria that are transparent and not based on political favoritism. If economic targeting is already in place for other programs, the school program could build on it, however, singling out individual children in a classroom or school for a feeding program or for a reduced price can be stigmatizing and socially and politically unacceptable.

2.3.2 Household Work Strategy Theory

However, the study based on Household Work Strategy Theory, a household consists of one or more people who live in the same dwelling and also share at meals or living accommodation, and may consist of a single family or some other grouping of people (Haviland, 2003). The household is "the basic residential unit in which economic production, consumption, inheritance, child rearing, and shelter are organized and carried out" (Chambers, 1998). This study guided by Household work strategy theory developed by Ray Pahl is based on the division of labour between members of a household, whether implicit or the result of explicit decision-making, with the

alternatives weighed up in a simplified type of cost-benefit analysis (Fontana, 2005). It is a plan for the relative deployment of household members' time between the three domains of employment;

However, household economic security can be defined as an economic security based on household income and consumption requires a reference to one of the basic concepts in this geographical area – poverty (Barr, 2004). In the case of poverty analysis, low level of consumption (income) is crucial to classify households as poor. Economic security was defined as the household's ability to sustain a given level of consumption in the case of an economic emergency; specifically, loss of income.

This theory said to be relevant to the study due to the programmes, location determines one's eligibility. Certain locations may be selected according to indicators such as poverty, food-security prevalence or low educational achievement. Targeting by geographic area is most commonly used in school feeding programming. By using a poverty map, programming is restricted to certain administrative areas in which people have a high probability of being poor. This type of targeting does not require administrative intervention, but people who are outside of the area may move or travel distances to participate in the program or may enroll their children in those schools. Changing established targeting criteria, usually restricting programs to certain areas, can be difficult and may not be acceptable.

2.3.3 Nutrition Theory

Nutrition theory based in food contains all the nutrients we need to live for example proteins, carbohydrates, fats, sugar and micronutrients, to be healthy you need a good

diet which contains all these nutrients. Moreover; the study guided by Nutrition theory developed by Ottawa based on the process of enabling children increase control over and improve their health. Jomaa *et al.*, (2011, p. 84) state that “childhood under nutrition imposes significant economic costs on individuals and nations, and that improving children’s diets and nutrition can have positive effects on their academic performance, attendance and behaviors at school as well as their long-term productivity as adults.”

Alderman *et al.*, (2006) found that malnutrition led to delayed entry to school, less overall schooling, smaller stature, and 14% lower earnings as adults.

This theory relating to the study since SFPs according to nutrition status is usually linked to geographic targeting. A census that records the height and age of first grade children can quickly and easily identifying geographic areas at risk for malnutrition. It obtains these results at low cost –about 10 US cents per child – and can be implemented within a few months. Census results can also be used to target other social programs, in addition to school programs, increasing the benefits of the census relative to its cost.

The census can also provide an updated register of schools, including the number of first grade children and their age at entry. This census technique may be less valuable for targeting programs in countries where malnutrition is widespread. It is not recommended to use the height census to select individuals nor is it recommended to do nutrition screening in schools exclusively for a school feeding program. The height census has been used extensively in Latin America, for example in

Guatemala, Honduras and the Dominican Republic, to help pinpoint those regions and areas most in need of SFPs.

2.3.4 Feminist Theory

Further more the study used feminist theory as one of the major contemporary theories which analyses the status of women and men in society with the purpose of using that knowledge to better women's lives.

It is most concerned with giving a voice to women and highlighting the various ways women have contributed to society. Furthermore; Feminist Theory employed to this study, Feminism examines the way that gender roles affect the division of labour within households (Dwyer, 1995).

Sociologist Arlie Russell Hochschild in "The Second Shift and The Time Bind" presents evidence that in two-career couples, men and women, on average, spend about equal amounts of time working, but women still spend more time on housework. Feminist writer, Cathy Young responds to Hochschild's assertions by arguing that in some cases, women may prevent the equal participation of men in housework and parenting (Ndagimbwa, 2004).

The theory is relevant to this study since it helps a researcher to know the contribution of women participating on increasing Female Enrollment and Attendance with School Feeding and other Food transfer mechanisms. In Pakistan a WFP-assisted program provides an income transfer of one or two tins of oil to families whose girls attend school for 20 days a month. In participating schools

enrollment increased by 76% compared to 14% in the province. Attendance also increased from 76 to 93% in participating schools (WFP, 1995f).

School feeding programming particularly that supported by the WFP, has recently concentrated on addressing the need to encourage female enrollment and continuation in both primary and secondary school. Toward this end programs are not only targeted at specific regions within countries where female participation in school is a problem, but the ration provided to girls may be of higher nutritional and caloric content to serve as an even greater incentive for girls to attend and stay in school. In some cases the continuation of WFP-assisted programs is contingent on a certain proportion of girls participating in the program (WFP, 1995f).

2.4 Operation of School Feeding Program

Food Aid: Food aid is an important source of support for SFPs. There are high costs associated with transportation, warehouses and distribution; adequate storage facilities are required at every stage from port to the point of distribution. These costs are often born by recipient governments (Rogers, 1994).

Management and distribution of food requires trained people to keep track of food inventories and their location, human resources may be as much of a constraint as cash and physical facilities. Nonetheless, if the economic and financial costs are acceptable then the cost of these programs may not be prohibitive relative to the benefit provided (WFP, 1993).

Private Sector: Drawing on the private sector for school feeding programming overcomes many of the difficulties of on-site preparation of meals, and may be one of the least costly ways to feed children in schools. The private sector in this case can be street vendors, local canteen or a large canteen company (in cities and more commercially sophisticated areas). However, even these programs incur costs in monitoring and supervision, and the start-up costs for developing school meal alternatives and making arrangements with vendors can be substantial. Programs that utilize school canteens or street food vendors for school-based feeding programs may offer the most economical approach to school feeding.

However, the technical and logistical implications, and hence costs in training and supplies to improve the provision of food through these sources are not insubstantial. Remarkably little concrete analysis has been done on this approach to school feeding (USAID, 1996).

Food Selections: Certain food selections are particularly expensive; foremost among these is milk, which is expensive per the number of calories, and nutrients it provides, and is perishable, which if figured in with the cost increases costs even further. UHT milk alternatives, which overcome the perishability issues, are particularly expensive to produce, especially in developing countries where the relevant technology is not widespread.

Community Support: Parent-teacher or other community associations can play a significant role in a SFP and ultimately assume some of the costs. Efforts to

strengthen parent-teacher organizations and increase the links between communities and schools are highly recommended.

Sustainability of SFP: A school feeding system survives effectively if its design and implementation are planned with care.

(De Rosso, 1999) recommends the following seven steps in the design and implementation of an effective school feeding programme, which are in agreement with methods used in the Ugandan experience (Agrey, 2005):-

Step 1: Build a consensus on a policy and objectives that focuses on how school feeding can effectively contribute to improving education and to meeting the nutrient and health of school age children.

Step 2: Develop targeting criteria and mechanisms that concentrate programme resources on high-risk children and communities.

Step 3: Analyse and identify alternative financing and cost options for SFPs.

Step 4: Elaborate appropriate guidelines for ration composition and the timing of meals.

Step 5: Identify and address any potential bottlenecks in implementation: such as availability of supplies and other resources, the appropriateness of cooking practices and the management of private sector inputs.

Step 6: Develop monitoring systems that focus on programme processes that is how programme is functioning, and institute an evaluation system to assess the impact of the programme on specific outcomes.

Step 7: Integrate feeding programmes with other interventions that address the principal nutrition and health problems of the school-age population

Food transfer programs cannot be considered ‘sustainable’ in the same way as, for example, a revolving credit program, which ultimately pays for itself. A continual input of resources is required in order to provide food for school children. From the donor point of view, a program may be seen as sustainable if the government commits to continuing the program (in similar or another form) after donor support is removed.

From the perspective of the individual beneficiary, the sustainable aspect of the program is likely to be the lasting impact on behavior changes brought about through education or other interventions that are part of the program (Rogers, 1994).

2.5 Empirical Review

School feeding programs have been increasing in many parts of the world; its positive impacts have not been appreciated to the required level. Direct causal impacts of nutrition on educational performance are harder to come by. Glewwe et al. (2001) find that better-nourished children both start school earlier. In rural Pakistan, Alderman et al. (2001) found that malnutrition decreases the probability of

ever attending school, particularly for girls. An improvement in nutrition was found to increase school initiation by 4 per cent for boys but 19 per cent for girls. As the average girl (boy) in the villages studied who begins school completes 6.3 (7.6) years of schooling, improvements in nutrition would have a significant effect on schooling attainment. Afridi (2007) examined the feeding program effects on school enrollment and attendance of a school feeding program in Madhya Pradesh, India, in 2004.

Over the years Tanzania has expressed concern for the health and nutritional status for primary school children, due to the fact that there is relationship between nutritional status and academic performance. Evidence in Tanzania shows that high absenteeism, lack of concentration in class and early dropouts are a result of short-term hunger. About 50% - 75% of go to school without breakfast and they do not get any meal during school hours (De Rosso, 1999).

The outcome of short-term hunger in the long run are the following major nutritional problems namely stunting, low body weight and micronutrients malnutrition including deficiencies of Iron, Iodine and Vitamin A. Children who consume inadequate amount of food necessary to meet the body's energy and nutrients requirement have diminished cognitive abilities, reduced school performance, growth retardation, reduced physical activities, impaired resistance to infections and increased morbidity and mortality rate and hence adverse effects on productivity, incomes and national development (WFP, 1996).

The Millennium Development Goal with one of the objectives of Education for All by 2015 will achieve in full if enrolment rates are complemented by primary and

secondary school completion rates, particularly in sub-Saharan Africa and South Asia.

However, poverty and hunger coupled with socio-cultural norms and supply constraints impede progress. Early malnutrition or micronutrient deficiencies can adversely affect physical, mental and social aspects of child health (URT, 2010).

2.5.1 Criteria Used to Include Schools in SFP

According to WFP (1995) stated that the basic concept of providing food for children in public primary schools is the poorest of the areas pupils face hunger and poverty, lack of nutritious meal per day, and most of schools involved were those with very low percentage of enrolment.

There are several ways of targeting, but the ones used in this report common to school feeding programmes are: individual, geographical or universal. Individually targeted programmes are those where school are selected according to demographic factors such as age, gender or poverty. For geographically targeted programmes, location determines one's eligibility. Certain locations may be selected according to indicators such as poverty, food-security prevalence or low educational achievement (Grantham et al., 1998).

Development partners: An umbrella term for stakeholder and donor organizations supporting national development strategies. Development partners include UN organizations (WFP, UNICEF, WHO), international non-governmental organizations

(Plan International, Save the Children International, World Vision International, Care International, and Relief International), other international organizations (WB, PCD, International Food Policy Research Institute, the Millennium Villages Project, GCNF) and civil society at the local level emphasis on criteria used to select school in the the program.

UNESCO, (2012) estimated that, more than one million school-age children are still out of school. About two thirds of them are girls living in rural areas in the most vulnerable regions of developing countries (Jomaa *et al.*, 2011).

Many factors are explaining why most of the school age children are still out of school including persistence of poverty, hunger and malnutrition (Jomaa *et al.*, 2011).

In South Africa, a national school breakfast program takes a similar approach with decentralized management, provision of funds for local food purchases and integrated interventions. The estimated cost of the ration, which will provide about 25% of the recommended daily allowance for calories, is about US\$0.30 per child per day. An additional 10% per child per day is intended to cover local operating costs (PSNP, 1994).

An evaluation of Indian Mid – Day Meal Programme found that girls in the programme were 30 percent more likely to complete primary school (Dreze and Kingdom, 2001). In Jamaica, associations were shown between children's consumption (or lack) of breakfast at home and school achievement levels after

many socioeconomic, health, nutritional, and family characteristics were controlled for select area to have SFP (Clarke, 1989).

2.5.2 Institutions involved in School Feeding Program

School feeding program seek to induce a change in household behavior, with the goal of improving educational and nutritional outcomes (Grantham-McGregor et al., 1998). School meals in particular have been used for a long time in developed countries. International and local organizations are also mobilized, to ensure a range of complementary activities in conjunction with school feeding. The strongest UN agency partnerships in school feeding activities thus far are between WFP and UNICEF (for a “minimum package” of books and supplies, clean water, latrines, health interventions, teacher training and curriculum development), UNESCO (for technical assistance, program design and evaluation, and statistics), WHO (for de-worming and other school health issues), the World Bank (school health and—potentially—work with HIV/AIDS orphans and prevention activities, and adolescent girls), and FAO to expand school garden and woodlot activities (WFP, 2004).

Moreover, in Mexico Catholic Relief Services has a very long and excellent history of work in food for education activities (Ahmed, 2004). NGOs are particularly strong in the community-related aspects such as organizing parent-teacher groups, mobilizing community inputs, and developing management capacity. They also generally are strong in monitoring the school feeding program and aspects of quality of education at the school level (Buttenheim *et al.*, 2011). However, despite this internationally recognized role, three factors have provoked criticism of WFP’s

school feeding. The school feeding has always been considered an education-only intervention. In other words, donors, national governments and development stakeholders view the provision of food to hungry children in school as an effective tool for promoting and improving only educational outcomes in poor countries (Del and Marek, 1996). United Nations World Food Programme (WFP) is the largest organizer of FFE throughout the world. In 2003 WFP provided food to schools in 70 countries, accounting for more than 15 million children (WFP, 2003).

The Minister for Education and Vocational Training, Dr. Shukuru Kawambwa has insisted the need for the private sector in collaboration with the government and other International organization to facilitate school feeding. He said, “Hunger is one of the challenges affecting student’s attendance and consequently poor performance in school”. The Ministry of education and Vocational Training in collaboration with the WFP started implementing SFP in pilot areas by 2000, the program started in Dodoma, Arusha and Singida Region whereby Chamwino were also selected and 55 out of 110 schools started the program (UTR, 2006).

The program was aimed to contribute on improving attendance, reducing drop out and increase enrolment especially in nomadic and drought areas.

2.5.3 Mechanisms Used to Involve Parents in SFP

Schools that depend on the community to organize and implement SFPs offer certain advantages. These advantages include: increasing the contact, and hence communication, between parents and teachers, officials and others; giving parents

the opportunity to become more aware of what goes on at schools; and serving to raise the value of education/the school for parents and the whole community (Clarke, 1989).

In Morocco, since 1978 WFP and the government have supported school feeding. The programs have strong government and community support and are viewed as part of a necessary package of inputs for improving education.

The feeding program is credited with helping to maintain high enrollment and attendance and encouraging community participation in education. School cooperatives support the school canteens and parents associations assist with the transportation of food aid (WFP, 1993).

USAID-assisted SFP is integrated with the educational reform underway in Bolivia. One objective of the reform is to increase parental involvement in education and the SFP is one mechanism for this. The municipalities will pay about US\$1.60 per student per year and contribute to transportation costs of the donated foods from warehouses to schools. The total cost per child per year is estimated at US\$4.00 for a snack program consisting of fortified bread and hot chocolate. The program will also integrate parasite treatment, health education and vision and hearing screening (USAID, 1996).

School feeding programme to be sustainable, it should be community based. The Community will be able to mobilize human and financial resources, which will be

used to run the programme effectively in their areas. Apart from that the community will be able to identify problems, formulate and implement plans and manage resources for school feeding programme through special committees. School feeding committee formulated by the community will comprise the following key actors; head teacher home economics and related subject teacher health officer, village executive officer, chairman of the school committee and parents. These key people will play active role in all aspects of programme implementation by acting as coordinators and organizers from food preparation to monitoring and evaluation of a programme and share results with the general community in their respective areas (Afridi, 2007).

SFP often have political implications. Parents in developing countries generally welcome the provision of school meals, and politicians see it as a way to gain instant popularity. School meals are also often seen as a form of income substitution for poor families as well as a source of jobs for local farmers and cooks. In some developed countries, school feeding programs are used as an outlet for agricultural produce that cannot be sold. Food sold in the schools is often used as a way to generate funds for the school or to supplement the teachers' personal income. The general perception is that schoolchildren who are undernourished or merely poor should be provided with meals (Kazianga *et al.*, 2008).

2.5.4 Rate of Enrolment and Attendance in Schools

Monitoring and evaluation of the school feeding programme can be done by assessing, looking and making follow up to the following items; percentage of

absenteeism, concentration of in class, school dropouts, individual child school performance, performance in physical activities, nutritional status, morbidity and mortality rate. From the above-mentioned items if there is a positive impact this will indicate that programme objectives have been met or achieved (Moock and Leslie, 1986).

Afridi (2007) examined the feeding program effects on school enrollment and attendance of a school feeding program in Madhya Pradesh, India. The 74 schools surveyed were at different stages in transferring from providing either no food assistance or providing raw grains to students enrolled in school, to a cooked school meal (WFP, 1996).

In Jamaica providing breakfast to primary school pupils significantly increased attendance and arithmetic scores especially in lower level classes. Children who benefited most were those with wasted, stunted, or previously malnourished (Simeon McGregor, 1989).

A US study showed the benefits of providing breakfast to disadvantaged primary school pupils. Before the start of a school breakfast program, eligible (low-income) children scored significantly lower on achievement tests than those not eligible. Once in the program, however, the test scores of the children participating in the program improved more than the scores of non-participants. The attendance of participating children also improved (Meyers, 1989).

Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for

children of normal nutritional status (Moock, 1986). In Ghana at lower level classes malnourished children entered school at a later age and completed fewer years of school than better nourished children, the result showed the higher dropout (Glewwe, 1994).

The number of days that a child attends school is related to cognition and performance (Ceci, 1995; Jacoby, Cueto and Pollitt, n.d.). SFPs can have a positive effect on rates of enrollment and attendance.

A recent evaluation of an on-going school feeding program in Burkina Faso found that school canteens were associated with increased school enrollment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Moore, 1994).

A small pilot SFP in Malawi was evaluated for its effect on enrollment and attendance. Over a three month period there was a 5% increase in enrollment and up to 36% improvement in attendance/absenteeism compared to control schools over the same period (WFP, 1996).

Niger has one of the five lowest school enrollment rates in the world; the SFP is intended to enhance attendance of nomad and transhumant families, particularly of girls. Beneficiaries receive the equivalent of the total daily recommended food intake (2,079kcal) in three meals per day. In addition, as an incentive for girls' participation

in schools, some families receive an additional take-home ration. Evidence from past experience with the SFP shows that it contributes to its objectives: whenever canteens have been closed, even provisionally, immediate and high absenteeism follows and children are withdrawn from school. In areas with nomadic and transhumant populations, the school year cannot commence until food stocks arrive (WFP, 1995; 1996).

Although not a SFP in the traditional sense, school-based food distribution has also been used successfully to improve enrollment and attendance among school-age children, particularly girls. In Bangladesh, a program of school-based food distribution increased enrollment by 20% versus a 2% decline in non-participating schools (Ahmed and Billah, 1994).

In Pakistan, a program provides an income transfer in the form of one or two tins of oil to families whose girls attend school for 20 days per month. In its pilot phase the oil incentive program demonstrated that it could make a significant contribution to full attendance. In participating schools enrollment improved by 76% compared to 14% in the province overall. Attendance increased from 73% to 95% among participants. The program also claims to put additional food into the hands of mothers and to serve as a contact between mothers and teachers on distribution days (WFP, 1995; 1996).

Moreover, SFP leads to better health and better resistance to infectious diseases and illnesses that would keep children from attending school (Buttenheim *et al.*, 2011).

Thus, better nutrition indirectly improves educational achievement by increasing school attendance.

In Peru 23 malnourished and 29 well-nourished 9 to 11 years old boys were studied to assess the effects of breakfast on cognitive performance (Castañeda, 1999). Each boy served as his own control in a manner comparable to the Jamaica (Moore, 1994). Breakfast was a nutritionally fortified beverage and a baked grain product fortified with iron, similar to the meal provided in the government-sponsored school breakfast program. A series of cognitive tests were administered in an experimental setting. Speed in performing a short-term memory test and discrimination of geometric patterns were improved under the breakfast condition in both groups. The effect was more pronounced in the nutritionally disadvantaged children (Pollitt, Jacoby and Cueto, 1995).

2.6 Conceptual Framework

Figure 2.1 shows the three variables that are here under explained and on the way they are likely to simplify the understanding of the problem in relation to how school feeding program can have impact on pupils enrollment, attendance and declined dropout rate. Most of these variables have been drawn from the empirical reviews and theoretical reviews and hence provide building block of the study.

Independent Variables: include school feeding program (i.e. amount of food, type of food, quality of foods, administration, frequency, political system, community

support). These tend to influence the impact on enrollment, attendance and declined school dropout.

Dependent Variable: This refers on improvent of enrollment, attendance, retantion and decrease of dropout which supported by the parents involvement that lead to access to primary school education.

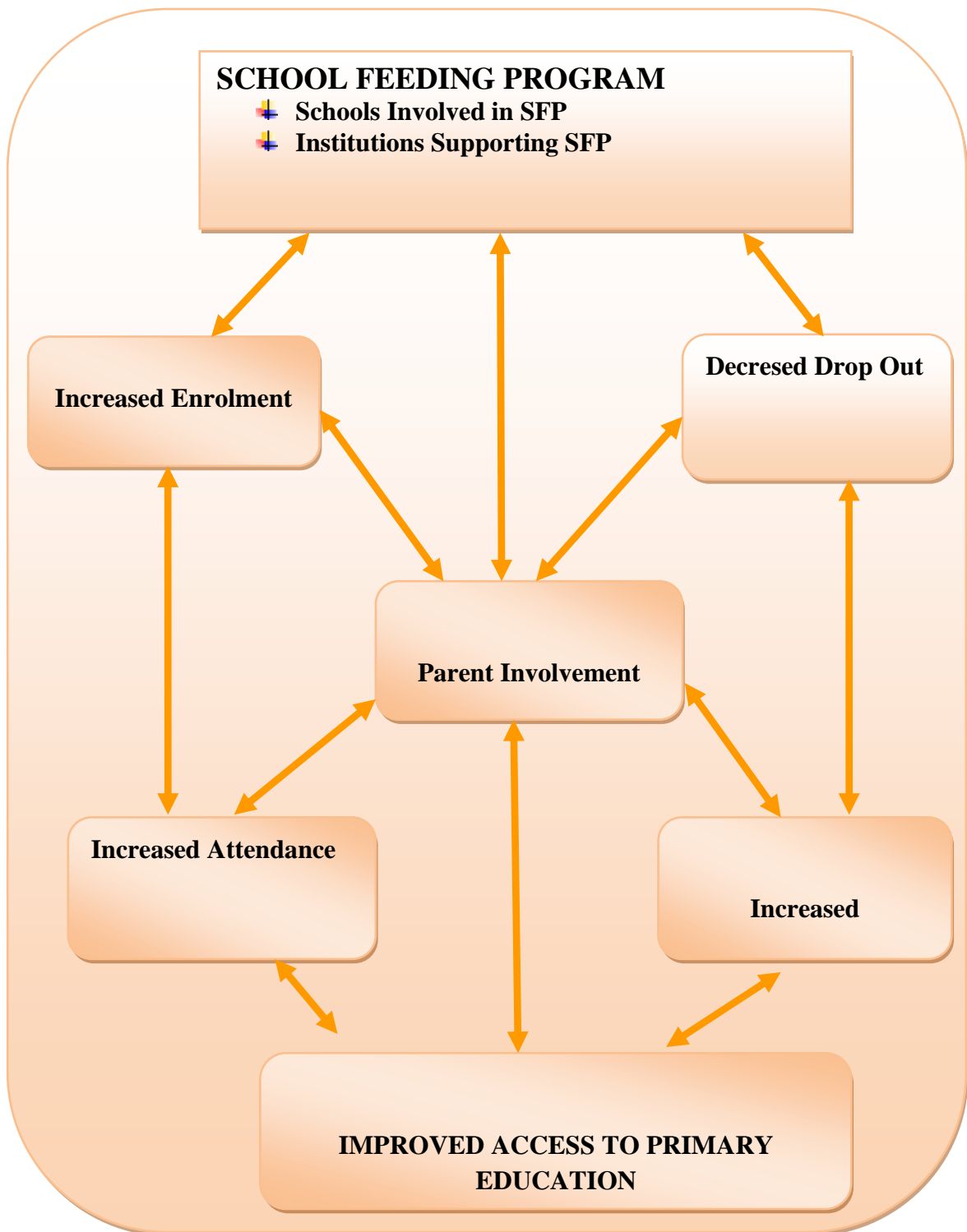


Figure 2.1: Conceptual Framework

Source: Researcher Own Construct, 2015

2.7 Summary of the Research Gap

The role of SFPs is beginning to be viewed differently by some writers; that programs can and need to be designed as part of an effective package of interventions that address the nutrition and health needs of school-age children. However, requires in most cases significant shift in current programming. SFPs have gained a reputation over the years for being expensive, fraught with implementation problems and ineffective in meeting health, nutrition or educational objectives. This reputation may not be completely unfounded, and in reality the impact of SFPs is uncertain at best, since little work has been done on evaluating them. Until recently, SFPs were viewed as predominantly nutrition/feeding interventions aimed at improving the nutrition status of schoolchildren, so the effects of SFPs on educational outcomes were often not emphasized or examined. An exception is the recognition of the role that SFPs play in encouraging school enrolment and attendance, an objective that continues to be important in some countries today.

This study intended to find out the criteria used to select school in SFP, institution involved, mechanism used to involve parents and how SFP lead to the access of primary education by based on enrollment, attendance, completion and droup out. Therefore, it was the agenda of the study to fill the gap by accessing the impact of school feeding program on access to primary school education.

2.8 Summary of the Chapter

This chapter started by defining the key terms used in the study such as school feeding program, pupils performance and pupils attendance. Home grown SFP, home

hold work strategy, nutrition and feminist theory act as vehicle for promoting local government and fighting food nutrition and examine the way that gender roles affect the division of labour. The study reviewed other research related to SFP, however, no one found to directly relate to this research.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

The term methodology means the system of explicit rules and procedures in which research is based and against which claims of knowledge are evaluated (Ojo, 2003). The research methodology has two interrelated parts that is, the research design and data collection methods. This chapter on research methodology describes the research area of the study, research approach, research design, and population of the study, the sample and sampling procedures. The chapter also discussed about data collection methods and tools which employed in answer the research questions, data analysis and issues related to data credibility.

3.2 Description of the Study Area and Rationales for the Choice

Chamwino District Council is the study area for this research work. The choice of this research area is valid for the facts that there are school having food program where most household are poor. The study carried out in four (4) schools. School feeding program operates with many aspects such as financial support, nutrition status, hunger alleviation, health status, improve the nutritional status of school age children over time, and alleviate short-term hunger in malnourished or otherwise well-nourished schoolchildren.

SFPs can improve cognitive functions and academic performance via reduced absenteeism and increased attention and concentration due to improved nutritional

status and reduced short-term hunger. The research based on enrollment, attendance, retention and drop out of the pupils.

3.3 Research Design

Kothari (2004) define research design as a detailed plan of work to be done to achieve the research objectives similarly; it is a conceptual structure within which research was conducted. It constitutes the blueprint for the collections, measurement and analysis of data, (Aaker *et al.*, and 2000). The study employed mixed method research design, Patton (1990) define mixed research as the type of inquiry in which the researcher carries out research about people's experiences in natural settings using a variety of techniques such as interviews, questionnaire, observation and report's.

The study employed triangulation of approaches, where a case study of Chamwino District used to study in detail how the food program may lead to the access of school education. The used cross-sectional research design that allowed data to be collected at a single point at one time and used in descriptive study for determination of relationships of variables as used by Bailey (1998). Therefore this type helped the researcher to collect data and generalized the findings with an element of flexibility and adaptability.

3.4 Target Population

According to Burns (2000) defines population is an entire group or objects events which all have at least one characteristic in common, and must be define specifically and unambiguously. Basing on this justification, a target population was District

Education Officers, Ward education Cordinator, Ward Exactive Officers, Head teachers and Parents in Chamwino District Council.

3.5 Sample Size

Sample is a specimen or part of whole, which is drawn to show what the rest is like, (Naouman, 1998). In this study, the sample included 100 respondents as it shown on the Table 3.1.

Table 3.1: Sample Composition

Category	Number of Correspondents	Sampling Techniques	Data Collection Methods/Tools
District Education officials	2	Purposive Sampling	Personal Interview -Interview Guide
Ward Education Cordinators	10		
Ward Executive Officers	4		
Headteachers	4		
Parents	80	Simple Random Sampling	Social Survey -Questionnaire
Total	100		

Source: Reseacher Own Construct 2015

3.6 Sampling Techniques

Both simple random sampling and purposive sampling techniques were used in this study.

3.6.1 Simple Random Sampling

This technique gives each element or individual an equal and independent chance in population of being selected into sample (Krishna, 2003). Therefore, basing on his definition a researcher gave an equal chance of respondent to be selected.

The researcher employed this technique in order to get relevant information associated to School feeding program and access to school education from school and parents.

3.6.2 Purposive Sampling Technique

Mason (1998) argues that purposive sampling is a set of procedures where the researcher manipulate the analysis, theory and sampling activity interactively during the research process to a much greater extent than in statistical sampling. Kathori (2004) posits that purposive sampling is deliberate selection of particular units of the universe for constituting a sample, which represent the universe. The researcher employed this technique to headteachers, educational officials, ward executive officers and ward education coordinators.

3.7 Data Collection Methods and Instruments

The study had a number of research methods for gathering information. Data was collected through documentary review, observation checklist, interview and questionnaire. Cohen *et al.* (2000) posited that no single method can act in isolation because it can be bias or distort the whole picture of reality that the researcher is investigating. Therefore, the researcher used multiplicity of methods to serve as the means of cross-checking the authenticity of data from a single source.

3.7.1 Documentary Review

The researcher used documentary review to collect data from reports and official information from Chamwino District Council. According to Fraenkel and Wallen

(1993), this method is said to be useful because it helps in further expanding the answers, which will be particularly important and revealing.

The data collected by using this instrument were enrollment and attendance for the school with food program compared the other school which has no SFP, completion and drop out data.

3.7.2 Interview Method

Study employed semi-structured interview guide together information from school parents. Semi-structured interviews involved a series of open ended questions based on the topic areas that the researcher wants to cover (Krishna, 2003). The open ended nature of the questions defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss the topic in more detail. Cohen *et al.*, (2000) argue that in semi structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on the original response. Data intended to be collected is due to the enrollment, attendance and participation of parents in SFP.

3.7.3 Questionnaire Method

The study used questionnaire to the educational officials, headteacher, teachers and education coordinators. Kothari, 1990 pointed that questionnaire is the quite popular method particularly in case of big enquires, in this method a questionnaire is given to the person concerned with a request to answer the questions and return the questionnaires. The questionnaire for educational officials, headteacher, teachers and

education coordinators was written in English. The data collected is criteria used to select schools, institutions involved in SFP, mechanisms used to involve parents, enrollment, attendance, drop out, completion of the pupils and the general impacts of SFP in access to school.

3.8 Data Analysis

Data analysis based on respondent answers. Data collected from interview was subjected to content analysis. Content analysis involves identifying coherent and important examples, themes and patterns in data (Patton, 1987). All information and data addressed a particular research questions. Data collected by verifying information from semi-structured interviews, questionnaire and documentary review. Information analysed together with data obtained. Also documentary analysis continued through out report writing.

The data analysed by using the Statistical Package for Social Sciences (SPSS), computer software in conformity with the objective of the study descriptive statistics, particularly frequencies and percentages, and cross tabulations used to represent the findings.

3.9 Validity and Reliability

Validity is the process whereby an empirical measure adequately reflects the real meaning of the concepts under consideration (Babbie, 1998). Therefore, Internal Validity in this research was achieved through proper identification of research problem, objectives and building a theoretical perspective on the SFP. Reliability

entails the consistency of the results in different time and by different Researcher Kothari, (2004). In this study, information reliability has been ensured by gathering similar data from different respondents (information triangulation) which helped to reduce the chances of having biased information.

3.10 Ethical Issue

Research ethics refers to application of moral standard to decision made in planning, conducting and reporting the results of research studies. The study took into consideration respondent's privacy and willingness of respondents as well as truthfulness, reciprocity, thoroughness, objectivity, and relevance principle were both applied in all procedure in planning, conducting and reporting the results. All these applied to the morality in research.

3.11 Summary of the Chapter

The chapter discussed the methodology used to conduct the study. The quantitative and qualitative used; simple random samplings and purposive samplings were used to select 100 respondents for the study. The chapter also discussed the data collection methods and instruments used to collect data. Study also discussed the validity and reliability of findings as well as ethical issues.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Overview

This chapter presents findings of the results on the impacts of school feeding program on access to primary school education based on attendance, enrollment, completion and dropout rate in Chamwino District. The issues that have been covered include characteristics of respondents, school feeding program in relation to enrollment, attendance, completion and drop-out rate among primary schools.

4.2 Socio - Economic and Demographic Characteristics of the Respondents

This section discusses the respondents' characteristics such as sex, age, marital status, education level, division, wards, villages, classes and positions where respondents came from Chamwino district. The aim of this is to identify the relationship between these aspects and impacts of school feeding program and access to primary school education.

4.2.1 Categories of Respondents

This data also collected from district level in education department (n=2) visited for interview and provided more information through documentation. The position of respondents was also one of the parameters investigated in this research. About District Education Officers (n=2), Ward Education Officer (n=10), Ward Executive Officers (n=4), HeadTeacher School (n=4).

Majority of respondents were spend most of their time with schools matters and they

deal with management of the pupils' enrolment, attendance, completion and dropout. Therefore, they had more information about pupils and SFP.

Table 4.1: Frequency and Percentage of Respondents by category

Category	Frequency	Percentage
District Education Officials	2	2.0
Ward Education Cordinators	10	10.0
Ward Executive Officers	4	4.0
Headteachers	4	4.0
Parents	80	80.0
Total	100	100.0

Source: Field Data, 2015

4.2.2 Respondents' Division, Wards and Villages

Meanwhile two divisions namely Chilonwa (n=36) and Mvumi (n=44) were visted. This study also collected data from four meantime wards such as Mvumi Misheni (n=18), Muungano (n=18), Chamwino (n=26) and Buirigri (n=18) were visited for interviews. The findings showed that there were a good number of respondents from Mvumi ward due to its urbanization and people in such ward are more informed on developmental issues. On the other hand, many respondents were from the same village based on the same ground. Furthermore, villages such as Ndebwe (n=14) Mvumi Misheni (n=12) Chilonwa (n=18) Mkapu (n=6) Chamwino (n=12) and Muungano (n=18) were visited for interviews (see Table 4.2).

Table 4.2: Respondents' Division, Wards and Villages

Categories	Names	Frequency	Percentage
Division	Chilonwa	36	45
	Mvumi	44	55
Total		80	100
Ward	Chamwino	26	32.5
	Muungano	18	22.5
	Mvumi misheni	18	22.5
	Buigiri	18	22.5
Total		80	100
Villages	Ndebwe	14	17.5
	Buigiri Misheni	12	15
	Chilonwa	18	22.5
	Mkapa	6	7.5
	Chamwino	12	15
	Muungano	18	22.5
Total		80	100

Source: Field Data, 2015

4.2.3 Sex of Respondents

Sex of respondents has implication in any study especially this study concerning impacts of school feeding program on access to primary school education. Table 4.3 illustrates findings concerning sex of respondents as collected by using questionnaire in the study area.

Table 4.3: Distribution of Respondents by Gender

GENDER	Respondent Category and Percentage					
	DEO	WEC	PARENTS	WEO	H/TEACHER	TOTAL
MALE	1(1%)	7(7%)	32(32)	4(4%)	3(3%)	47(47%)
FEMALE	1(1%)	3(3%)	48(48%)	0(0%)	1(1%)	53(53%)

Source: Field Data, 2015

Findings from Table 4.3 illustrate that 32(40%) of the total pupils' parents were male while 48(60%) were female. Owing to the findings the majority of pupils' parents were female and this is because most of the women were the one found by researcher during data collection. The study consider gender balance during the study because even though male were not found easily but researcher made sure that the ratio was nearly equal so as to get relevant and reliable data.

4.2.4 Age of Respondents

The age of respondents' involved in this study is summarized in table 4.4.

Table 4.4: Age of Respondents

AGE	Respondent Category and Percentage					TOTAL
	DEO	WEC	PARENTS	WEO	H/TEACHER	
21-29			11(11%)			11(11%)
30-39			13(13%)		1(1%)	14(14%)
40-49	1(1%)	10(10%)	30(30%)	4(4%)	3(3%)	40(48%)
50-59			16(16%)			16(16%)
60+			10(10%)			10(10%)

Source: Field Data, 2015

Table 4.4 depicts that; majority of respondents were of the age between 40 to 49 years followed by those of 50 to 59 years. Moreover, 11(13.7%) of the total respondents were of the age between 21 to 29 years old and only 10 (10%) of them were of the age of 60 and above. The result shows that most of the respondents were matured enough and the findings they provided were reliable.

4.2.5 Education of Respondents

The education level of respondents is illustrated in Figure 4.1

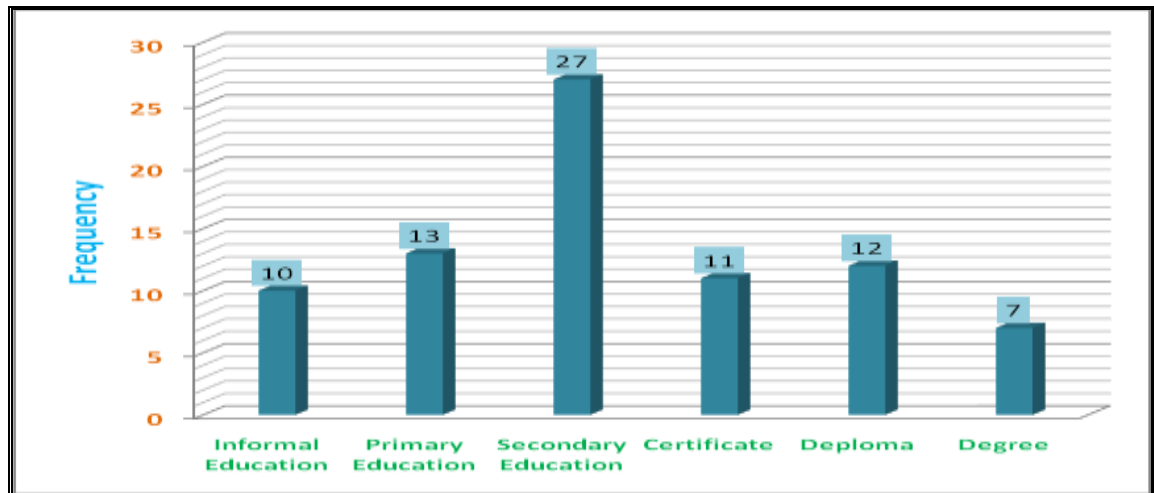


Figure 4.1: Education of Pupils' Parents

Source: Field Data, 2015

Findings from Figure 4.1 depict that more than 50% of the total pupils' parents had secondary education and above. Education level of respondents (pupils' parents) has implication on the impacts of SFP on access to primary school education since they have idea on the importance of the program.

4.2.6 Marital Status of Respondents

Table 4.5 illustrates the distribution of marital status of the respondents.

Table 4.5: Marital Status of Respondents

Marital Status	Respondent Category and Percentage					Total
	DEO	WEC	PARENTS	WEO	H/Teacher	
Single			14(14%)			14(14%)
Married	2(2%)	10(10%)	61(61%)	4(4%)	4(4%)	81(81%)
Divorced			5(5%)			5(5%)

Source: Field Data, 2015

The table 4.5 shows that; about 14 (14%) of all of the respondents were single, about 81 (81%) of them were married and 5 (5%) of them were divorced. Majority of respondents in this study were married and eager to actively play part in the questionnaire simply because they have children at school and hence knowing their progress and challenges facing them in daily activities.

4.3 Criteria Used to Include Schools on SFP in Chamwino District

This was the first specific objective which guided this study whereby researcher posed different questions so as to explore the criteria used to include schools on SFP in the study area through interview. The results (Figure 4.2) provided the major criteria identified by the respondent.

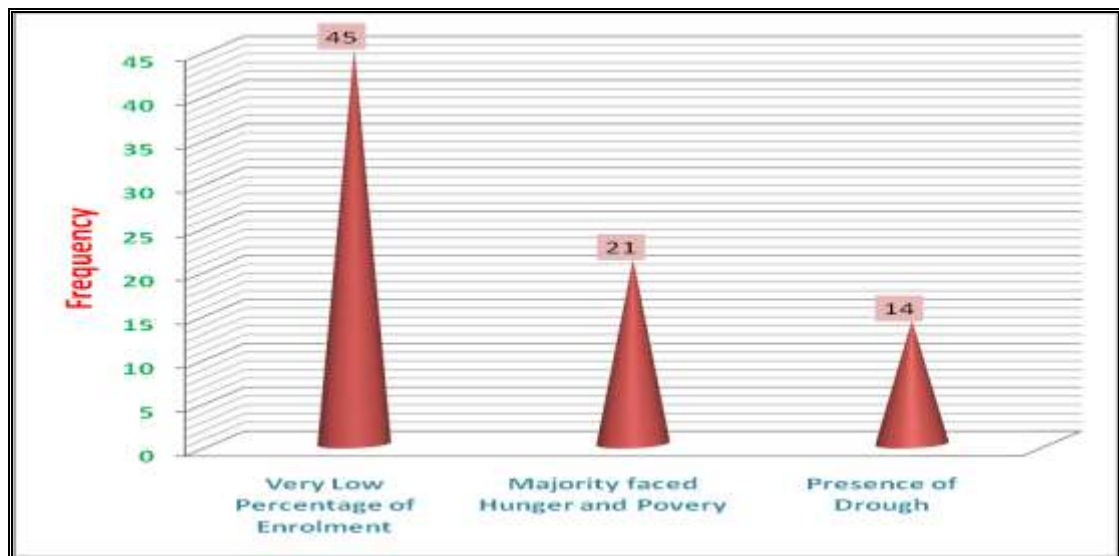


Figure 4.2: Criteria Used to Select Schools on SFP

Source: Field Data, 2015

The results (Figure 4.2), Based on the interviews with key informants (District Education Officers, Ward education coordinator) shows that; most of the school

involved in this program are those with low percentages of enrolment (56%), majority of schools who their pupils faced hunger and poverty (26%) as well as presence of drought around the school (18%).

The result aligns with Jamaa, *et al.*, (2011) study in Jamaica found that, which persistence of poverty, hunger and malnutrition as criteria for a school to be counted in the school feeding program. This is supported by WFP, (1995) policy which asserts that the basic concept of providing food for children in public primary schools is the poorest of the areas pupils face hunger and poverty, lack of nutritious meal per day, and most of schools involved were those with very low percentage of enrolment.

4.3.1 Availability of School Feeding Program in Primary Education

The respondents are required to respond if they are aware of school feeding program at their children's schools. The data obtained through questionnaire, responses concerning this question summarized in Table 4.6.

Table 4.6: Availability of School Feeding Program in the Primary Education

Availability SFP	Frequency	Percentage
Yes	78	98
No	2	2
Total	80	100

Source: Field Data, 2015

Findings from Table 4.6 reveal that; about 78 (98%) of all of the respondents (Pupils' Parents) support that the school feeding program is available in primary school education in the study area while about 2 (3%) of them urged that school feeding

program is not available in the primary education in the study area. Owing to these findings the respondents (Head teachers, Ward Education Officers and District Education Officers) accept that; school feeding program is available in primary school education in the study area, this depict that most of the respondents were aware about the program and the information provided is relevant and vivid.

4.3.2 Time for School Feeding Program Existence

Furthermore, the study explored the duration since the establishment of school feeding program in the study area. The data obtained through interview, findings concerning this question summarized in Figure 4.3.

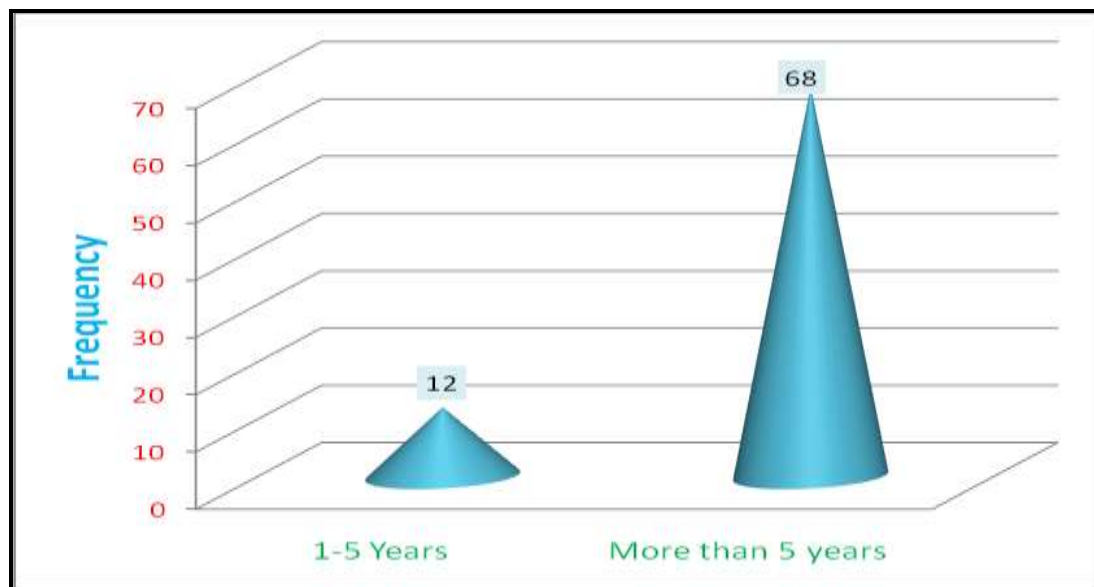


Figure 4.3: Time for School Feeding Program Existence

Source: Field Data, 2015

Figure 4.3 illustrates that; 12 (15%) of all of the respondents (pupils' parents) advocate that; the school feeding program existing from one to five years in the study

area, while 68 (85%) of them advocate that; SFP existing more than five years in the study area. The findings depict that; a good number of the respondents advocate that; the SFP existing more than five years in the study area.

This indicates that many respondents (pupils' parents) were familiar with the study topic and they are aware about impacts of the program to the access of primary education in the study area. The findings also supported by interviewed key informants (Head teachers, Ward Education Officers and District Education Officers) who urged that the SFP in Chamwino district existing in more than five years while they point out that some of school the program start earlier than other hence there are schools with under five years while others have more than five years since the establishment of the SFP.

4.4 Institutions Involved in SFP in Chamwino District

The second specific objective was guided by different questions to discover the institutions involved in school feeding program in the study area. The study found a number of institutions that participate in SFP in Chamwino District as given in Table 4.7.

Table 4.7: Institutions which Support SFP in Chamwino District

Institutions	Supporting Areas
WFP	Food(Maize, beans and oil) construction of water tanks
AFRICARE	Construction of water tanks
MoEVT	Policy formulation
MAMADO	Construction of Toilets and water tanks
WAJIBIKA	Construction of drill wells and toilets
SUNSEED	Construction of Stoves
EMEDO AND OXFORD	Construction of drill wells and toilets

Source: Field Data, 2015

Further discussion with key informants (Head teachers, Ward Education Officers and District Education Officers) showed that the institutions provided different kinds of support to sustain the SFP in the study area as given in Table 4.7. The observations on the result of institutions involved is also supported by respondents as illustrated in Figure 4.4

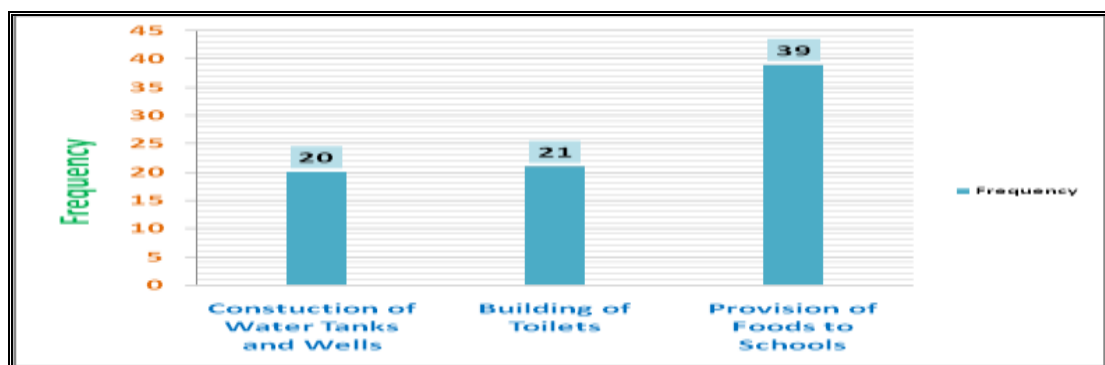


Figure 4.4: Kinds of Support Provided to Sustain SFP

Source: Field Data, 2015

The results (Figure 4.4) show that about 39 (49%) of the pupils parents identified that provision of food to schools as the kind of support provided to sustain SFP in the study area. The interview with key informants (Head teachers, Ward Education Officers and District Education Officers) showed that for food given each pupil was allocated five hundred per day for the all schools days. Besides, WFP MAMADO, OXFAM, WATER AID, and AFRICARE constructed about 32 tanks each costing about twelve million as shown in Plate 4.1 and 4.2. In addition, the Institutions constructed 20 stoves which cost two hundred thousand per stove. Furthermore; 22 schools got support on infrastructure especially toilets which cost about 12 million shilings per school as illustrated in Plate 4.1



Plate 4.1: Water Tanks constructed by Oxfam with community participation of Mkapu Primary School, Chamwino

Source: Field Data, 2015



Plate 4.2: Water Harvest Tank Constructed by WFP with Participation of Community at Nkwenda Primary School, Chamwino.

Source: Field Data, 2015



Plate 4.3: A toilet constructed by Oxfam with community participation at Iloilo Primary School, Chamwino

Source: Field Data, 2015

This also reveals by WFP, (2003) that United Nations World Food Programme (WFP) is the largest organizer of Food for Education (FFE) throughout the world. In 2003 WFP provided food to schools in 70 countries, accounting for more than 15 million children. This also supported by Ceci, (1995) study in Ghana which found that, the school feeding is a productive safety net. This is the main conclusion reached by the World Bank Group and WFP in a joint analysis of school feeding worldwide The World Bank Group specifically includes school feeding as one of the programmes eligible for support from the US\$1.2 billion Global Food Crisis Response Facility established in 2008 to address the global food and financial crises.

4.5 Mechanisms through which Parents are Involved in SFP

The third specific objective of this study assessed the mechanisms through which parents are involved in SFP in the study area. Data were obtained through interview; the ways parents contribute in sustaining the school feeding program in Chamwino District is given in Figure 4.5.

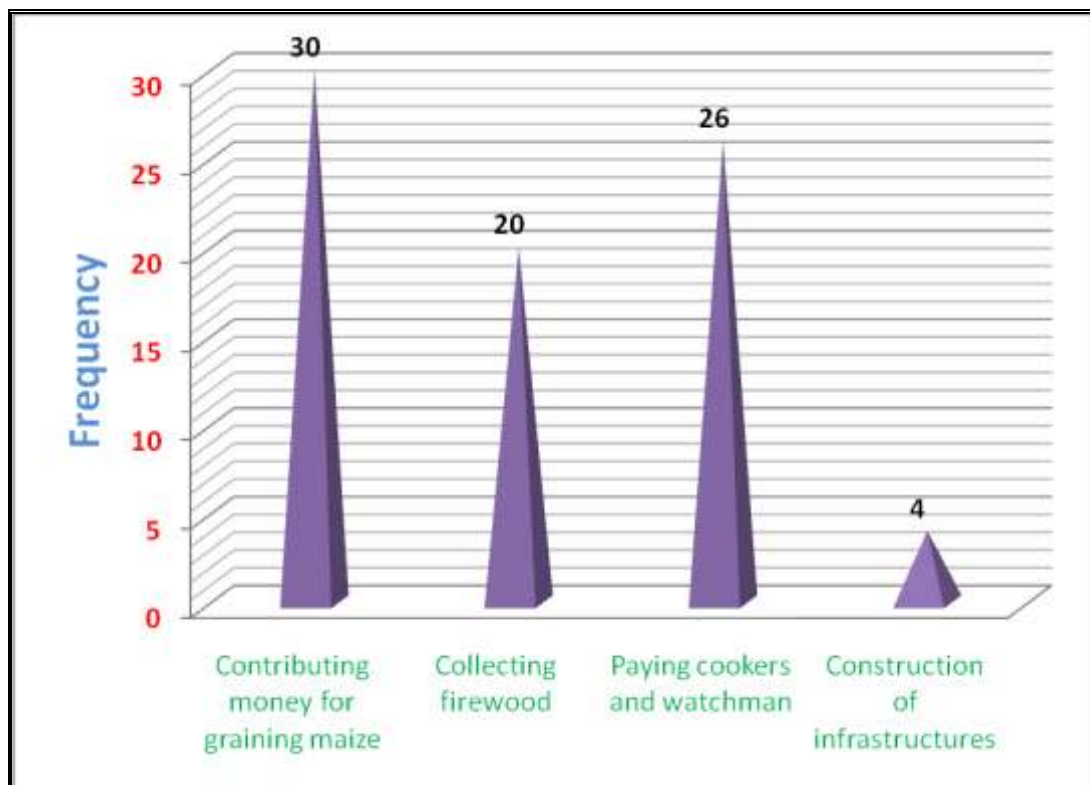


Figure 4.5: Ways Parents Contribute in Development of SFP

Source: Field Data, 2015

Figure 4.7 reveals that 30 (38%) of all of the pupils' parents in the study are pointed out they contributed a money for graining maize. Only 4 (5%) of pupils' parents were involved in the construction of infrastructures. Owing to findings (Figure 4.5) almost all parents contributed for this program in one way or another. This supported by parents themselves as shown in Table 4.6.

Table 4.8: Participation of respondent in SFP

Response	Frequency	Percentage
Yes	76	95
No	4	5
Total	80	100

Source: Field Data, 2015

The result (Table 4.8) illustrate that 76 (95%) of the total 80 parents acknowledged contribute for the development of the school feeding program in their villages. However, 4 (5%) of them did not participate in SFP. Since many respondents urged that they support the program the information given can be used to conclude about the impacts of SFP to primary schools education in the study area.

Hence, it can be concluded that the program has impacts to their children thus why they were willing to contribute. According to District Education Officers each school arranged the costs of the program through school committees and makes the same amount for every parent. In most cases, the amount is about one thousand up to two thousand per month for the school days in the year. This also revealed in Morocco, since 1978 WFP and the government have supported school feeding with encouraging community participation in education. School cooperatives support the school canteens and parents associations assist with the transportation of food aid (WFP, 1993).

In order to enhance the participation of parents, mechanisms use to involve them in the SFP in the study area. The mechanisms identified by the parents are summarized in Figure 4.6.

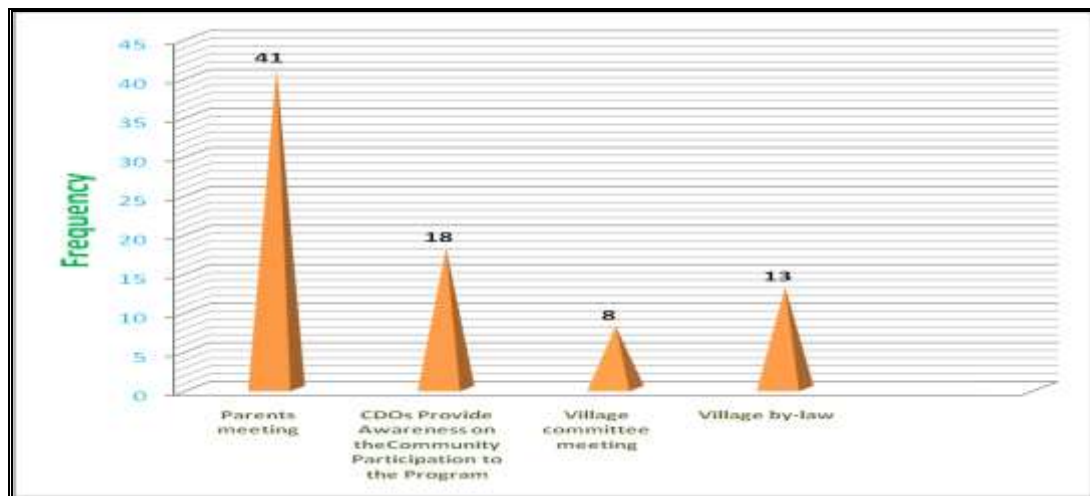


Figure 4.6: Mechanisms Used to involve parents in the SFP

Source: Field Data, 2015

Findings (Figure 4.6) parents depict that 41 (51%) parents meetings was the leading mechanism used to involve parent in the school feeding program. Others use awereness given through community development officers, village committee meeting and through village by-laws. The findings also supported by interviewed ward education cordinator who urged that parents involved through using school committees, parent committee and village leaders.

4.6 Rate of Enrolment and Attendance in the study schools

The fourth objective in this study examined the pupils' rate of enrolment and attendance after the establishment of school feeding program in the study area. The data obtained through documentary review.

4.6.1 Status of Standard One Enrollment prior to and after Introduction of SFP

Table 4.9, 4.10, 4.11 and 4.12 provided standard 1 enrollment in Chamwino District

and Chamwino primary school, respectively prior to and after the introduction of SFP the information given by head Teachers, Ward Education Coordinator.

Table 4.9: Standard One enrollment in Primary Schools before SFP in Chamwino District

Year	Target			Enrolled			
	Boys	Girls	Total	Boys	Girls	Total	%
2008	6214	6238	12452	7131	5472	12603	65
2009	5799	5689	11488	5038	5005	10043	87

Source: Field Data, 2015

Table 4.10: Standard One enrollment in Primary Schools after SFP in Chamwino District

Year	Target			Enrolled			
	Boys	Girls	Total	Boys	Girls	Total	%
2014	5799	5689	11488	5738	5675	11413	99
2015	5470	5510	10980	5463	5505	10968	99.8

Source: Field Data, 2015

Table 4.11: Standard One Enrollment before SFP in Chamwino Primary School

Year	Target			Enrolled			
	Boys	Girls	Total	Boys	Girls	Total	%
2008	52	67	119	38	44	82	69
2009	56	86	142	40	48	88	62

Source: Field Data, 2015

Table 4.12: Standard One Enrollment after SFP in Chamwino Primary School

Year	Target			Enrolled			
	Boys	Girls	Total	Boys	Girls	Total	%
2014	86	93	179	86	92	178	99
2015	112	100	212	112	100	212	100

Source: Field Data, 2015

In both less, the results (Table 4.9 and 4.10) for Chamwino District and Table 4.11 and 4.12 for Chamwino Primary School show that there was general increase in standard one enrollment following introduction of SFP. This is shown by large different in target and enrollment standard one pupils prior and after the introduction of SFP. The key informants supported that, the presence of school feeding program emphasis parents to bring their pupils to school due to availability of food in the schools.

Ahmed and Billah, (1994) in their study in Bangladesh found that, a program of school-based food distribution increased enrollment by 20% versus a 2% decline in non-participating schools. In addition, WFP, (1996) revealed that, a small pilot school feeding program in Malawi was evaluated for its effect on enrollment and attendance. Over a three month period there was a 5% increase in enrollment and up to 36% improvement in attendance compared to control schools over the same period.

4.6.2 Pupils Attendance before the Program

In addition to attendance the study wanted to know the rate of pupil's attendance before the establishment of school feeding program in the study area. Key informatives (District Education Officer, Ward Education Officer and Headteacher) illustrated about the pupil's attendance before the program was poor. The responses of the respondents concerning this question summarized in Figure 4.7.

Findings (Figure 4.7) reveal that, only 8 (10%) of all of the parents supported assertion that the situation of pupil's attendance before school feeding program was

good. The findings (Figure 4.9) correspond to those from interviewed key informant (Head teachers) who add that; the situation before was very poor due to poverty, drought, hunger and nomadic nature of the pupils.

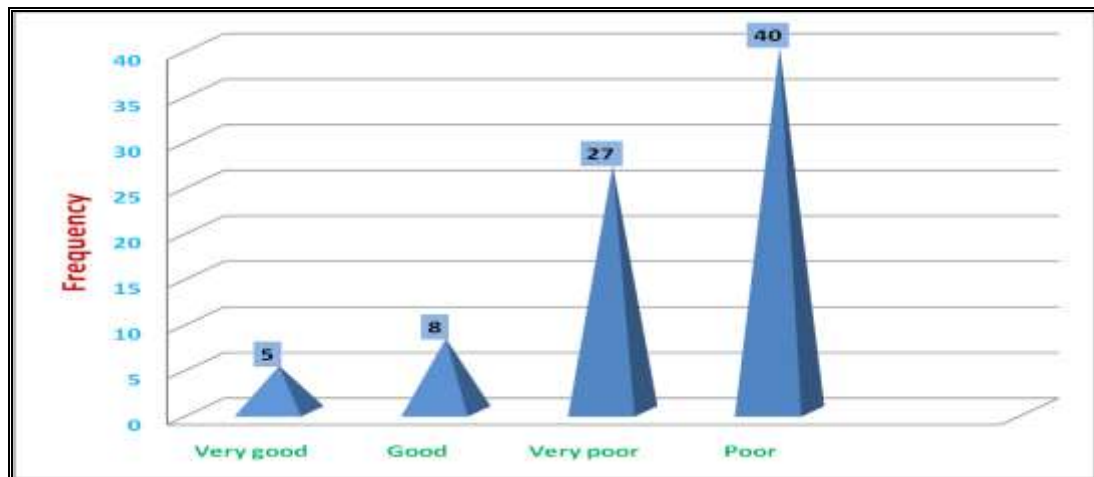


Figure 4.7: Pupils Attendance before the Program

Source: Field Data, 2015

When the parents were asked what were the reasons for poor attendance before the establishment of SFP their responses are given in Figure 4.10.

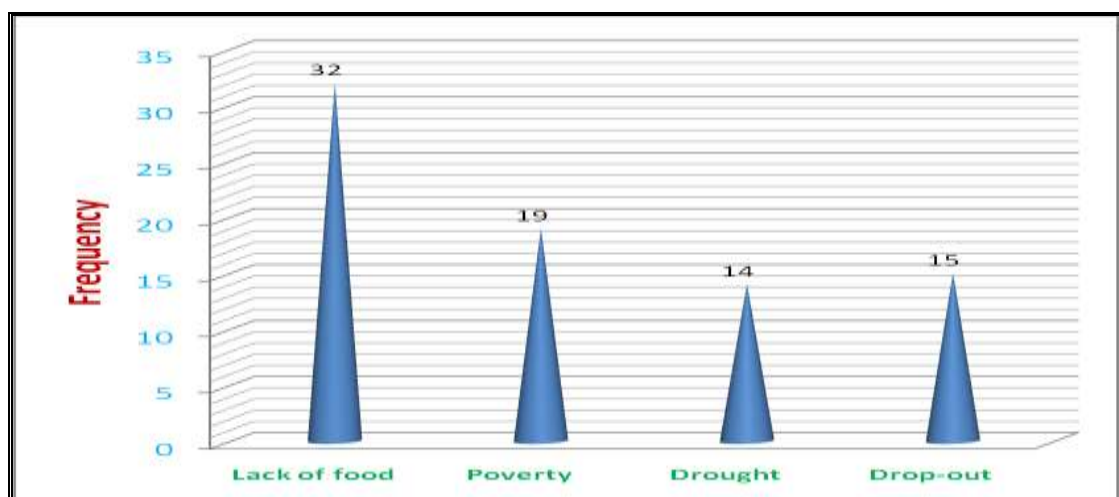


Figure 4.8: Reasons for Poor Attendance in Chamwino District - (Parents)

Source: Field Data, 2015

The findings supported by interviewed key informants' views that the attendance was very poor due to poverty, drought, hunger and nomadic nature of community members. The results (Figure 4.8) justify the criteria used in selection of school to be included to the SFP in Chamwino District. In the developed countries like the USA, according to Coleman's et al. report (2012), about 16.7 million children are reported living in households with limited or uncertain access to sufficient food and that their learning abilities and attendance are likely to be affected by hunger.

4.6.3 Pupils Attendance after the Presence of Program

Parents also required illustrating the situation of pupil's attendance after the presence of school feeding program. The responses related to this question presented in figure 4.9.

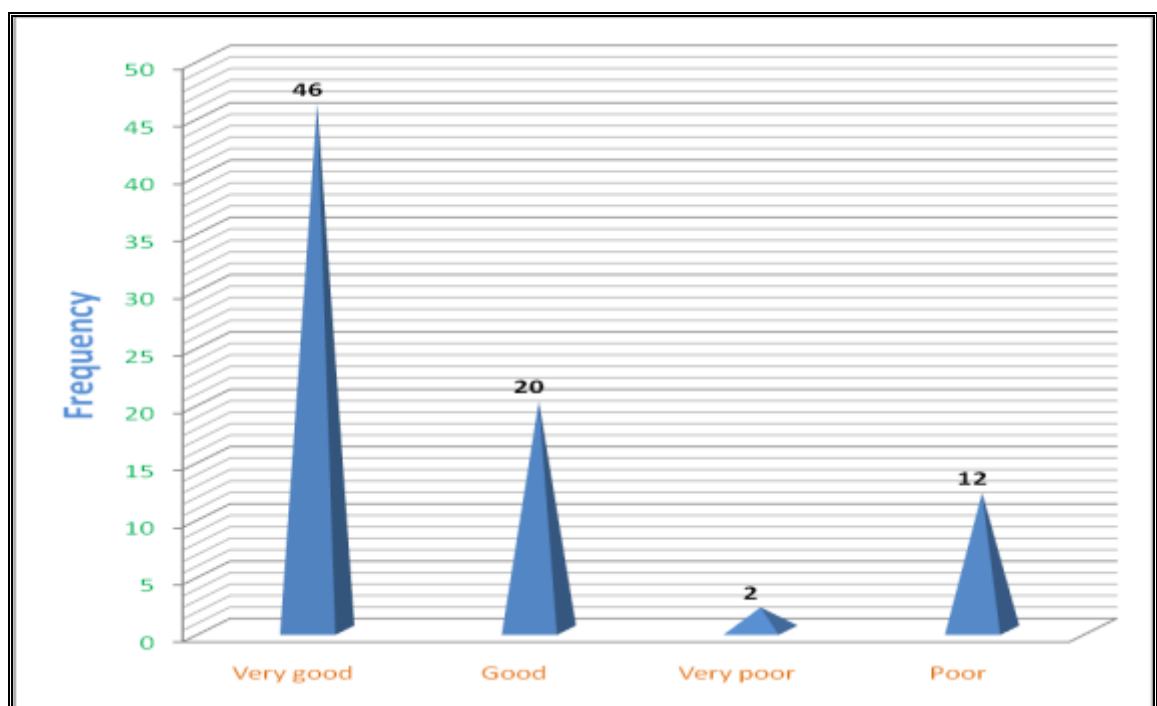


Figure 4.9: Pupils Attendance after the presence of Program

Source: Field Data, 2015

Basing to the findings (Figure 4.11) most of the parents were (98%) on the views that the situation after SFP is good. The findings also corresponding to those from discussion with key informants (Head teachers) who support that school feeding program influence pupils' attendance to high extent due to availability of food in the schools.

Further more, the study explored the reasons for more enrolments of pupils in schools after the establishment of SFP, the results are in figure 4.10.

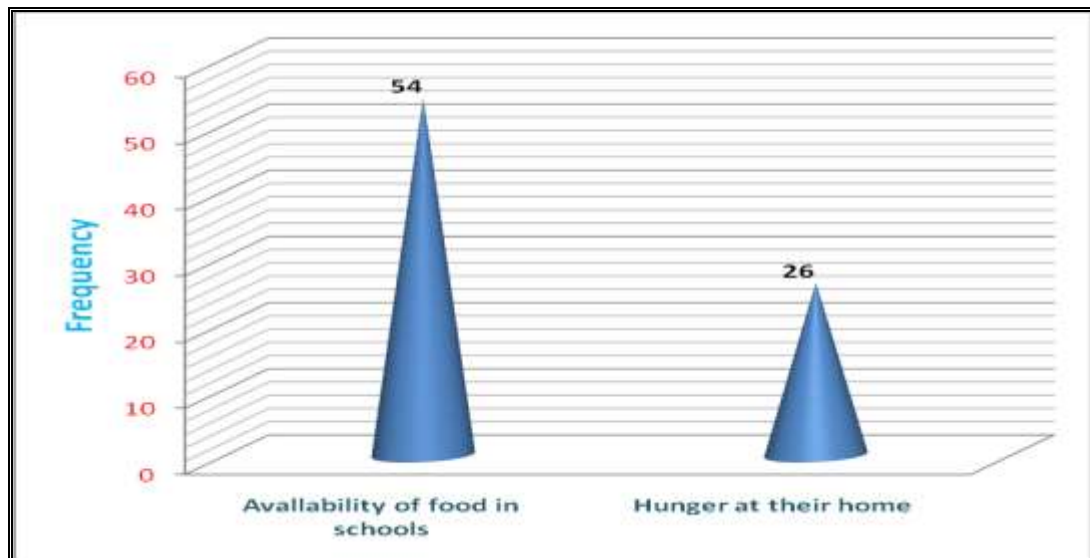


Figure 4.10: Reasons for More Enrollment of Pupils in Schools

Source: Field Data, 2015

The findings (Figure 4.10) depict that; about 59 (74%) the parents urged that; the reasons for more enrollment of pupils in schools after introduction of SFP is availability of food in schools while about 21 (26%) of them urged that the reasons for more rate of enrolment and attendance in the study schools enrolment after establishment of school feeding program is hunger at their home.

Basing on the findings (Figure 4.10) most of the respondents urged that the reason for more enrolment of pupils in schools after introducing the school feeding program is the presence of food in the school. A recent evaluation of an on-going school feeding program in Burkina Faso found that school canteens were associated with increased school enrollment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Moore, 1994).

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

The chapter presents summary of the findings, conclusion, and recommendation of study and made on the basis of the findings guided by research objectives and its respective research questions, and at last the suggestion for further research. Furthermore, the study involved district education officers, ward education coordinators, ward education officers, head teachers and parents since all of them have contribution concerning impacts of school feeding program on access to primary school education in Chamwino district. The sample selected from two divisions namely; Chilomwa and Mvumi to present all divisions found at Chamwino district council.

5.2 Summary of the Findings

The study focused on the assessment of the impacts of School Feeding Program on access to primary school education in Chamwino District Council. To achieve this objective, the following specific objectives were formulated: to examine criteria used to include schools on SFP in Chamwino District, to determine the institutions involved in SFP in Chamwino District, to assess the mechanism through which parents are involved in SFP and to determine rate of enrolment and attendance to primary school education after SFP.

School with very low percentage of enrollment and most of the pupils facing hunger

and poverty are use the criteria identified to be used to include schools in the study area.

Furthermore; the study found that are WFP, Africare, MOoEVT, MAMADO, WAJIBIKA, SUNSEED, EMEDO and OXFORD, are institutions involved in school feeding program in the study area. Also the study found that the kind of support provided by by these institution to include food, policy formulation, constructon of water tanks and wells, construction of toilets and stoves.

Moreover, the study revealed that mechanism through which parents are involved in the development of SFP are contribution of money for graning maize and for paying cookers and watchman, not only these but also they contribute money for construction of infrastructures such as kitchen and toilets and others contribute crops like maize The council through parents meeting and community development officers' sensitization mobilized a parent participate in SFP. Besides, the rate of enrolment and attendance to primary education after SFP show to be very good due to availability of food and very poor befor the presence SFP.

5.3 Conclusion

This study wanted to assess the impacts of the SFP on access to primary education in Chamwino district. The study found that SFP has significant positive effects on the pupils' enrollment, attendance, completion and decline in dropout. In addition, a number of criteria to be used on selection of the school such as low attendance and enrollment, poverty area and hunger are to be considered. However, the study found

that, there are some schools selected in the program which are not qualified and the specific schools to be included in the program were left. Also, mechanisms have been proposed by the study based on fully community participation to take active role in SFP. Although some institutions based on their objectives rather than the school need in the program.

Generally, the study still confirms that the school feeding program have impact on access to primary school education in Chamwino District.

5.4 Recommendations

Based on the findings/results in order the study to ensure that school feeding program is sustained the following are recommended;

- i. The local government should ensure that the community is capacitated to run the school feeding program so as to ensure its sustainability even if there is no donor support.
- ii. The local government should ensure that meals provided at school contain all necessary nutrients to ensure that pupils receive balanced body growth and mind development.
- iii. The central government should adopt a policy to allow primary schools to have income generating activities as it was practiced in the past. This is important to make the school run the SFP with little dependency on donors and government support.
- iv. Information sharing between parents, teachers and school board is of paramount important since it develops a sense of ownership among parents.

- v. Local government should have special funds on the program to ensure availability of food to the schools.
- vi. However, still there is a need for central government to work on policy studies that would come up with cost - effective models that may enable countries like Tanzania and other developing countries to effectively implement school feeding programs without depending on donors.
- vii. Moreover, there is a need of participation from different institutions on emphasis the development of school feeding program. Nevertheless, schools need to have income sources for them to run the SFP to increase enrollment as well as attendance.

5.5 Suggestions for Further Research

Despite the fact that the study was investigate the impacts of School Feeding Program on access to primary school education, still there are a number of issues that may require further study as follows:-

- i. Challenges facing implementation of school feeding program in the study area
- ii. Impact of Income Generating Activities (IGAs) among primary schools to sustainability of school feeding programs
- iii. Mechanism to involve all primary schools in school feeding program

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APPENDICES

Appendix 1: Headteacher Questionnaire

Instructions for Interviewers:

Choose an appropriate answer and then fill in the spaces the best numeric (value) accordingly otherwise fill in the blanks with suitable string/discrete value/ answers (words): Be neat and brief and Use a pencil. In case of language problem, you may use both Swahili and English language.

Part One: Profile of Respondents

(Please Fill the gap and Put Tick (✓) where relevant)

- 1 Sex
 - i. Male
 - ii. Female
2. Age
3. Village.....Division.....Ward
4. Marital status
 - i. Single
 - ii. Married
 - iii. Divorced
5. Education level
 - i. Primary
 - ii. Secondary
 - iii. Certificate

- iv. Diploma
 - v. Degree
 - vi. Others (Specify).....
6. Position

Part Two: Relationship between student's enrollment and school feeding program

7. For How long has the feeding program been in existence
- i. 1-5 years
 - ii. More than 5 years
8. What can you say about the enrollment of pupils before the feeding program
- i. Very Poor
 - ii. Good
 - iii. Very good
 - iv. Poor
9. What can you say about the enrollment of pupils after the feeding program
- i. Very good
 - ii. Very Poor
 - iii. Good
 - iv. Poor
10. Are you aware of the source of the funds of this program?
- i. Yes
 - ii. No

11. If yes in 2.4 above, can you mention at least two of them?

- i.
- ii.
- iii.

12. What can you say about the motives to introduce this program in relation to pupils on access to education?

- i.
- ii.
- iii.

Part Three: Relationship between student attendance and feeding program

13. What can you say about the student attendance before the program?

- i. Very good
- ii. Good
- iii. Very Poor
- iv. Poor

14. What could be the reasons for the above response?

- i.
- ii.
- iii.

15. What can you judge the student attendance after the program?

- i. Very good
- ii. Good
- iii. Very Poor

iv. Poor

16. What could be the justification for 3.3 above?

i.

ii.

iii.

17. What could be done to sustain the attendance as a result of this program?

i.

ii.

Part Four: Relationship between school dropout and school feeding program

18. What can you say about the student dropout before the program?

1. Very low

2. low

3. Very High

4. High

19. What could be the reasons for the above response?

i.

ii.

iii.

20. What can you judge the student dropout after the program?

i. Very low

ii. low

iii. Very high

iv. High

21. What could be the justification for 3.3 above?

- i.
- ii.
- iii.

22. What could be done to sustain the attendance as a result of this program?

- i.
- ii.
- iii.

Appendix 2: Education Management Questionnaire

Instructions for Interviewers:

In case of language problem, you may use both Swahili and English language.

(Please Fill the gap and Put Tick (✓) where relevant)

1. Sex
 - i. Male
 - ii. Female
2. Age
3. District
4. Marital status
 - i. Single
 - ii. Married
 - iii. Divorced
5. Education level
 - i. Primary
 - ii. Secondary
 - iii. Certificate
 - iv. Diploma
 - v. Degree
 - vi. Others (Specify).....
6. Position.....
7. How many schools have SFP in your District?.....
8. For how long has the feeding program been in existence?
 - i. 1-5 years

- ii. More than 5 years

9. Are you are aware of the source of the funds of this program

- i. Yes
- ii. No

9. If yes in 8. above, can you mention at least two of them?

- i.
- ii.
- iii.

10. What are the criteria used to select schools on SFP?

.....

9. Is their any Institution involves / support the SFP?

- i. Yes
- ii. No

10. If yes can you mention a few of them?

- i.
- ii.
- iii.

11. Do parents support the SFP?

- i. Yes
- ii No

12. If yes which mechanism used to involve parents in the SFP?

- i.....
- ii.....
- iii.....

Thanks for your Participation

Appendix 3: Interview for Pupils' Parents

Sehemu ya Kwanza : Taarifa za awali za mtoa taarifa

1. Jinsi

i. Me

ii. Ke

2. Umri

3. KijijiTarafaKata

4. Hali ya ndoa

i. Sijaolewa/ Sijaoa

ii. Nimeoa/Nimeolewa

iii. Nimeaachika

Mjane/Nimefiwa (Futa Isiyohitajika)

5. Elimu

i. Msingi

ii. Sekondari

iii. Cheti

iv. Diploma

v. Shahada ya kwanza

vi. Zingine (Taja).....

6. Kazi

Sehemu ya Pili: Uhusiano wa kiwango cha ufaulu na utoaji wa lishe shuleni

7. Je ni kwa muda gani mfumo wa utoaji lishe shule umekuwepo

i. miaka 1-5

ii. zaidi ya miaka mitano

8. Unaweza sema nini juu ya hali ya uandikishaji wakati mfumo wa lishe shuleni

haukuwepo

- i. Nzuri sana
- ii. Mbaya sana
- iii. Nzuri
- iv. Mbaya

9. Unaweza sema nini juu ya hali ya uandikishaji wakati mfumo wa lishe shuleni

- i. Nzuri sana
- ii. Mbaya sana
- iii. Nzuri
- iv. Mbaya

10. Je unafahamu chanzo cha fedha za mradi huu

- i. Ndiyo
- ii. Hapana

11. Kama ni ndiyo hapo juu taja

- i.
- ii.
- iii.

12. Unadhani kwanini mradi huu ulianzishwa huku?

- i.
- ii.
- iii.

13. Nini ushiriki wako katika utoaji wa chakula shuleni?

- i.

ii.....

14. Tufanye nini sasa kuendeleza mradi huu sanjari na uandikishaji wa wananfunzi

i.

ii.

Sehemu ya Tatu: Uhusiano wa mahudhurio ya wanafunzi na utoaji lsihe shuleni

15. Unaweza sema nini juu ya hali yamahudhurio wakati mfumo wa lishe shuleni

haupo

i. mazuri sana

ii. mabaya sana

iii. mazuri

iv. mabaya

16. Je sababu ni nini kwa jibu la hapo juu(3.1)

i.

ii.

iii.

17. Je unaweza sema nini juu ya mahudhurio ya wanafunzi baada ya mradi kuwepo

i. mazuri sana

ii. Mazuri

iii. mabaya sana

iv. Mabaya

18. Je nini sababu ya jibu lako hapo juu (3.3)

i.

ii.

iii.

19. Je tufanye nini ili kuendeleza hali ya mahudhurio mazuri sanjari na mradi wa lishe

- i.
- ii.
- iii.

Sehemu ya Nne: Utekelezaji wa Mradi wa chakula shuleni

20. Je, kuna mashirika yoyote yanayosaidia katika kuendeleza mradi huu wa chakula shuleni?

- i. Ndio
- ii. Hapana

21. Kama jibu ni ndiyo taja mshirika hayo machache.

- i.....
- ii.....
- iii.....

22. Je, wazazi wanachangia katika maendeleo ya mradi huu?

- i. Ndiyo
- ii. hapana

23. Kama jibu ni ndiyo, kuna utaratibu gani unaotumika katika kuwahusisha wazazi katika kuchangia ya mradi?

- i.
- ii.
- iii.

24. Je, kuna mashirika yanayochangia maendeleo ya mradi wa lishe shuleni?

- i. Ndio

ii. Hapana

25. Kama jibu ni ndio, taja mashirika hayo?

i.

ii.

Asante kwa taarifa na ushirikiano wako pia

Appendix 4: Interview for Ward Executive Officers

Maelekezo ya ujazaji dodoso hili

Chagua namba ya jibu sahihi na ujaze kwenye kisanduku Kama umepewa nafasi ya kujaza, toa maoni yako na ujaze mahali pa wazi.

Sehemu ya Kwanza : Taarifa za awali za mtoa taarifa

1. Jinsi

i. Me

ii. Ke

2. Umri

3. Kijiji Tarafa Kata

4. Elimu

i. Msingi

ii. Sekondari

iii. Cheti

iv. Diploma

v. Shahada ya kwanza

vi. Zingine (Taja).....

Sehemu ya Pili: Uhusiano wa kiwango cha ufaulu na utoaji wa lishe shuleni

5. Je ni kwa muda gani mfumo wa utoaji lishe shule umekuwepo

1. miaka 1-5

2. zaidi ya miaka mitano

6. Unaweza sema nini juu ya hali ya uandikishaji wakati mfumo wa lishe shuleni

haukuwepo

- i. Nzuri sana
- ii. Mbaya sana
- iii. Nzuri
- iv. Mbaya

7. Unaweza sema nini juu ya hali ya uandikishaji wakati mfumo wa lishe shuleni upo

- i. Nzuri sana
- ii. Mbaya sana
- iii. Nzuri
- iv. Mbaya

8. Je unafahamu chanzo cha fedha za mradi huu

- 1. Ndiyo
- 2. Hapana

9. Kama jibu ni ndiyo hapo juu elezea chanzo cha fedha

- i.
- ii.
- iii.

10. Unadhani kwa nini mradi huu ulianzishwa huku

- i.
- ii.
- iii.

11. Tufanye nini sasa kuendeleza mradi huu sanjari na upatikanaji wa elimu kwa wananfunzi?

i.

ii.

Sehemu ya Tatu: Uhusiano wa mahudhurio ya wanafunzi na utoaji lishe shuleni

12. Unaweza sema nini juu ya hali ya mahudhurio wakati mfumo wa lishe shuleni haupo

i. Mazuri sana

ii. Mabaya sana

iii. Mazuri

iv. Mabaya

13. Je sababu ni nini kwa jibu la hapo juu(3.1)

i.

ii.

iii.

14. Je unaweza sema nini juu ya ufaulu wa wanafunzi na mradi kuwepo shuleni?

i. Mzuri sana

ii. Mzuri

iii. Mbaya sana

iv. Mbaya

15. Je nini sababu ya jibu lako hapo juu (3.3)

i.

ii.

iii.

16. Je chakula mnachopewa kinatosheleza

- i. Ndiyo
- ii. Hapana

17. Kama jibu ni ndio hapo juu (3.5) toa sababu

- i.
- ii.

18. Je chakula mnachoopata kina vimelea madhubuti (mlo kamili)

- i.Ndiyo
- ii.Hapana

19. Kama jibu ni hapana hapo juu (3.8), toa sababu

- i.
- ii.

20. Je tufanye nini ili kuendeleza hali ya mahudhurio mazuri sanjari na mradi wa lishe

- i.
- ii.

Sehemu ya Nne: Uhusinao wa Uachaji shule na utoaji lishe shuleni

21. Je hali ya kuacha shule kwa wanafunzi wakati lishe shuleni haikuwepo ilikuwaje

- i. Ndogo sana
- ii. Ndogo
- iii. Kubwa sana
- iv. Kubwa

22. Je nini sababu ya jibu la hapo juu (4.1)

- i.

ii.

iii.

23. Je unaweza sema nini juu ya hali ya kuacha shule wakati mradi upo

i. Ndogo sana

ii. Ndogo

iii. Kubwa sana

iv. Kubwa

24. Je nini sababu za jibu lako la hapo juu(4.3)

i.

ii.

iii.

25. Je tufanyaje ili kuendeleza upungufu wa kuacha shule sanjari na utoaji wa lishe shule.

i.

ii.

iii.

Sehemu ya tano: Utekelezaji wa Mradi wa chakula shuleni

26. Shule ngapi zina mradi wa chakula shuleni katika kata yako?

.....

27. Ni vigezo gani vilitumika katika kuchagua shule kuwa katika mradi?

.....

.....

28. Je, kuna mashirika yoyote yanayosaidia katika kuendeleza mradi huu wa chakula shuleni?

- i. Ndio
- ii. Hapana

29. Kama jibu ni ndiyo taja mshirika hayo machache.

- i.....
- ii.....
- iii.....

30. Je, wazazi wanachangia katika maendeleo ya mradi huu?

- i. Ndiyo
- ii. hapana

31. Kama jibu ni ndiyo, kuna utaratibu gani unaotumika katika kuwahusisha wazazi katika kuchangia ya mradi?

- i.
- ii.
- iii.

Asante' kwa taarifa na ushirikiano wako pia

Appendix 5

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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23/11/2015

To whom it may concern.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research. To facilitate and to simplify research processes therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Sagenge, Angelina Julius , PG201401478** pursuing Master of Education in Administration, Planning, Policy and Studies at The Faculty of Education. We hereby grant this clearance to conduct a research entitled, "**Impacts of school feeding program on access to Primary School Education in Chamwino District.**" She will conduct her research at Chamwino District Council 16/06/2015 to 30/07/2015, and we kindly ask you to support her research.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA