



FOOD FOR EDUCATION

INFLUENCE OF FOOD FOR EDUCATION(FFE) PROGRAM ON NEEDY CHILDREN IN PUBLIC PRIMARY SCHOOLS WITHIN MUKURU SLUMS, NAIROBI.

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ABSTRACT

Food for Education Program as a social safety net has been popular in developing countries as an instrument for achieving the Sustainable Development Goals (SDG's). These programs are also advocated as important interventions for improving the human capital of school-aged children. The Food for Education program is critical to provide a balanced diet to poor and needy school going children which would in turn enable them to increase their attention span hence better academic achievement. The Food for Education (FFE) program is a crucial component in the development of a holistic child. The effect of under nutrition on young children aged 0-13 years can be devastating and enduring. Good nutrition is the first line of defense against numerous childhood diseases, which can leave their mark on a child for life. The objective of the study was to find out how Food for Education program has influenced needy children in public primary schools within Mukuru slums, Nairobi County. Three research objectives included finding out the effect of FFE on enrolment, attendance and involvement in learning activities of children in public primary schools within the Mukuru slums. The researcher employed the use of descriptive survey design. The target population of the study comprised primary school teachers and headteachers teachers and needy primary school children. Data was collected using questionnaires, interview schedules. Data was analyzed using descriptive statistics. Data was presented in graphs by tales. The findings from the study highlighted that food for education program played a positive role in increasing enrolment, attendance and promoting active involvement in learning activities by needy children in public primary schools within Mukuru slums. In conclusion school meals enhance involvement in learning activities of children in primary schools. The researcher made some of the following recommendations, county and national government need to initiate the school feeding programs as sustainability of the programs is vital to increase the transition rate to secondary level. There is need to conduct a study on school dropout, looking at the determinants of these factors.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This chapter focuses on the study background, the problem statement, the purpose of the study, the study objectives and the research questions. The importance of the study, limitations, delimitations and assumptions of the study are also covered. Moreover, the section covers both the theoretical and conceptual framework. The Government of Kenya recognizes basic education as a fundamental building block of the economy. This recognition is in line with goal two of the United Nations Sustainable Development Goals (SDGs) which seeks to achieve Universal Primary education (UPE) by 2030 and Article 53 (1) (b) of the Constitution of Kenya (2013), which stipulates that every child has a right to free and compulsory basic education and the government will provide access to Free Primary Education to all children (Republic of Kenya, 2013).

According to the 2007 Food and Agriculture Organization's (FAO) estimate, 923 million people in the world were chronically hungry, which was an increase of about 75 million people from the 2003-05 estimates (FAO, 2008). Many of these are children, and a vast majority of them are in developing countries. These numbers suggest that the Sustainable Development Goals related to hunger and malnutrition may not be met by 2030.

Food for Education program as a social safety net has been popular in developing countries as an instrument for achieving the Sustainable Development Goals. These programs are also advocated as important interventions for improving the human capital of school-aged children. The Sustainable Development Goal (SDG) Task Force Report (Birdsall, Levin & Ibrahim, 2005) on achieving the Education SDG cites Food for Education (FFE) programs as one important approach to attract children to school and improve learning. A School Feeding Program (SFP) is essential to provide a balanced diet to primary children which would in turn enable the children to increase their attention span hence better academic achievement. The School Feeding Program is a crucial component in the development of a holistic child. The effect of under nutrition on young children aged 0-13 years can be devastating and enduring. Good nutrition is the first line of defense against numerous childhood diseases, which can leave their mark on a child for life.

A healthy child will concentrate more in class work hence developing the cognitive part. He can also play to develop physically and will interact with others with a lot of ease and grow in self-esteem. Establishment of a successful SFP is based on parental participation and necessary attitude towards SFP because when they participate in all the proceedings, they will own the program and make it sustainable.

Since the launch of the United Nations Sustainable Development Goals in 2016, School Feeding Programs (SFPs) have become a popular instrument used to achieve the goal on Universal Primary Education (Goal 2), education being seen as a major catalyst for human development. School feeding programs (SFPs) have had a long, international history and have gained prominence as a commendable social safety net with enormous benefits for children, parents and communities as a whole. Today, many developed and developing countries have implemented some form of FFE in the education sector (Uduku, 2011). Primarily, FFE is an intervention set up to provide meals to school going children in school; these meals serve as a

good motivation to send children to school and keep them there and, in addition, enhances the cognition of the children.

In-school meals provide an important nutritional intervention during an often-overlooked critical growth period. By providing food at school during the school day, they have two advantages. First, well-timed school meals alleviate short-term hunger, possibly improving children's ability to concentrate and learn. Second, they provide an incentive for school attendance directly to the child (Caldes & Ahmed, 2004)

1.3 The problem Statement

It is a paradox that we should be talking about Child Hunger in this era of the *Africa Rising* narrative and 30 years after the adoption of the CRC. But here we are. Child hunger remains a persisting and a pressing problem in Africa.

Child hunger is the most extreme form of child deprivation. Hunger kills, often silently and slowly. It affects and damages children's health, hinders their capacity to learn, and reduces their ability to earn as much as their better-off peers. No less significantly, it diminishes children's sense of worth, their self-esteem and dignity. It also leads to anti-social behavior and crime. It is a most demeaning form of deprivation with huge personal, social and economic costs.

And it is a huge problem in Africa.

It should be given the utmost priority in public policy. Africa's population is expected to reach 2.5 billion people in 2050, and its child and youth population will hit the one billion mark. If current trends continue and corrective measures are not taken, Africa could have one billion undernourished, malnourished, hungry children and young people by the middle of the century. Child hunger is fundamentally a political problem. It is the offspring of the unholy alliance of political indifference, unaccountable and bad governance, and economic mismanagement. Persistent, naked, and brutal though the reality is, it remains a silent tragedy, one that remains largely unacknowledged and tolerated, perhaps because it is a problem faced by the voiceless. It is the right of a child to acquire basic education and this forms the necessary condition for development. In Mukuru slums Nairobi many public primary schools have enrolled vulnerable children whose parents are poor and some totally orphans. Many children are attracted to school due to school feeding program which acts as a safety net to mitigate on hunger. Major concern was the sustainability of these feeding programs since most of these were run by charitable organizations, fundraising, parents' contribution and well-wishers. Team Pankaj initiated the program in five primary schools in 2020 in support of vulnerable children and orphans to access food while schooling. This led to increase in attendance and concentration producing positive impact in cognitive function. There exists a gap in finding out the effects of school feeding programs on educational outcome noting that studies conducted highlighted findings in private primary but not in public primary schools

The study therefore seeks to establish the need for the county government to enumerate public primary school feeding program to ascertain the actual number on enrolment in schools. The need of the FFE is influenced by the expected benefits including primary scholars' participation in school activities, higher involvement rates as well as expected improved levels of school attendance. It is expected that FFE has more positive impacts to primary schools. These expectations were confirmed by the data collected which indicated some significant connections like that of improved class attendance, higher levels of class participation and higher rates of extra-curricular activities to Food for Education programs.

1.4 Purpose of the study

- To assess the influence of food for education program on needy children's participation in public primary schools within Mukuru slums Nairobi.

1.5 Objective of the study

The study was guided by the following objectives;

- i To investigate the influence of Food for Education program on children's enrolment in public primary schools in Mukuru slums Nairobi.
- ii To determine the influence of Food for Education on attendance of needy public primary school children in Mukuru slums Nairobi.
- iii To establish the influence of Food for Education program on needy public primary school children's involvement in learning activities within Mukuru slums Nairobi.

1.6 Research Questions

The researcher used the following research question:

- i. How does Food for Education program influence enrolment of public primary school children in Mukuru slums, Nairobi.
- ii. To what extent does Food for Education program influence attendance of public primary school children in Mukuru slums, Nairobi.
- iii. What is the effect of Food for Education program on public primary school children involvement in learning activities in Mukuru slums, Nairobi.

1.7 Significance of the study

The findings of the study may be of beneficial to education stakeholders, government (both County and National) since, it aims to provide an insight on how food for education program may induce enrolment and reduce dropout rate. WFP (2008) The community always feel obliged to assist their children in terms of offering support in labor to ensure success of the program. The study also served as a catalyst for other private sector players, to investigate further programs. This study aimed at helping the County government formulate policies of supporting education in public primary schools and enhancing food security.

1.8 Limitation of the study

The study was conducted on small sample hence this limited the findings to a small area. The other limitation of the study was the unavailability of adequate baseline data about public primary school's data on Food for Education program. Thus, it was not clearly understood how school participation looked like prior to the introduction of the SFP. Such data might have helped in supporting the argument about the influence on enrolment. Data collected

from the respondents may not been reliable in some cases since SFP was not in place. To mitigate on the limitation, the researcher used methodological triangulation of results to validate the results collected through conversation and structured interviews.

1.9 Delimitation of the study

The study was conducted within the confines of Mukuru slums, Nairobi that acted as a representative demographic sample to larger Nairobi County.

As far as the Kenyan school feeding is concerned, there are several types of Food for education programs which were in existence including WFP supported programs, parents-assisted programs and NGOs assisted programs as well as the National School feeding council of Kenya (Kosgei, 2006). These school feeding programs need to be actively supported because there is evidence that they promote attainment of sustainable development goals. They have been particularly effective in improving the enrolment rate of poor children and orphans (EFP, 2004).

The study was conducted in four public primary schools offering feeding programs. The other respondents included ten public primary school teachers, four headteachers and one hundred public primary school needy children. This sample was deemed adequate to provide the expected results about the study. Contribution was measured in terms of enrolment, attendance, participation in class and community involvement in school activities.

1.10 Assumption of the study

The researcher used the following assumptions for the study:

- i) All public primary schools selected had on-going school food for education programs.
- ii) The provision of food was regular.
- iii) Records were available on enrolment of needy children to those public primary schools.

1.11 Definition of significant terms

Class Participation refers to the act of children taking part in teaching learning activities.

Dropout refers to children who do not complete the eight or four years of primary and secondary school cycle respectively within a given cohort.

Enrolment refers to number of children who get admitted to primary schools.

Participation refers to children's enrolment, daily attendance to school, involvement and performance and commonly involvement in school programs.

Retention refers to ability to remain in educational system till completion.

Food For Education program (FFE) refers to an arrangement made in school to provide children with food to supplement what they may have eaten at home to help them remain in school.

School Feeding Program (SFP) refers to targeted social safety nets that provide meals to children in schools.

Short Term Hunger refers to a condition where a child is not able to get adequate food.

Safety net refers to programs that mitigates on adverse effects of hunger illness by the vulnerable.

Involvement in learning activities is learning which engages and challenges children's thinking using real life and imaginary situations such as play and exposing life experiences.

A public primary school is a government – funded educational establishment/institution or learning space offering free primary education to children between the ages of six to fourteen years.

Children’s participation refers to developing skill of a child, where learning and practicing are important aspects in interpreting the world and sharing experiences with peers in view by the core curriculum for pre-school education.

School attendance refers to a measure of children who attend school and amount of time they are present.

1.12 Organization of the study

The study was organized into five chapters; the first chapter provided the introduction, background information, statement of problem, purpose of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two comprised the review of related literature, of the influence of food for education on needy children involvement in learning activities under the following sub-topics; influence of feeding program on children’s’ attendance, influence of feeding program on needy children’s class participations influence of feeding program on needy children’s enrolment, theoretical framework and conceptual frame work. Chapter three covered introduction to research methodology, research methodology, research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedure, data analysis techniques and ethical consideration. Chapter four had subtopics about data analysis, interpretation and discussion of the collected data. Chapter five dealt with the summary, conclusions and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlights the review of related literature on the influence of food for education programs on needy children's participation in public primary schools in Mukuru slums, Nairobi. It covers the following; overview of food for education program on children's attendance, influencing of school feeding programs on needy children's participation in class, needy children's enrolment and commonly participation in school activities, summary of review of literature, theoretical framework and conceptual framework.

2.2 Overview of food for education Program

There are sixty-six million children and students who miss at least a meal during their school going days. FFE presents a powerful starvation rejoinder to households and children experiencing food shortages. Most of the governments across the world have appreciated the importance of having students well fed in ensuring a conducive learning environment. There are fewer programs that are directed towards ensuring children have meals at schools to enable them to be sustained in schools and increasing enrolments. Currently, majority of countries in the developing world including Kenya, have initiated food for education programs to sustain the children in schools. Majority of the initiated SFPs have multiple effects and benefits towards sectors like education, quality, gender, poverty alleviation, food security, and nutrition and health, all presented in a single intervention (WFP, 2008c).

Food for Education programs have been widely studied for their impacts on various outcomes, such as nutrition, health, education, gender equality, social protection, and economic development. A recent systematic review and meta-analysis by Wang et al. (2021) included 57 interventional studies on school feeding programs in low- and middle-income countries and found that school feeding resulted in a significant increase in height, weight, and school attendance over 12 months, compared to control groups. However, the review also noted that the evidence on the impacts of school feeding on academic achievement, cognitive function, and micronutrient status was inconclusive or limited due to methodological challenges and heterogeneity of interventions and outcomes. Another systematic review by Shrestha et al. (2020) focused on the impacts of school feeding programs on micronutrient status and anemia prevalence among school-age children and adolescents and found that school feeding programs improved iron status and reduced anemia prevalence, especially when combined with micronutrient supplementation or fortification. The review also highlighted the importance of providing healthy balanced meals that meet the nutritional needs of different age groups and genders. Other studies have also explored the impacts of school feeding programs on gender equality, social protection, food systems, and economic development, and have suggested that school feeding programs can have positive spillover effects on the families and communities of beneficiaries by increasing household income, creating employment opportunities, supporting local agriculture, and enhancing social cohesion.

The World Food Programme's (WFP) mission is to support governments to ensure that all school-aged children have access to school meals and are healthy and ready to learn. Every day, millions of children around the world go to school on an empty stomach – hunger affects their concentration and ability to learn. There are also millions of children – particularly girls – who simply do not go to school because their families need them to help in the fields or

perform domestic duties. In conflict-affected countries, children are twice as likely to be out of school than their peers in stable countries – 2.5 times more likely in the case of girls. School meal programmes can help address many of these challenges. They are a multisectoral game changer that improve children's education, health and nutrition. More broadly, they support the whole community by providing an important safety net, and by strengthening food systems and economies. The New Partnership on Africa's Development as approach which focuses on the combination of school feeding programme, Agriculture NEPAD had formulated CAADP, whose functions is adhered on pillar 3 whose function is specific focus on increasing food supply reducing malnutrition in school going children though diet supplementary via a complete and adequate meal and to expand local demand for food products and to stimulate production by stakeholders' forums (NEPAD, 2005a). 14 Kenyan schools have embraced feeding programs as directed by the provisions of the 2005 Sessional Paper on Education that was accepted by the Kenyan legislative body. Kenyan school feeding programs are contained as part of the four elements of the school health and nutrition agenda. Finally, the 2008 National Nutrition and food security policy contains section on school meals and calls for expansion of the programme (Kenya Case study 45). In 2009, the government began a locally developed SFP (school feeding program) initiative targeting 550,000 children and students. The WFP has, in many places across Kenya, clearly demonstrated its pledge to sustain school feeding programs. Some initiatives engage cash transfer to school for local purchase of food and represent the situation of long-standing entrust strategy to the government. The mechanism of weighted indicator has guaranteed appropriate targeting of the neediest regions under the WFP school meals programme and led to the handing over of more food-secure regions to the government's locally initiated school feeding programme. This method will be used to re-aim the school feeding programme yearly to warrant profitability of the invited resources reach the most vulnerable (Kenya). In Ethiopia, school feeding programme has supported access to quality primary education, while developing child approach to encourage nutrition, health and environmental awareness in schools. Poverty and food insecurity were challenges that hindered efforts to have significantly improved in the past decade. The 2005-2006 new enrolment rates were 7190 (UNESCO, Education for all Global Monitoring report, 2009). SFPs has been engaged as a strong school program and a strategy to improve access to school, increase enrolments, stabilize attendance, decrease school dropout as well 15 as alleviating short-term hunger among school children and students. There are increasing integration of SFPs in school programming after some results continue indicating the potential of improving learning experience. Another example of successful SFP can be cited in Malawi. Malawi has had experienced food insecurity for some periods that has also had a significant impact on education sector. A research initiated by UNICEF in 2002 established that food insecurity led to learners' absenteeism and dropout rates from 10.4 percent to 22 percent, particularly during the lean season in December. In 2007, the president of Malawi gave a cabinet decree authorizing the Ministry of Education to commence executing universal school meals in every primary school across the country. School feeding program was started during lean season, small children attending community-based child care centres addressed the problem of absenteeism and dropout. Vermeersh and Kremer (2004) conducted a field study in Western Kenya pre-schools between 2000 and 2002 to evaluate the impacts of school feeding programme on school participation and achievement. Pre-scholars in this context are defined as children between ages 4 and 6 who lived within walking distance of school. They found that children in the time compared to 27.4 percent in the comparison (control) group and this difference was statistically significant Vameersch and Kremer, 2004. The programme increased participation in the absence of qualified teaching falls short of better educational achievement since there are strong complementarities between teacher characteristics and school meals. Following WFP recommendations, some ASAL school districts have begun providing fortified morning

biscuits to get a jumpstart on the cognitive and nutritional benefits of feeding (Finga, 2010; Galal, 2005). Though significant gains have been achieved throughout the country in terms of educational expansion and accessibility rural Kenyans continue to lag far behind their urban counterparts.

2.3 Food for Education program and needy children's enrolment.

Despite the tremendous expansion in education as government commitment to achieve the sustainable development goal No.2 of eradicating hunger and being a signatory of various human rights; declaratives approximately 690,000 children of school going age (6-17 years) in the country have never attended school. This comprises 6.2 percent of the total population of children aged 6-17 years. However, this differs from one region to another. In North Eastern where Garissa County lies 42.9 percent, children aged 6-17 years never attended school due to reasons like guardian feeling that children are too young, lack of money for school, expensive uniform and feeding comprising 9.8 percent, parents not letting them go and working at home 22.4 percent (Government of Kenya 2005). Providing food for consumption at school can be beneficial for learning because it relieves immediate short-term hunger. Children who are not hungry are more attentive and have highest cognitive abilities (Simeon, 1998).

An evaluation of India's Mid-Day Meals Program found that girls in the program were 30 percent likely to complete primary school (Dreze and Kingdome, 2001). In Pakistan, a program that provides girls with conditional THR of oil once a month has changed the way their parents think and act. Before the program started, 48 percent of households did not send any of their daughters to school afterwards, all households educated at least one daughter (WFP, 2005). In Niger where school enrolment is one of the lowest in the world, a WFP program is providing some areas, the equivalent of the total daily recommended food intake in three meals a day as well as a take home ration to attract nomadic girls to school. Evidence shows that when school canteens have been closed immediate absenteeism follows and children are withdrawn from school. Often the school years cannot start in some nomadic areas until the food stocks have arrived (WFP, 1996b).

School feeding helps to safeguard household's investments in education by defraying some costs of school and encouraging parents to enrol their children in school and ensure that they attend classes throughout the cycle. This helps to protect children from the risk of both formal and informal labor and facilitates social integration (Paruzzolo, 2009). School feeding is a well-recognized safety net that transfers significant values to households with children enrolled in school or with school age children (Bundy et al, 2008).

2.4 Food for education program and needy children's school attendance.

Attendance is a measure of the number of children who attend school and the amount of time they are present. This is being present at something like work or school. If you never miss a day, you have perfect attendance. Absence in the early grades (kindergarten to grade two) is particularly significant as missing school impedes a young child's ability to develop essential social and academic skills Chang & Romeo (2008) school attendance is attendance at any regular accredited educational institution or programme, public or private for organized learning at any level of education at the time of the census (WFP, 2005).

School feeding and take-home ration have consistently proven effective in improving enrolment and attendance, and reducing drop-out rate among school age children. UNICEF reported in 2002, that 60 percent of 100 million out of school children in the world are girls;

WFP studies showed dramatic results when families who enrol girls and attend regularly were recorded.

An example of the SFP implemented program is in Pakistan where they embrace income transfer in the form of one or two cans of oil to families with girls attending school for 20 days in a month. During its pilot stage, the oil incentive program established that it could make a noteworthy contribution to full attendance. The respondents from the participating schools, it was observed that the enrolment improved by 76 percent to percent among the beneficiaries. The Pakistan SFP program also maintained that it was putting additional food into the hands of mothers thus it has been used to serve as a contact between mothers and teachers on allocation periods (WFP, 1996). In another study conducted by Anne K. Taylor on school attendance, it improved attendance and enrolment after provision of at least one nutritious meal each day. Nutritious meal of porridge comes from intra-products that was fortified food to ensure that children get the micronutrients they need. School feeding program may improve child nutritional status and reduce morbidity due to reorganization of feeding programs by fortifying the food with rich nutrients and this leads to positive effects on regular school attendance. In learning, school attendance may be affected through improved nutritional status. This may be though short-term impact of in-school feeding. In-school feeding alleviates a child's short-term hunger during the school day by improved nutrients to the child, providing the child with a meal when he or she would not otherwise have had one or replacing a meal.

A child who is not hungry during school hours is able to concentrate better and learn more (Grantham-Mc Gregory, Chang, and Walker, 1998). Secondly, sustained nutritional improvements improve child's desire to attend school. Finally, in-school meals may improve attendance through nutrition, by reducing morbidity. Adequate intake of micronutrients can strengthen immune system and reduce the incidence and severity of infectious diseases among children. Scrimshaw and Sergiovanni (1997), therefore, indicted that school meals improve children nutritional status, decreasing days missed due to illness, thus increasing attendance. Another study conducted showed that there was an increase in the attendance rate of children was by Vermeersch and Kremer (2004). The findings showed that children's participation was 30 percent higher in the treatment group where breakfast was provided than in the comparison group.

Likewise, Omwami et al (2011) also conducted a study to investigate if school feeding programme may improve attendance rate among pre-school children in rural Kenya. It was found out that school meals enhanced school attendance rate to treatment groups than to control group.

Another study conducted in India known as Midday meal Scheme where every child in primary school were provided with cooked meal containing 8-12 grams of protein. This program was launched in 1995 but implementation began in 2003. Dreze and Goyal (2003) conducted evaluation as well as (Afridi, 2011). The findings looked at the rise in attendance of girls and children from the scheduled castes. Jayaraman and Simroth (2011) documented a 13 percent increase in enrolment in response to midday meals. Afridi (2010) looked at nutritional impact of the programme in India

Investing in Nutrition during the first 1000 days of life from conception to two years of age is a priority, and addressing the nutrition needs of school aged children can help ensure that early development gains are not jeopardized by later failures. The nutritional status of preschool and primary school aged children impacts their physical development, health, learning and cognitive potential and subsequently their school attendance and academic achievement.

Studies in Guyana community-based School Feeding Program started in 2006. Survey was carried out in two poorest regions of the county in 2008 and 2009. Result showed positive impact on school attendance, classroom behaviour, nutritional status especially the poorest. In Kenya, malnutrition continues to affect a significant proportion of children and women. The

most recent study done in 2005/06 KIHBS, 2007, shows persistently poor nutrition outcomes with marginal increases in stunting (33 percent) wasting (61 percent) and underweight (20.2 percent) compare to 2003 data; 31 percent Stunting, wasting (5 percent) and underweight (19 percent). (Kenya Integrated Household Budget Survey 2005/06, 2007) From the National Micronutrient Survey, Iron deficiency was also high with 43 percent of pre-school children. Issues to be addressed amongst others were how to mitigate on insufficient food varieties/non-nutritious foods in schools.

Afridi (2010) through his paper on evaluation in Madhya Pradesh in India found out that daily nutrient intake increased by 49 percent to 100 percent. This helps in reducing daily protein deficiency in children which leads to malnutrition. However, the study does not give the long-term impact of midday daily meals on child health and its role on acting as safety net for the vulnerable children. Midday meals according to Afridi (2010) leads to increase in nutritional intake for children. This concurs with findings by Alderman & Bundy (2012) that food for education acts as a safety net just as conditional cash transfer programme. School meals help in cushioning children from economic shocks; which may help in future biological development of the child.

School feeding program has a positive effect of alleviating short-term hunger, hunger impacts on children and to households' level. Children from low income level, family background often have poor health status, prone to various infections, encounters higher rate of iron deficiency anemia which all may lead to hospitalization more frequently (WFP 2006). Due to illness, children end up being weak to attend classes. In the end hunger makes the children to drop out of school after successive absenteeism.

2.5 Food for education and children's involvement in learning activities.

School participation is measured by enrolment and attendance, age at entry, drop out status, learning achievement and cognitive development school participation in the most common education outcome.

Vameersch and Kremer, (2004) Research had been carried out in Western Kenya where twenty-five schools participated. The findings show that school participation was high in treatment group than in control group due to fully subsidized breakfast given to them in (2002). When the program was evaluated. These demonstrate the effect was larger for children enrolled in pre-school before the introduction of school feeding. According to study by Buraka (2006), participation is the act of actively involved in learning activities by children. To participate fully, children need the following factor to be addressed, social and emotional development. A child who is troubled or who has low self-esteem is less likely to demonstrate his or her competence, to think or working group. Therefore, to facilitate participation of children who seems less competent than might be expected, one must identify situation that will maximize a child's opportunities to demonstrate her competence. The field of development psychology has spent considerable effort in investigating this process which affects the ability to participate (Selman, 1980).

However, Food for Education programs provide nutritious food to malnourished children, can help in reducing hunger and giving balanced diets can reduce childhood sickness and help improve children's learning and cognitive development (Alderman et al, 2008b). Bundy et al (2009) also agrees that SFP improves on children's health and nutrition while Jomaa et al (2011) points out on increase in both energy intake and micronutrients are as a result of provision of school meals.

Ahmed (2004) also reports the result of a survey conducted which focused on perception of mothers of students in the SFP areas. The reported perceptions show a high percentage (ranging from 64 to 88 per cent) of mothers claim several positive effects; including increased concentration on studies, improved health status, more interest in attending school,

less cases of sickness, children are physically more active, happier and livelier than before the SFP was implemented. (Ahmed, 2004)

According to Lamis et al (2010:6) and Hall et al (2001:8). Evaluation conducted in South Africa where soup containing iron and vitamin C was provided to six- and seven-year-old showed positive outcome on their level of nutrition and health. This translated to educational achievement in terms of increased attendance and concentration in the classroom. Results showed increased weight 49 percent from 12 percent of six- to seven-year-old children. This evaluation is further supported by the theory of Abraham Maslow that asserts that the lowest level of the hierarchy physiological needs which includes hunger must be satisfied.

According to Gregory et al (2005) children who come to school hungry, walk long distance to school have a higher likelihood of becoming distracted in class and later lose interest in learning. School feeding programme helps in relieving a child's hunger hence improvement in memory to adapt to learning environment.

2.6 Summary of reviewed literature.

Studies have been conducted internationally, regionally and nationally on the influence of school feeding programme on children's participation in schools. All these studies showed positive impact on schools. Participation was measured in attendance, enrolment dropout rates and cognitive development Vameersch and Kremer (2004).

School feeding programme has multiplier effects to beneficiaries as it motivates them (school children) to enrol in school, acquire knowledge skills and attitude to become better parents in future that is educated father and mother. The impact in the end leads to breaking the vicious, cycle of poverty and malnutrition in a given society (Bundy et al, 2009, Kristjansson et al, 2007).

Studies have been carried in Kisumu East on determinants of by child participation and retention in public secondary schools (Onsarigo & Claire, 2013) considering the intervention of schools feeding programme implementation by the county government. It is important to look at the scenario of impact of school feeding programme on children's participation in pre-school.

There is need to find out the behavioral changes of pre-schools as a result of implementation of school feeding programme in pre-schools. The country programme 2004-2008 confirmed that provision of meals at school provided a strong incentive to make parents take their children to schools. Evaluation carried out Project Kenya 2502 (Exp1) indicated that enrolment increased in the schools with SFP by 50 percent in pre-primary and 22 percent in the primary schools (Mugiri, 1995). This shows that there is need to investigate further how SFP will influence children's participation in pre-schools of Kisumu East Sub County.

2.7 Theoretical framework

This study is based on the Expectancy Theory of Motivation by Victor Vroom (1964). This expectancy theory assumes that there is correlation between effort put by the employees and their performance. This is tied to their rewards at the end of work. One assumption is that employees join organizations with expectations of promotion, improving their career noting their previous employers.

These employee's expectations influence how they react towards the organization. Secondly, an individual's behaviour is as a result of conscious choice. Third, is that people have different expectations from organization (e.g. good salary, job security, and advancement). Lastly, people choose the best alternative that can yield optimum outcome for them personally. Therefore, the expectant theory is based on these assumptions and has three

elements: expectancy, instrumentality and valence. An employee will be motivated if only his/her expectation will be met;

- a) Effort will lead to acceptable performance (expectancy)
- b) Performance will be rewarded (instrumentality)
- c) The value of reward is highly positive (valence)

In a work environment, employees remain motivated if employers increase their belief in their capability to perform and good performance results in valued rewards. In a school situation, the school feeding programme is an incentive to attract children to school and creates a desire on them to acquire skills. Expectancy in this case is the belief that consistency to purpose yields a particular outcome (in this case, efforts lead to better performance). To children, (expectancy) is the internal belief that attending school regularly will enable them acquire education that empowers them to be free from pangs of hunger and diseases in future. Therefore, school feeding programme facilitates children to learn on the best way of solving short term hunger and making them healthy to cope with class activities.

2.8 Conceptual framework

Influence of school feeding programme on children's participation in public pre-schools. According to Orodho (2005), conceptual framework refers to a model of representation where a researcher represents relationship between variables in the study and depicts it diagrammatically or graphically.

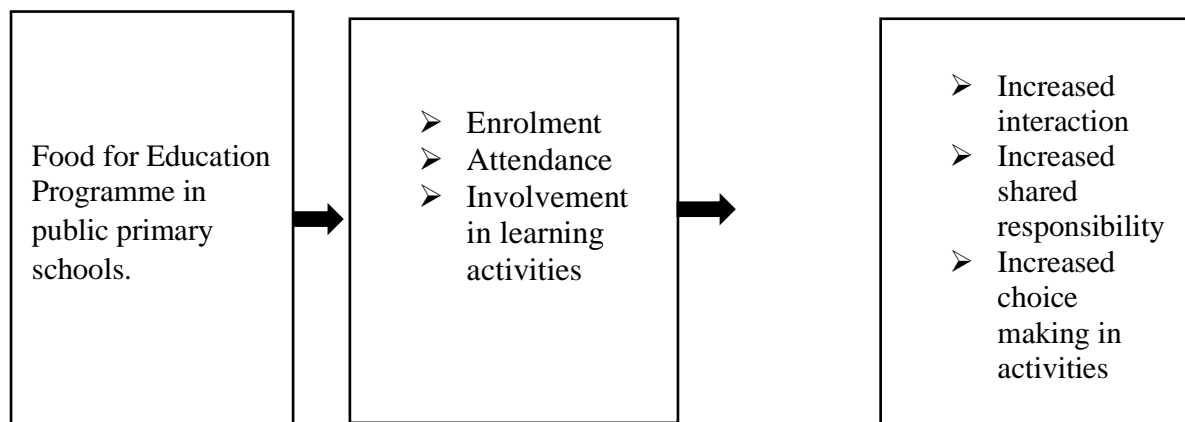


Figure 1

Influence of school feeding programme on children's participation.

The Figure 1 explains the relationship between school feeding programme as independent variable and children's participation which is the dependent variable. Various factors such as attendance, involvement in learning activities and enrolment were able to contribute to positive children's participation. These factors form the inputs that interact in absence of implementation of school feeding programme. These inputs will undergo various educational processes through school feeding programme to produce positive educational outcome. Once school feeding programme is implemented the education output will be positive on children's participation in terms of enhanced attendance, increase enrolment changes in the activity levels of children, reduced illness and this leads to improved cognitive ability. If the interaction of these inputs is healthy, then the output will turn out to be positive as shown by the impact of school feeding programme.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology highlights how the research questions were achieved. The steps towards realizing the needed information for the study is explained in detail in this chapter research design, target population samples size and sampling procedures research instrument reliability of the instruments, validity of instruments data collection, procedures data analysis technical and ethical considerations. Detailed selection of the population sample was also presented to ensure proper representation of the selected area of interest, in this case Mukuru slums, Nairobi. Ethical considerations for the respondents were also discussed in length to ensure that the respondents were aware of the objectives and the expected use of the information collected from them.

3.2 Research design

Research design is a logical work plan that highlights the flow of the work until the completion of the project. In this study, the researcher employed the use of descriptive survey design. Descriptive survey design involves observing, interpreting, describing and analyzing the behavior of a subject without influencing it in any way. Therefore, the area of study being vast, descriptive survey design enabled the researcher to administer questionnaire and their responses described and conclusions drawn. Through descriptive survey design the researcher was able to provide accurate and valid representation of the variables such as enrolment, attendance and involvement in learning activities in reference to school feeding programme. This study used descriptive research design. The target population is all the head teachers of public primary schools and all the primary teachers in all the public primary in Mukuru slums, South B, Nairobi County. Eight (8) schools constituting 30% of the total schools in Mukuru slums, South B, Nairobi County was sampled. From each selected public primary school, a census approach was used for all the head teachers and teachers. The study used both primary data and secondary data. The primary data was collected using questionnaires and interviews guides. The study used both open and close ended questionnaires which were administered to the head teachers and primary teachers. The researcher employed the use of interview to parents in data collection to establish the background and attitude towards FFE and enrolment on early primary education. In this study a pilot study was conducted to ensure reliability with selected respondents from one of the primary schools which were not included in the study.

3.3 Target population

The target population was the head-teachers, teachers and primary school children in Mukuru slums Nairobi Kenya. The selected population was meant to give information on whether there exists any impact on the school children from the implementation of the school feeding program.

The Mukuru slum consists of approximately 30 villages and is home to over 700,000 people. Most of these people have left their rural homes because of poverty and came to the city in the hope of finding work. Some are successful but the majority, being unskilled and uneducated, remain jobless. They live in very poor shacks made from cardboard or plastic

materials while those who are a little better off have shelters made from corrugated iron sheets. These one-roomed shelters are approximately 3m x 3m and have no sanitation or running water. There is no waste collection and most of it goes directly into the nearby Ngong River.



Mukuru Kayaba Village

About 60% of Nairobi's population live in slum conditions. Slum dwellers pay their rent to the landlords who "own" the land. The amount varies from US \$12-25 per month depending on the location of the house. There is no space for children to play. There are no recreation facilities for adults or children with the exception of bars, video shops and pool tables. Many turn to local brew, drugs and crime. Most of the residents are unskilled and uneducated which makes it almost impossible for them to enter into the formal job market. Majority work as casual laborer doing menial jobs like loading and offloading trucks in the surrounding industries, washing clothes and cleaning houses in the neighboring estates for willing residents and selling vegetables and fruits in small sheds among others. The average daily cost of living is \$4 while most of the residents earn an average of \$1-2 in a day making it hard to get the basic needs such as food, clothing, healthcare and education for the vulnerable children.

3.2 Ethical Consideration

Obtaining information and using it without consent might cause legal proceedings against the researcher. To prevent such occurrences, the researcher first sought consent from the selected respondents by engaging them in songs and plays, after which the researcher distributed the questionnaires and interviews. Ethical consideration helped in promoting public support for the research, moral and social values. It also enhanced the researcher's aims of carrying out the study. Respondents were to given ample and sufficient time to enable them participates fully during the interview. No information given by respondents was to be leaked to their teachers or any other source. Safety of the learners and respect was also accorded as required. The data collected was used exclusively for academic purposes. The respondents were assured that information gathered was to be kept anonymous and choice of words in the instrument was checked to guard against causing emotional harm to the respondents especially on sensitive or difficult questions.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The chapter presents the analysis of data collected from various respondents who participated in completing the questionnaires. The respondents were public primary school needy children, teachers and head teachers from the sample schools. The main aim of the study was to investigate the influence of food for education on children's participation in public primary schools from Mukuru slums, Nairobi. The data was presented in form of charts, tables and figures. Findings from data analysis formed the basis of discussion, interpretation and conclusions of the study.

Respondents filled out given questionnaires and returned to the researcher. In relation to the target population out of 4 head teachers sampled, 4(100 percent) returned the questionnaires out of 20 teachers sampled 20(100 percent) and 200 children returned the questionnaires. Since the study was to investigate the influence of food for education on participation of needy children in public primary schools, the response rate of 50 percent and above is recommended (Mugenda & Mugenda, 2003).

4.2 Influence of FFE on children enrolment in public primary schools.

Documents showed that there was an increase of primary school children enrolment as from 2020 to 2023. The findings were also supported by WFP (2013) National School Feeding programme implemented in Cape Verde.

<i>SCHOOL</i>	<i>Yr. 2023</i>	<i>Yr. 2022</i>	<i>Yr. 2021</i>	<i>Yr. 2020</i>
<i>Mukuru Kayaba</i>	1,640	1,666	1,267	1,733
<i>St Bakhita Mukuru</i>	1,062	1,083	1,107	972
<i>St Elizabeth Mukuru</i>	2,017	1,803	1,810	1,885
<i>St Catherine's Mukuru</i>	1,305	1,285	1,632	1,211
<i>TOTAL</i>	6,024	5,837	5,816	5,801

Data shows that majority of primary school children were motivated to come to school due to school meals with (80 percent). Study finding is in agreement by Bunde et al (2008) where FFE acted as safety net for vulnerable children and placed significant value to house hold with children enrolled in school.

Children response on what motivates them to school Influence	Frequency	%
School feeding program	160	80.0
Conducive environment	20	10.0
Extra-curricular activities	22	10.0
Total	200	100.0

Influence of school feeding programme on attendance

The study sought to establish the influence of school feeding programme on children attendance compared to other factors. Table below indicates that school meals enhanced attendance at (70 percent). One of the causes of absenteeism majorly include hunger during school hours and other factors such as long distance to school which account to (20 percent). WFP (2013) concurs with this when school feeding programme was implemented in Guyana between 2007 to 2009 where enrolment and attendance increased by (16 percent) and (4.3 percent) respectively in the assisted schools. Omwami E.M., Neuman C & Bwibo, N.O. (2011) also conducted a similar study where his findings showed that school meals enhanced school attendance rate.

Other factors influencing preschool attendance Rating	Frequency	%
Hunger	28	70.0
Long distance walk	8	20.0
Insecurity	1	2.5
Lack of motivation	3	7.5
Total	40	100.0

Influence of school feeding programme on children involvement in learning activities

The researcher sought to investigate the influence of school feeding program on children involvement in learning activities school feeding programme helps in alleviating short-term hunger hence improve attention, concentration and achievement amongst children. Head teachers and teachers responded on the influence of school feeding programme on children involvement in learning activities as presented in the table below;

Head teachers' and teachers' response on how children involved in learning activities Rating	Freq uenc y	%
Very high	0	0.0
High	33	94.3
Moderate	2	5.7
Low	0	0.0
Total	35	100.0

from their class teachers as presented in above, all these responses were attributed to provision of school meals in schools. These findings were in line with Vermeersch and Kremer (2004) whose evaluation of (25 percent) selected preschools that received subsidized breakfast showed positive response on involvement of preschool children learning activities. Active involvement in learning activities were (85 percent) higher in the treatment groups than in control group.

Other Factors that can improve involvement of children in learning activities in public primary schools.

This study sought the opinion of the primary school teachers and headteachers on other factor that influenced involvement other than school feeding program. These finding were presented in table below.

Other factors that can improve involvement of children in learning activities in public primary schools Factors	Frequency	Percentage
Home literacy experience	3	8.6
Level of education of parents	4	11.4
Motivation by teachers	7	20.0
Sensitizing parents	6	17.1
Friendly environment	10	28.6
Follow up on children	5	14.0
Total	35	100.0

From Table 4.19 having friendly environment enhance children involvement activities at (28.6 percent). This include thing such school infrastructure which were mentioned by the respondents. The researcher sought to investigate other factors that influenced children involvement such as sensitization of parents at (17.1 percent) and general motivation by the teacher in pre-school centres at (20%). These findings shows that despite of offering school feeding programme having positive impact there is need to address other factors that impacted positively on children involvement in learning activities.

Vermeersch & Kremer (2004) that showed negative impact of school feeding programme on learning activities. This implies that instead of providing school meals other factors such as school infrastructure and teachers’ motivation according to respondents had positive impact on learning activities apart from school feeding programme.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATION

5.1 Introduction

The main aim of the study was to investigate the influence of food for education program on needy children's participation in public primary schools from Mukuru slums, Nairobi. The data was presented in form of tables and figures. Findings from data analysis formed the basis of discussion, interpretation and conclusions of the study.

The research questions were confirmed as following;

i The question about FFE on influencing enrolment of public primary needy children in Mukuru slums was proved right in that FFE has significant influence on increasing school enrolment.

ii The research found that when FFE is implemented, more children are enrolled in school. (50%) of the respondents felt that having FFE would increase enrolment in the selected Mukuru slums.

iii FFE influences public primary needy children's attendance in school. This assertion was proved right in that majority of the sampled respondents (63%) felt that FFE was a major booster towards increased school attendance. These respondents felt that the most important program that could affect school attendance was implementation of the school feeding program.

iv The researcher also found out that FFE had positive impacts on involvement in learning activities. The research also found out that over 70 percent of the respondents had witnessed dull

participation when there were no school meals as compared to score of 93 percent of the respondents who were active when there were school feeding programs.

5.2 Findings

The study found out that the schools offer on-site meals where children are fed with food mainly lunch while in school. 60.9% of the primary teachers indicated that the types and methods of targeting school feeding programmes affect the enrolment in primary education in the schools to a great extent. Further, the study deduced that the challenges faced in sustaining school feeding programmes in the schools include some parents being unable to provide the required money, getting firewood or cooking gas is a problem, paying the cooks sometimes is a problem and lack of sponsorship from the government and well-wishers. On the same, the study found out that the challenges mentioned affect primary education enrolment to a moderate extent. The study concluded that the school feeding programme has helped in retaining the children in the school since its commencement, reduced absenteeism, improved performance as a result of daily attendance of school by children and the health of the children has also improved as compared to when there was no feeding programme. The study recommended that the school feeding programme should be introduced in all schools in Kenya.

5.3 Conclusion

Based on the findings it was concluded that children are motivated to enrol in pre-school as a result of SFP. There was evidence that due to lack of SFP most parents especially from low-income group fail to take their children to school, hence effects on enrolment. Hunger defiles human dignity, destroys lives, and deprives nations of their future wealth and their human capital too. Action is urgently needed. The issue is not resource limitation, though the demands on the public purse cannot be denied. The real culprit is that we have a broken governance system and an unresponsive political leadership that is indifferent to the plight of the poor, especially to the millions of children that suffer, albeit silently, the pangs of everyday hunger. Among top three activities that the county should lay emphasis is on SFP since compared with other influence such as friendly environment, motivating children and free primary education SFP was rated high.

School meals have enhanced involvement on learning activities contributing to lessons children's participation according to finding was low with no meals. This being a major factor as opposed to factors such as fears of others children and lack of knowledge of what is being taught SFP provided opportunity for children to participate in class during extra curricula activities. Notwithstanding the positive impacts of the school feeding programme as discussed above; there were a number of factors that had positive impact on educational outcomes. These include; school infrastructure.

5.4 Recommendation

The solution lies in public mobilization and a sustained and vigorous Africa-wide movement to hold our governments accountable. That is what is needed, and that is what all of us and the human rights community and civil society in Africa should do.

To make it sustainable the government through district councils is advised to engage in planning and educating for community members on cost sharing of the school feeding program. After conducting the research, the following were the recommendations that could be implemented among the many pre-primary schools in Kisumu East sub-county and other public primary schools across the country. In cases where the parents/guardians are middle-level or low-income earners, it is recommended that the governments (both county and national) initiate and implement school feeding programs. Majority of the affected children are those from poor background who could not afford balanced diets and complete meals in a day. When government comes in to provide SFP, the pre-school children, as well as others in lower and upper primary, are encouraged to enrol, attend and participate in class work. The schools should also initiate and implement SFPs especially for the pre-school and lower primary children who are motivated to learn when their environment is conducive and when their stomachs are full.

Motivations to remain in school for the pre-school children were mostly the SFP and parental sensitization coupled with other motivating factors that the children would feel attracted to class. The changes in enrolment were observed to be directly proportional to the presence of motivating factors in school including school feeding programs. From both the teacher's responses and the children's views, it was evident that there were several cases where the children went without food or either a meal. It was also evident that many were not taking balanced diets in their meals and incidences of fruits as well as vegetables were few. Their motivation to go to school was to learn, write and plan for their futures. The low concentration in class as well as low involvement in school activities need an attention that could include implementing a school feeding programme, soliciting for help from well-

wishers or organizations to support in ensuring a SFP was in place or creating an interactive session nearing and after meals to increase their concentration in class.

5.5 Suggestions for further study

The study suggests the following for further research;

i. This study was done in Mukuru slums Nairobi only; probably it would be prudent enough to replicate this study in other slums like Kibera to establish whether similar results would be achieved.

ii. The study was limited to four dependent parameters, enrolment, attendance, active involvement in learning activities and nutritional status. The study recommends that further study should be done on other variable such as language development.

iii. A study on the sustainability, the implementation of school feeding programme should be conducted.

iv. During research, effects of drop out were identified at primary level. There is need to investigate the cause of drop out at primary schools.

LIST OF ABBREVIATIONS & ACRONYMS

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ASAL	Arid and Semi-Arid Lands
ECDE	Early Childhood Development Programs
HGSFP	Home Grown School Feeding Program
K-CEN	Kisumu County Education Network
NACOSTI	National Commission for Science, Technology and Innovations
NER	Net Enrolment Ratio
PCD	Partnership for Children Development
SDGs	Sustainable Development Goals
SFPs	School Feeding Programs
SPSS	Statistical Package for Social Sciences
THR	“Take-Home” Ration
UNCRC	United Nations convention on the Rights of the child
WFP	World Food Programme
FFE	Food For Education

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