

**FACTORS INFLUENCING IMPLEMENTATION OF CHILD FUND
INTERNATIONAL SCHOOL FEEDING PROGRAMME IN PUBLIC
PRIMARY SCHOOLS IN ISIOLO CENTRAL DIVISION, ISIOLO
COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to my loving darling wife Agnes Kanario and my child Christabel Noelia Kendi and all those offsprings of my generation who will come thereafter in the generation to come in my lineage.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi Arid Lands
CFI	Child Fund International
DFID	Department for International Development
EFA	Education for All
FAO	Food and Agriculture Organization
HGSFP	Home Grown School Feeding Programme
INEE	Inter Agency Network for Education in Emergencies
MDGs	Millennium Development goals
MoE	Ministry of Education
NGOs	Non Governmental Organisations
SFP	School Feeding Programme
SMC	School Management Committees
UN	United Nations
UNESCO	United Nations Education Science and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
WFP	World Food Programme

ABSTRACT

Hungry pupils do not concentrate in learning. The school feeding programme is an effective tool in reducing pupils drop out rate. Subsidized meal programmes are used in primary school to promote enrollment and retention of rural children education and play an integral part in realizing the country's goal to universal education. Hungry pupils are likely to miss out schooling, becoming impoverished in future due to lack of education if not assisted with school feeding programme. The purpose of the study was to investigate the factors influencing implementation of Child Fund's International School Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County. The study was guided by the following three objectives. How community participation, clan conflicts and procurement influences the implementation of Child Fund's School International Feeding Programme. The target population was 10 primary schools in Isiolo Central Division that Child Fund International has implemented the school feeding programme, 10 headteachers, 110 teachers and 279 class eight pupils and 5 Child Fund International School Feeding Programme Officials. The study employed a descriptive survey design. The sample for the study comprised of 10 headteachers, 120 teachers, 5 Child fund officials and 84 pupils. Data was collected using questionnaires and focus group discussion. Piloting was done to gauge the validity of the instruments items. Community participation had the highest reliability ($\alpha=0.834$) followed by Procurement of food ($\alpha=0.763$) and finally Persistent clan conflict ($\alpha=0.757$). This illustrated that all the three scales were reliable as their reliability values exceeded the prescribed threshold of 0.7. Findings on the influences of community participation on the implementation of Child Fund's International School Feeding programme revealed that community passively supported the Child Fund's International School Feeding Programme. It further came out from focus group discussions of the pupils that the parents participated in the Child Fund International school Feeding Programme only if money was used as incentives. Procurement of food revealed that the schools were located in an inadequate food supply area as indicated by majority 6(60.0%) of headteachers. The study too revealed that the area suffers conflict hence the programme has suffered sometimes, though food acted as a tool to retain pupils in school as was indicated by majority of the pupils 44 (53.7%), hence it mitigates the conflicts and clan clashes by providing a sense of routine, stability, structure and hope for the future because it offers safe spaces for learning. Based on the findings the study concluded that community participation was minimal, procurement of food was done by the administration with less involvement of the community members and the area suffers conflicts. The study recommended that to ensure ownership of the school feeding intervention school

administration, School Management Committee and Child Fund International should ensure community participation and responsibility in school feeding programme. The researcher therefore suggested that further study to be conducted in a larger area to ascertain the implementation of Home Grown School Feeding Programme in public primary schools. Since the study was carried out in a rural setting, there is need to conduct a similar study in an urban informal settlement so as to compare the results.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Millions of children are denied the right to education across the world and it is estimated that over half of the world's out-of-school children 40 million live in fragile and conflict affected states, yet these countries receive a disproportionately low amount of education aid (World Bank, 2006). Many are at risk of not achieving Universal Primary Education (UPE) by 2015. The ultimate responsibility for ensuring access for *all* children lies with governments, but for many countries especially the poorest, progress also relies heavily on support from the international community, especially donors (World Food Programme, (WFP) 2008). Delivery of education in such conflict affected areas is possible and essential; however key support is needed in order to ensure education reaches the poorest and the hardest to reach children by investing in educational systems, teachers, and innovative approaches to deliver education. Conflict affected fragile states have an equally important role to play in upholding national Education For All (EFA) commitments to deliver education by allocating a national budget that reflects the educational needs; and particularly build the State's capacity to respond to education by investing in quality teaching and school infrastructure (United Nations, 2008).

Poverty and fragility prevents children from attending school and those that do not attend are at high risk of exploitation through child labour, child

trafficking as well as becoming victims of violence United Nations (UN News, 2000). According to WFP (2000), hungry pupils do not concentrate in learning. Therefore, the disadvantaged pupils who attend school are likely to miss out schooling repeat in future due to lack of education if not assisted with school feeding programme (United Nations Education Science and Cultural Organization, [UNESCO]; 1999).

Each year, World Food Program provides millions of school children with food in the world as an incentive to lure children to school and maintain their attendance. The programme targets areas where enrolment ratios are lowest and which can have greatest effect towards improving education standards of the children (WFP, 1999). In 2001, WFP launched a global campaign to expand access to education for millions of children in the world. By then, there were 66 million school children attending school in the world (World Food Program, 2001)

According to Ahmed (2004), school meals increased pupils' participation in school. Ahmed found that school feeding increased pupils' enrolment, reduced dropout rate, increased attendance and improved performance in participating schools as compared to their counterparts where no feeding programs were available. In Africa, some regions are adversely affected by drought and famines which affects children severely than the adults. In 1999, 29 countries in these regions including: North of Africa zone bordering Senegal, Upper Volta and Chad in the South and Morocco, Algeria, Libya and Egypt in the North. The zone extends South East through Somalia and Northern Kenya. In

South of equator the zone covers Lesotho parts of Cape, Northern Transvaal and Free State province of South Africa, Botswana, Namibia and parts of Zimbabwe. These regions benefited from WFP food assistance to relief children from hunger (UNESCO, 1999). It has been noticed that when school feeding programmes are introduced to school, enrollment increases. For instance, when a school feeding programme which consisted school meals and home rations for girls was introduced in 2000 by WFP in Morocco, enrolment of girls in schools increased within two years of the program's implementation.

Niger was one of the countries with the five lowest school enrollment rates in the world. However, the introduction of school feeding program which was intended to enhance attendance of nomad and transhumant families, particularly of girls, enrolments were noted to have increased by 30 percent within two years of the programmes implementation (WFP, 1988). In Ghana, school feeding programme introduced in 2003 made an amazing increase in pupils enrollment from about half a million to about 1.04 million by 2010 (WFP, 2001).

Kenya has made efforts to increase enrollment and retention of children in schools. For example school feeding program was introduced in Kenya in 1966 with an aim of improving participation of children in primary schools, in relation to enrolment, retention and academic performance. In 1979 the government introduced school milk which resulted to 23 percent increase in enrolment (Republic of Kenya, 1988). Having been stopped for a while, the

programme was re-introduced in 1980. Since then, the World Food Programme has been supporting school feeding programme targeting 1.1 million pre-primary and primary school pupils in Arid and Semi Arid Lands (ASAL) such as Isiolo since 1980 (Ministry of Education 2010).

Education, particularly basic education, makes an important contribution in alleviating hunger and improving people's lives (UNESCO, 1999). The Kenyan Sessional paper Number 1 of 2005 on education, training research indicates that education is a key determinant of earning, therefore an important exit route from poverty (Republic of Kenya, 2005). Hunger and malnutrition among children in developing countries continue to impair health, quality of life, and survival. It is estimated that a child dies every six seconds from hunger related causes Food and Agriculture Organization (FAO) (2004) and one out of four children in developing countries are underweight (UNICEF, 2007).

Nutritional deprivation is much more prevalent in arid and semi - arid land areas. It is not uncommon for only one meal to be prepared daily or for children to go to school without eating breakfast. Poor nutritional status increases the risk of frequent illnesses and the likelihood of poor performance and grade repetition at school (UNESCO). According to Abuzeid as quoted in Stanford Journal of international relation (2010) school nutrition programmes are used primarily to incentivize the enrollment and retention of rural children and girls. Subsidized meal programmes have played an integral part in realizing the country's goal of universal primary education. Globally school

feeding programmes have helped the learners to be sustained in schools and reduce the drop outs. According to WFP 2010 statistics between 2001 and 2002, USAID provided 70,900 Us dollars; which is about Ksh. 6,026,500, of food aid in support of the global food for education initiative. These programme targets existing schools in the arid and semi arid drought and Famine Stricken districts (FAS online, 2013).

The school feeding efforts has confirmed that food is an effective incentive to successfully attracting children in school. As other partners in the nation's education effort such as United Nations Children's' Fund (UNICEF) United Nations Educational Scientific and Cultural Organisation (UNESCO), Department for International Development (DFID) and a variety of Non Governmental Organisations (NGOS) continue in work is improve the quality of the physical school environment, instructional methods and materials, WFP has ensured the presence of children in the in the schools. For every day that the school feeding programme continues in Kenya there is yet more evidence that the approach is helping the government meet its goal of universal primary education, particularly in the disadvantaged arid and semi arid regions of the country (UNESCO, 2009).

The World Food Programme Journal (2013), asserts that a daily school meal provides a strong incentive to send children to school and keep them there, hence focusing on their studies rather than their stomachs. In many areas where hunger, poverty and emergencies are greatest, school meals play a pivotal role in enhancing the proper attendance of schools. School feeding

increases enrolment and attendance and can help children learn more effectively (UNESCO, 2010).

Jomaa (2011) observes that school feeding programmes are intended to alleviate short-term hunger, improve nutrition and cognition of children, and transfer income to families. Globally, proper nutrition is vital to ensuring students are able to concentrate in schools. A report by the UN's World Food Programmes has shown how feeding programmes help support some of the world's most vulnerable families and children (WFP, 2013). In Africa particularly, governments use school meals as a "safety net" in times of crisis. These feeding programmes sustain the students while in school and attract them to school.

The WFP policy paper recognizes that traditional relief responses are often inadequate to address the needs of disaster-affected people who are trying to stabilize and secure their livelihoods. The policy states that once WFP has fulfilled its mandate of saving lives in a relief situation, the primary aim of a WFP-food-aid-assisted recovery program is to enable people to restore their livelihoods in order to assure immediate and longer-term food needs. The policy acknowledges that the transition from relief to development may resemble a swinging pendulum more than a linear continuum and that both complex and chronic emergencies tend to blur the lines between relief, recovery and development (WFP, 2008).

In Kenya, according to Abotsi (2013) 8.6 million primary school children only 1.2 million obtain school meals from their regions to those in need of food forcing government to search for a more viable solution to respond to this need. The Kenyan government therefore has started a new initiative at a cost of 4.6 million US dollars per year called Home Grown School Feeding Programme (HGSFP) where children source food from the local community where the school is based (World Food Program, 2000). In Isiolo County, being under the Arid and semi- arid region (ASAL) food security suffers a great deal, drought and persistent ethnic clashes makes the area to qualify as an emergency zone. The accessing of the school by the children is affected, their health, and their general community life is challenged (WFP, 2009).

Schools in parts of drought stricken Kenya have managed to stay open, providing crucial meals for young children. The drought that often hits various region of the country creates serious food shortages, putting more than one million Kenyans at risk of hunger. Isiolo County is one of the districts that often experiences serious food shortage during droughts and has a population of 125,940 according to Kenya 2009 census data. School feeding programmes have been implemented in Kenya since the 1980's with varying degrees of success (Songa, 2011). For instance, Obonyo (2009) in Yala division in Busia County found that school feeding programme is an effective tool in reducing pupils' dropout rate. Subsidized meal programmes, used primarily to promote enrollment and retention of rural children, have played an integral part in realizing the country's goal of universal primary education. In 1980 the

government of Kenya in collaboration with World Food Program launched school feeding programme to support projects which provided nutritious meals at 10 o'clock porridge and lunch to pre-primary and primary school children in Arid and Semi Arid Lands (ASAL) in Kenya. The practice solved short-term hunger, improved pupils' health and provided them with energy and ability to cope with their school work eventually increasing their participation in learning (Rukmani, 2011; Songa, 2011; Wambua, 2008).

Child Fund International (CFI) is a Non-Governmental Organization that is inspired and driven by the potential that is inherent in all children; the potential not only to survive but to thrive, to become leaders who bring positive change to those around them. Their objectives are; to help deprived excluded and vulnerable children have the capacity to become young adults, parents and leaders who bring lasting and positive change in their communities and promote societies whose individuals and institutions participate in valuing, protecting and advancing the worth and rights of children. Though significant gains have been achieved throughout the country as a result of school feeding programme, there are obstacles that face the programme. For example rural schools, widely without firewood to fuel kitchen stoves, clean water, and money to pay cooks, find it difficult to provide daily meal services without burdening parents for missing inputs (Bwonda, 2005). Additionally, schools are not always equipped with suitable bathrooms, kitchens and dining to ensure that food is prepared and served in a hygienic and safe environment (Ahmed, 2004).

1.2 Statement of the problem

As education is a key component in stemming the loss of human potential caused by malnutrition since without clear unified national strategies on school meals to include all learners, many countries will not achieve the Education for All (EFA) goals by 2015 and will seriously affect the attainment of the millennium Development goals (MDGs) as well. (Save the Children, 2010) for schools can act as an entry point for the provision of essential support beyond education sector such as protection, nutrition, water and sanitation and health services (Inter-Agency Network for Education in Emergencies (INEE) 2010).

The effects of the school meal program on the wellbeing of rural Kenyans cannot be overstated. Through providing daily meals, schools are able to meet immediate food needs, provide future safety nets, and offer long-term assistance and empowerment to children, families, and communities. Education, health and nutrition cannot be considered in isolation. A holistic approach to children's well-being should be followed (WFP, 2006). Hunger is a barrier to learning and school feeding programmes throughout the world have successfully attracted children to school by offering them food or a nourishing snack. The primary objective of a school feeding programme is to provide meals or snacks to alleviate short-term hunger, thus enabling children to learn. School feeding programmes have proven effective in encouraging enrolment, increasing attention span and improving school attendance (Grantham-McGregor, 1999). The Child Fund's nutrition programme in

schools in Isiolo Central division was implemented to help the children realize their education. However, data from the DEO shows that children are still dropping out of school.

1.3 Purpose of the study

The purpose of the study was to establish factors influencing implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County.

1.4 Objectives of the study

The following research objectives guided the study

- i. To determine how community participation influences the implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County.
- ii. To establish how persistent clan conflicts influence the implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County
- iii. To determine how procurement of food influence the implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County

- iv. To identify strategies that can be put in place to ensure successful implementation of the programme

1.5 Research questions

The study was guided by the following research objectives

- i. How does community participation influence the implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County?
- ii. In what ways do persistence clan conflicts influence the implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County?
- iii. How does procurement of food influence the implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County?
- iv. What strategies can be put in place to ensure successful implementation of the programme?

1.6 Significance of the study

The study accessed and established the factors influencing implementation and sustainability of the Child Fund's School International Feeding Programme in

public primary schools in Isiolo Central Division in Isiolo County. The findings for the study were very important to the Ministry of Education and school administrations since it could be used to create awareness on the importance of school meals especially in arid and semi arid areas or in areas with emergencies and crises.

1.7 Limitations of the study

One of the limitations of the study is that it was challenging to get records from the schools and the Child Fund International on the progress of the SFP. To counter this, confidentiality was assured and all participants remained anonymous and triangulation was also effected. The researcher however tried to get any relevant information on the programme.

1.8 Delimitations of the study

The study was conducted in public primary schools. Private schools did not participate as their environment, parents/guardians motivation, socio-economic status of their members and management varied from that found in public primary schools. The study was conducted in schools which had the Child Fund's School International Feeding Programme. The study participants were programme officials, headteachers, teachers and pupils from the selected schools as they have first hand information about effects of school feeding program on pupils' participation in education.

1.9 Assumptions of the study

The study was based on the following assumptions:

- i. That provision of food through Child Fund's School International Feeding Programme was regular in the area.
- ii. That respondents were honest, knowledgeable and truthful in providing the required information.

1.10 Definition of significant terms

The following were the significant terms as used in the study.

Food security refers to ensuring that there is availability, stability and accessibility of food supplies in Isiolo Central Division, Isiolo County.

Food insecurity refers to a situation there is no availability, stability and accessibility of food supplies in Isiolo Central Division, Isiolo County.

School feeding programme refers to a partnership project sponsored by the Child Fund's School International Feeding Programme in Isiolo Central Division, Isiolo County.

Community participation refers to the extent to which members of the community around the schools are involved in the Child Fund's School International Feeding Programme. This includes provision of storage, provision of firewood, provision of services such as cooks.

Clan conflicts refers to the inter community wrangles which affect the normal running of the schools.

Procurement refers to ways that food is outsourced

1.11 Organization of the study

The study is organized into five chapters. Chapter one comprises of background to the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study. Chapter two consists of related literature review. The chapter has theoretical framework and conceptual framework. Chapter three consists of the research methodology divided into: research design, target population, sampling and sampling procedures, research instrument, reliability and validity of the instruments, data collection procedures and data analysis techniques. Chapter four discusses analysis of the research findings from the data analysis. Chapter five comprises of the summary of the findings, conclusions, recommendations and suggestions for further research studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the study. The chapter presents the background to school feeding programme, community participation school feeding programme, persistence clan conflicts and procurement of food influences the implementation of Child Fund's School International Feeding Programme. The chapter will also presents the theoretical and conceptual framework of the study.

2.2 Background to school feeding programme

In an impact evaluation of WFP school feeding programmes in Kenya enrolment rates were on average 28 percent higher in schools that offered school meals, than in those that did not (WFP, 2010). The difference was even more marked in the early grades. The rate of completion of primary school was also higher in schools offering school meals, especially for girls, and a higher percentage of children from primary schools that offered meals moved on to secondary school after graduating (WFP, 2010).

During emergencies, lack of food among other factors prevents children from attending school. (United Nations [UN] News, 2000). According to World Food Program [WFP] (2000), hungry pupils do not concentrate in learning.

Each year, World Food Program provides millions of school children with food in the world as an incentive to lure children to school and maintain their attendance especially in times of emergencies (WFP, 1999). In 2001, WFP launched a global campaign to expand access to education for millions of children in the world. By then, there were 66 million school children attending school and there was hunger in the world (World Food Program, 2001).

Kenya has made efforts to increase enrollment and retention of children in schools. For example school feeding program was introduced in Kenya in 1966 with an aim of improving participation of children in primary schools, in relation to enrolment, retention and academic performance. In 1979 the government introduced school milk which resulted to 23 percent increase in enrolment (Republic of Kenya, 1988). Having been stopped for a while, the programme was re-introduced in 1980. Since then, the World Food Programme has been supporting school feeding programme targeting 1.1 million pre-primary and primary school pupils in Arid and Semi Arid Lands (ASAL) and some slum areas of Nairobi and Mombasa cities since 1980 (Ministry of Education, 2010).

Schools in parts of drought stricken Kenya have managed to stay open, providing crucial meals for young children. The drought that often hits various region of the country creates serious food shortages, putting more than one million Kenyans at risk of hunger. Isiolo County is one of the districts that often experiences serious food shortage during droughts. The area is dry and its people keep livestock such as sheep, indigenous cattle and goats. The area

has been benefiting from school feeding programmes since 1980 (Isiolo District Education Office, 2012).

2.3 Community participation and implementation of Child Fund's School International Feeding Programme

School feeding programs that respond to community needs of food which there is conflict and when there is an emergency (Simeon, & Grantham, 2009). Schools normally put in place canteen or food management committees composed of representatives of parents, teachers, and students (Mali Ministry of Basic Education, 2008). The role of the committee is to act as an interface between the community and the managers who manages the school feeding program, and ensures proper utilization of the food in the school. Strong management committees ensure that teachers do not carry the entire burden of running the program (Lambers, 2008).

Community participation and involvement the School Feeding Programme (SFP), and typical contributions include firewood, water, cash for cooks' salaries, and salt. When households cannot contribute, the SMC makes alternative and the remaining supplies are purchased from the tenders come from members of the community, the SMC knows them and what they are capable of producing and delivering (Alderman, Gilligan & Lehrer, 2008). The School Management Committee (SMC) offers community responsible for the feeding programme. The communities also contribute to the purchasing of cooking utensils used for the program Apart from the human resource; another

important community contribution is firewood (Alderman et al, 2008). Effective administration and implementation of the school feeding programme is at the Unit Committee level, which is the basic level of administration. The community needs to be enhanced in ownership of the projects. The involvement of local communities has been minimal; there have been increase participation in supervision and contribution (Alderman, 2008).

In some countries, communities themselves establish school feeding programs independent of formal structures. And in many places, this is the only model implemented because it is already established, it could be an effective channel to distribute additional resources to communities. In Togo, for example, where there is no formal school feeding program, children are usually given a small allowance by their parents to buy meals prepared and sold by members of the community (Ahmed, & Ninno, 2002).

In cases where the government has decided to place responsibility on the community for sustaining the school feeding program, specific support to communities could be put in place, for example, by linking agricultural programs to communities. Also, a solid policy framework would still be needed that recognizes the existence of this program and an institutional setup would be needed to determine guidelines, minimum standards, and support to the community. In certain cases, the government may wish to consider a mixed model of implementation, where a basic food basket would be provided by the state, which could then be complemented by the community. This way, the

food supply of the program could be protected, and minimum nutritional and quality standards could be maintained (Brinkman, 2007).

In Ghana for example, community participation and responsibility provide the means to ensure ownership of the school feeding intervention, and the facilities provided for cooking and feeding, water and sanitation. The essential methodology for school and community level programme promotion and execution supported by ownership and sustainability is community participation. This takes place to varying degrees in all phases of the implementation cycle. Ownership is key to sustainability of the programme and this has been amply demonstrated by several communities around the country (Brinkman, 2007).

The school administration and the SMC directly manage the HGSP program at the school level. Each school has an SMC that includes the head teacher as the secretary, a chairperson who is a parent, and other parents who are members. While some schools have two separate bank accounts one is a general-purpose account and the other is for instructional materials and supplies (Lambert, 2008). A third is required for the school feeding programme. Schools have experience with financial management and procurement, and the MoE is basing their school feeding procurement model upon already existing structures for monitoring and evaluation and procurement that are used to purchase textbooks and other school supplies (Horton, S. 2002). Parents represented by the committees are responsible for overseeing general management of the programme, which includes overseeing food deliveries,

signing off on reports and delivery notes, and making procurement and management decisions. To access funding at the school level, three parties must sign for it (Gulani, Nagpal, Osmond & Sachdev, 2007)

In many low-income countries, school feeding programs are managed by external implementing partners, often as a program that runs in parallel with sectoral programs. An important consequence of this is that any transition to national ownership requires as a first step the institutionalization of school feeding within national and local-level structures (Caldes & Ahmed, 2004). Many case studies of countries that have transitioned to national ownership point to the fact that, independent of context, programs benefit from having a designated institution in charge of the program at the central level. In a majority of countries, this responsibility lies with the education sector, although some countries have chosen to create independent institutions, particularly where the program is seen as a political priority. In other cases, the program may be viewed as a multisectoral intervention, crucially linked with the education sector, but implemented with agriculture, health, or local government (Caldes & Ahmed, 2004). The key factor that sows the seeds for transition is government leadership for the incorporation of the program within national policy.

Where the food comes from and who is responsible for its purchase determines to a great extent how a program is managed. A program that buys large quantities of food from national traders and distributes it across the country will need significant centralized capacity to plan requirements well in

advance, coordinate national level tenders, and manage distribution. In contrast, if the food is bought close to the schools using a decentralized system, then the institutional arrangements can be lighter at the national level, but with significant support to local-level structures. Thus, the roles and responsibilities of the different parts of the institutional system depend largely on the procurement modality and sources of food (Caldes & Ahmed, 2004).

2.4 Persistent clan conflicts and implementation of Child Fund's School International Feeding Programme

According to the UNESCO Global Monitoring Report 2011, violent conflict is one of the greatest development challenges facing the international community (UNESCO, 2011). Beyond the immediate human suffering it causes, it is a source of poverty, inequality and economic stagnation (Stewart, 2010). Children and education systems are often on the front line of violent conflict. The 2011 Global Monitoring Report examines the damaging consequences of conflict for the Education for All goals. It sets out an agenda for protecting the right to education during conflict, strengthening provision for children, youth and adults affected by conflict, and rebuilding education systems in countries emerging from conflict. Conflict is actual or perceived opposition of needs, values and interests. Conflict as a concept can help explain many aspects of social life such as social disagreement, conflicts of interests, and fights between individuals, groups, or organizations. In political terms, "conflict" can refer to wars, revolutions or other struggles, which may involve the use of force as in the term armed conflict. Conflict in pastoral areas is frequently

associated with resource access, exacerbated by drought or other acute events that sharpen competition (Macrae & Zwi, 2007). Over the years it has been exacerbated by proximity to national boundaries and the flow of small arms from neighboring countries. However, much of the pastoral conflict has started to transform into more political conflict, as groups vie to have a representative of their ethnicity in a seat of power. Clan-based raiding of livestock has been traditionally practiced among the pastoral communities, and culturally approved. However such raids had limited damage, barred killing of women and children, and contained inbuilt peace measures via control by clan elders. Such conflicts are even classified as sustainable and redistributive in nature, in that retaliatory raids occur between the clans, whereby cattle ownership keeps changing and an overall balance is maintained (Brinkman & Cullen, 2011).

Competition over scarce grazing fields, water resources and pasture has escalated inter-ethnic animosity, often resulting in armed conflicts, which are predatory in nature and much more destructive. For example, Isiolo, Baringo, Marsabit, Moyale, Samburu and Turkana communities are moving in large numbers into agricultural areas of Laikipia in search of water and pasture. Similarly Pokots, Marsabit raid the Turkana villages that border their districts for control over resources available in Turkana areas. Recently, intra-communal conflict, such as between two Turkana communities, have also begun emerging, as people have begun to perceive raids as a method to compensate for their lack of resources and livestock assets. The second and the third above, may be classified as predatory raiding, in which the balance

between clans is frequently lost, violence escalates beyond control and numbers killed are high. Many of these are even driven by external forces, with political and commercial interests (Malombe, 2007).

Protracted clashes and escalation of conflict cause the breakdown of contact between neighbouring or adjacent communities and the consequent loss of lengthily constructed social networks and institutions which have proved to be crucial for coping with uncertainty (Hassan, 2009). Insecurity in rural areas and the associated increase in poverty and destitution contribute to the increased number of people moving to towns (Hassan, 2009), where already a large majority of the population lives in unplanned settlements, without legal access to land or services. Further pressure on resources in urban settlements is likely to result in the intensification of urban conflicts (Malombe, 2007). Although there is very little systematic documentation of violence upon women (Mitullah, 2007), some points can still be made. Insecurity for young women means also the risk of rape and abduction. Seifert (2008) argues that the social effects of rape have to be measured in terms of the threat that violence upon some women represents for all women, and the role that such a threat plays in influencing women's behaviour in general. In conflict-prone areas, the risk of rape or abduction of girls creates a pressure for early marriage (Turshen, 2008). In a hurry to place the girls safely in marriage, their families are ready to accept unusually low bride wealth. Under pressure from their families and well aware of the risks involved in waiting, the girls lose the negotiating power that they might have had on the issue. One of the

consequences of this is a considerable lowering of the age of marriage, possibly triggering an increase in fertility rate. The risk of rape connected with violent conflict may persist, or even increase, even when women flee from conflict-prone areas. A huge incidence of rape has been recorded in refugee camps in the North East, apparently confined to Somali women (personal communication, Nairobi Workshop; African Rights, 2005). Intense and prolonged situations of conflict tend to create large numbers of displaced children in urban centres, usually living in a state of abandonment, with no assets, health facilities or education (El Hadi El Nagar, 1992). These children are likely to become cheap fighting manpower to fuel existing and new conflicts.

Insecurity affects formal education directly. Teachers may abandon conflict-prone areas due to lack of security, and the schools are closed. NGOs are forced to cut down their activities and hence affect the development projects undertaken in the area. For example, during the clashes in Wajir in 1992-95 some 160 civil servants, including teachers, either left the district or refused their appointment there; forty five primary schools, and five secondary schools were affected by violence; ten primary schools serving 2,500 students were closed (Ibrahim and Jenner, 1996). In the same clashes, forty five primary schools, and five secondary schools were affected by violence; ten primary schools serving 2,500 students were closed (Ibrahim and Jenner, 1996). Poverty and destitution further diminishes the already scant possibility that parents have to afford the costs even of primary education. However, Belshaw

(1999) records a different phenomenon in Uganda, where the Labwor, having lost by raiding almost all their cattle and being now dependent on intensive cropping, small stock and wage labouring, have by far the highest school enrolment in pastoral areas district.

2.5 Procurement of food and the implementation of Child Fund's School International Feeding Programme

Procurement mechanisms are central to implementation of school feeding programmes (Del Rosso, & Marek. 1996). Procurement depend on the availability of cash versus in-kind resources for the programs, and on the local food security situation. When cash resources are available, whether from donors or national sources, the procurement arrangements need to strike a balance between the cost efficiency of the procurement mechanisms that are chosen, the quality of the food, and the possible impact on local markets (Caldes, & Ahmed, 2004). There are four main ways in which food is provided to school feeding programs these include procurement outside of the country, procurement within the school and Procurement Arrangements, procurement local to the schools and community-sustained.

Procurement of food grains and ensuring continuous availability of adequate food supply is the responsibility of the school administration. The government makes arrangements for the transportation of food grains to school while the school administration puts down mechanisms on preparation, so that pupils can eat. While the model instructs caterers to procure from the schools'

communities, and source from the district and national levels only when food items are not available, in practice caterers are sourcing the large majority of food from the market regardless of local availability (Ravallion, & Wodon. 2008). The management of school feeding programs has become increasingly decentralized, mirroring the trend in the education sector toward school-based management. But the extent of involvement of teachers and education staff is an important issue because there are, for example, very significant opportunity costs of using teachers to prepare food (Vermeersch & Kremer, 2004).

The design of school feeding programs should specifically address the following significant issues and challenges: environmental concerns related to cooking fuel and disposal of commodity packaging; inappropriate use of school gardens for food production; and the potential opportunities for corrupt practices in procurement and contracting (Finan, 2010). The roles and responsibilities of the institutional system depend largely on the procurement modality and sources of food: local procurement is the most common approach within national programs and is emerging as the more common approach overall. Local procurement is being actively evaluated as a means to achieve sustainable school feeding programs and, at the same time, to use the purchasing power of the program as a stimulus for the local agricultural economy. As such, local purchase of food for school feeding is seen as a force multiplier, benefiting children and the local economy at the same time (Vermeersch & Kremer, 2004).

According to Jamison & Leslie (1990), school feeding is expensive and logistically complicated. Problems of school feeding programmes in the schools include irregular delivery of supplies, food lost through theft and spoilage, culturally unacceptable food being served, inadequate rations in kilojoules and nutrients, disruption of teaching to prepare meals if community workers are not available, burdensome monitoring and reporting of the programme, logistical difficulties in transporting large quantities of food by means of poor transportation to remote areas; and problems with communication systems (Jamison & Leslie 1990, McCoy1997). This will have an impact on the sustainability of the programme. Costs of school feeding will generally be high, but will depend substantially on the mechanisms for food preparation and delivery. An important consideration is the extent to which the rest of the family benefits from the programme because of children taking food home to give to younger brothers and sisters (Jamison & Leslie, 1990).

2.6 Summary of literature review

According to WFP (2014) journal a daily school meal provides a strong incentive to send children to school and keep them there and allows children to focus on their studies, rather than their stomachs. Providing school meals has many and varied benefits. The fact that all countries in the world both affluent and developing provide school meals is a prove of this. Jomaa LH, et al (2011) agrees that SFPs are intended to alleviate short term hunger, improve nutrition, and cognition of children, and transfer income to families. The

present review explores the impact of SFPs, on nutritional, health and educational outcome of school -aged children in developing countries.

However, the positive impact of school feeding on growth, cognition and academic achievement of school aged children receiving SFPs, compared to non fed children is less conclusive. This review identified research gaps and challenges that need to be addressed in the design and implementation of SFPs and calls for theory-based impact evaluations to strengthen the scientific evidence behind designing, funding and implementing SFPs.

Despite a growing global recognition of the importance of school feeding programme for economic and social development, few countries have given SFP issues high priority in national policy-making processes and resultant policies (Mwadime 2011). A pre-requisite for development of effective SFP policies and programs is the recognition of malnutrition as the outcome of various interacting shortcomings that fall into the responsibility of several government sectors. Hence, malnutrition is a multi-sectoral problem that requires cross-sectoral solutions (Garrett & Nataliccio 2011). Concerted efforts, however, that involve the key line ministries (health, agriculture, education, social affairs, economic development, and infrastructure), leading governmental and non-governmental organizations, and the private sector have been rare, but attempts in this direction have become more prominent recently (partly in response to growing donor demands) (Bezanson & Isenman 2010, Bhutta et al. 2008, Fiedler 2000).

2.7 Theoretical framework

This study was guided by Vroom Expectancy Theory of motivation. The expectancy theory was proposed by Victor Vroom of Yale School of Management (Vroom, 1964). Vroom stresses and focuses on outcomes, and not on needs. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual. The Expectancy theory states that employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality). In short, valence is the significance associated by an individual about the expected outcome. It is an expected and not the actual satisfaction that an employee expects to receive after achieving the goals. Expectancy is the faith that better efforts will result in better performance.

Tolman (1932) attributed the results of reinforcement to learning but not regarding reinforcement as a necessary condition for learning to take place. Pupils' with hunger pangs will come to school to be free from hunger and at the same time acquire education. However, in Vroom's theory, valence is the emotional orientations toward particular outcomes (rewards) or is the value the person attaches to the outcome. Therefore, it is the attractiveness or preference for a particular outcome to an individual. The school feeding program is an

incentive to attract children to school and enable them to learn. Expectancy is a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome (increased enrollment and retention). Then instrumentality that good performance will lead to valid outcome. To the pupils, expectancy is the (internal) belief that going to school (regularly) will enable them acquire quality education and that education will empower them to be free from the pains of hunger and poverty in future. Therefore, school feeding program facilitates pupils to learn by solving short-term hunger and making them healthy to cope with class work.

2.8 Conceptual framework

Rangarajan, (2013) Defines Conceptual Framework as an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Conceptual framework is particularly useful as organizing devices in empirical research. They are abstract representations, connected to the research projects' goal that directs the collection and analyzing of data.

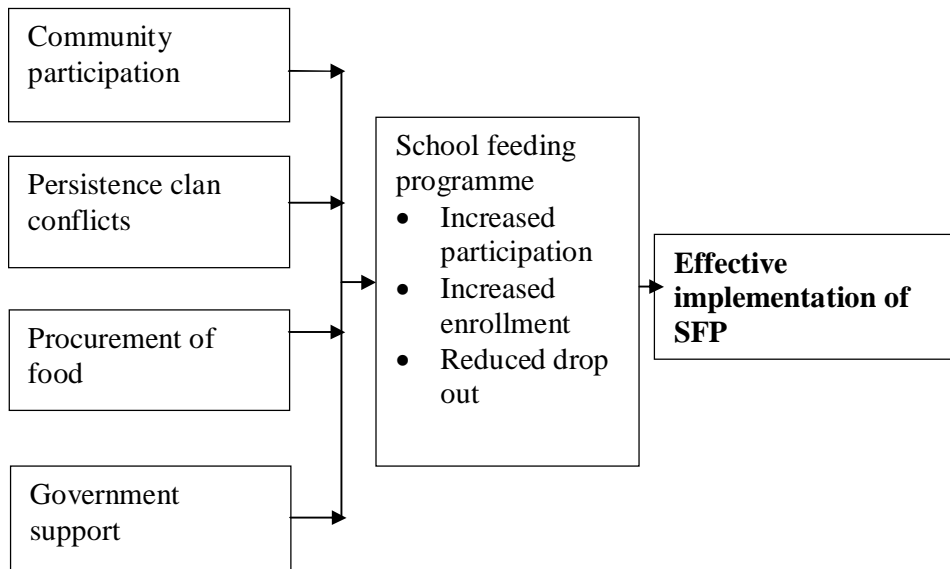


Figure 2.1 Interrelationship between factors influencing implementation of Child Fund’s School International Feeding Programme

The conceptual framework shows the interrelationship between the factors influencing implementation of Child Fund’s School International Feeding Programme. The figure shows that factors which are community participation, persistence clan conflicts and procurement of food affect the implementation of the Child Fund’s School International Feeding Programme. When these variables are manipulated, they will have a direct impact on the implementation of the Child Funds school feeding programme. For example, when the high community participation, it is expected that there will be effective implementation. Likewise if there is persistent clan conflict, implementation will be affected and when there is adequate food of no food the implementation will be affected either positively or negatively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study. The chapter presents research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis. The chapters are as follows here below.

3.2 Research design

The research design to be used in this study used descriptive survey. Descriptive survey is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. Descriptive survey also can be used to investigate a phenomena by collecting samples to analyze and discover occurrences. This research design was deemed suitable to the study as the researcher described how community participation, persistence clan conflicts, procurement of food and government support influence the implementation of SFP.

3.3 Target population

The target population comprised of all the 10 public primary schools in Isiolo central division that have Child Fund has implemented the school feeding

programme. The schools had a total number of 120 teachers together with headteachers and 279 class 8 pupils. The researcher also targeted the 5 Child fund officials that are directly involved in the implementation of the programme. The headteachers, teachers and officials from the Child Fund were targeted since they have significant information on the factors affecting the implementation of Child Fund SFP.

3.4 Sample size and sampling techniques

Due to the small numbers of respondents used in the study that is 10 headteachers, 120 teachers and 5 Child fund officials there was no sampling for the headteachers and Child fund officials. To sample the pupils 30 percent of the population was used (Mugenda & Mugenda, 2003). This implies that out of 279 pupils 84 pupils were selected as indicated in the research requirements.

3.5 Data collection instruments

Data in the study was collected using questionnaires and focus group discussion. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). The questionnaires were developed by the researcher. The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. Gay (1976) maintains that questionnaires give respondents freedom to

express their views or opinions and also to make suggestions. They are also anonymous which helps to produce more candid answers than it is possible in an interview. The questionnaires for headteachers and teachers contained two major sections. Part A will have the demographic information, Part B had items on community participation on the implementation of Child Fund's School International Feeding Programme, Part C had items on the influence of persistence clan conflicts on the implementation of Child Fund's School International Feeding Programme while part D had items on the influence of procurement of food influence the implementation of Child Fund's School International Feeding Programme. The focus group discussion for learners contains three sections on community involvement, influence of inter clan conflict and procurement of food.

3.6 Validity of the instruments

According to Kombo and Tromp (2009), validity of a test is a measure of how well a test measures what it is supposed to measure. A pilot study was conducted in a neighboring district and involved 3 headteachers, 3 teachers. The pilot study helped to improve face validity and content of the instruments. The researcher used face validity to review and develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answer the research objectives. The aim of piloting was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or

modified to improve the quality of the research instruments. This ensured that the instrument captures all the required data. The supervisors who were experts in the area of study validated the instruments through expert judgment (Kirk & Miller, 1986).

3.7 Reliability of the instruments

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times.

In order to achieve this, the researcher administered the instruments in person in order to assess their clarity. The researcher also computed a Cronbach alpha score of the instrument used to obtain the primary data. Cronbach alpha ranges between 0-1. Scores between 0-0.6 indicate that the instrument has a low reliability while scores of 0.7 and above indicate that the instrument has a high level of internal consistency and reliability.

Scale	Cronbach's Alpha	Number of Items
Community participation	0.834	10
Persistent clan conflict	0.757	10
Procurement of food	0.763	10

Reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency. Cronbach's alpha was calculated by application of SPSS for reliability analysis. The value of the alpha coefficient

ranges from 0-1 and may be used to describe the reliability of factors extracted from dichotomous and or multi-point formatted questionnaires or scales. A higher value shows a more reliable generated scale. Cooper & Schindler (2008) has indicated 0.7 to be an acceptable reliability coefficient. Table above shows that Community participation had the highest reliability ($\alpha=0.834$) followed by Procurement of food ($\alpha=0.763$) and finally Persistent clan conflict ($\alpha=0.757$). This illustrates that all the three scales were reliable as their reliability values exceeded the prescribed threshold of 0.7.

3.8 Data collection procedure

The researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to report to the District Commissioner and District Education Officer, Isiolo Central division and thereafter wrote letters to the headteachers to be allowed to do the study in their respective schools. The researcher visited the sampled schools, created rapport with the respondents and explain the purpose of the study before administering the questionnaire to the respondents. The respondents were assured that strict confidentiality will be maintained in dealing with their identities. The completed questionnaires were collected after two days after they were issued out and filled out.

3.9 Data analysis techniques

After the data was collected cross-examination was done to ascertain their accuracy, completeness and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data was then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 12.0. This generated the frequencies and percentages which were used to discuss the findings. Frequency distribution tables, pie charts and bar graphs were used to present the quantitative data while descriptive statistics such as percentages and frequencies was used to present the qualitative data. Qualitative data was analyzed thematically according to the themes in the research objectives.

3.10 Ethical considerations

Free consent of all participants was sought and they voluntarily participated without threats, coercion or undue influence. Confidentiality was assured and all participants remained anonymous. This was aimed at ensuring that the participants were honesty in giving the right information to the best of their knowledge. This ensured validity and reliability of the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This study investigated the factors influencing implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County. The study specifically investigated how community participation, persistence clan conflicts, procurement of food and how government support of CFI's influence the implementation of Child Fund's School International Feeding Programme. The study also sought to identify strategies that can be put in place to ensure successful implementation of the programme. This chapter presents the data analysis and interpretation of the findings.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Of the 10 headteachers, 120 teachers, 5 fund officials and 84 pupils sampled in the study, 10 headteachers, 117 teachers, 5 fund officials and 82 pupils responded and returned the questionnaire.

Table 4.1 Questionnaire return rate

Respondent	Sampled	Returned	Return rate
Headteachers	10	10	100
Teachers	120	117	97.5
Child Fund officials	5	5	100
Pupils	84	82	97.6
Total	219	214	100

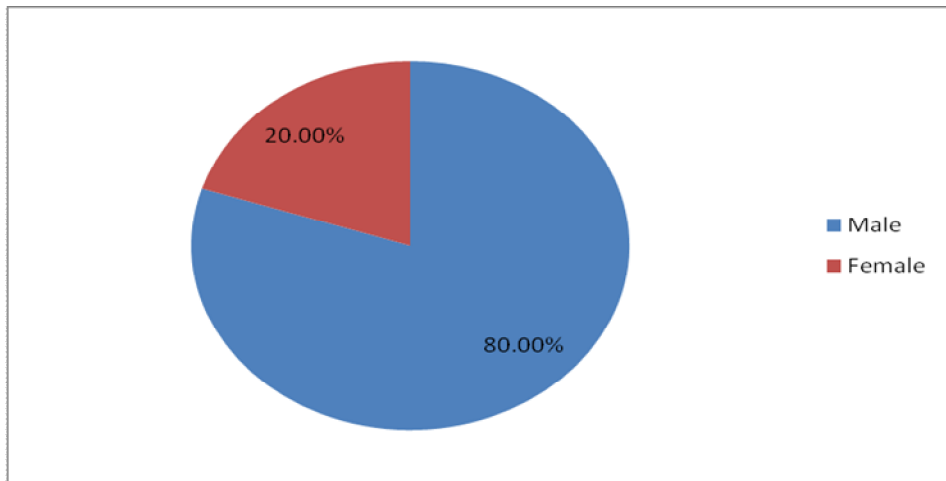
4.3 Demographic information of respondents

Demographic information was collected from headteachers, teachers and Child Fund Officials. The results of the analysis are presented in the following subsections:

4.3.1 Demographic information of headteachers

The demographic information of headteachers was based on gender, age, duration they had served as headteachers and highest academic qualifications.

The head teachers were required to indicate the agenda information as recorded as in figure 4.1.



Majority 8(80.0%) of headteachers were male while 2(20.0%) of headteachers were female. This implies that there were more male than female heads in the schools.

The headteachers were required to indicate their academic qualification to establish headteachers' highest academic qualifications. Data is presented in Figure 4.2

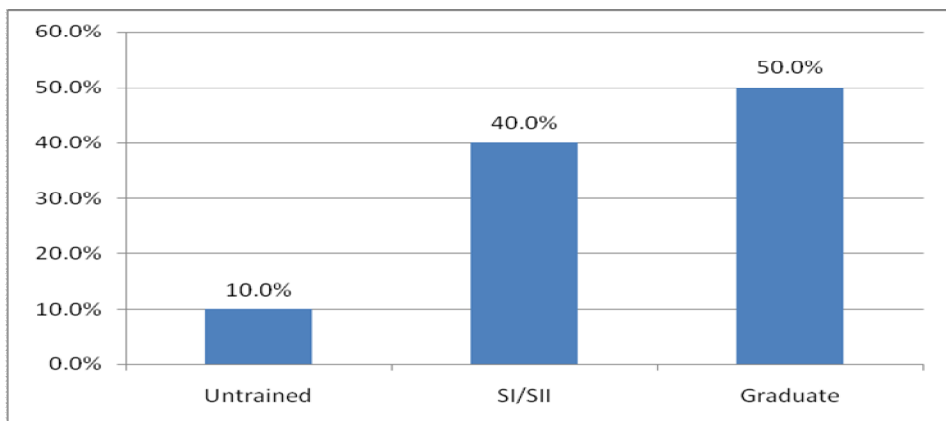


Figure 4.2 Distribution of headteachers according to academic qualifications

The Figure shows that half the number of headteachers 5(50.0%) were graduates, 4(40.0%) of headteachers had SI/SII academic qualification while only 1(10.0%) of headteachers was untrained. This shows that the headteachers were trained and hence were in a position to establish the factors influencing implementation of Child Fund's School International Feeding Programme.

To establish the number of years the headteachers had served, they were asked to indicate the same. Data is tabulated in figure 4.3.

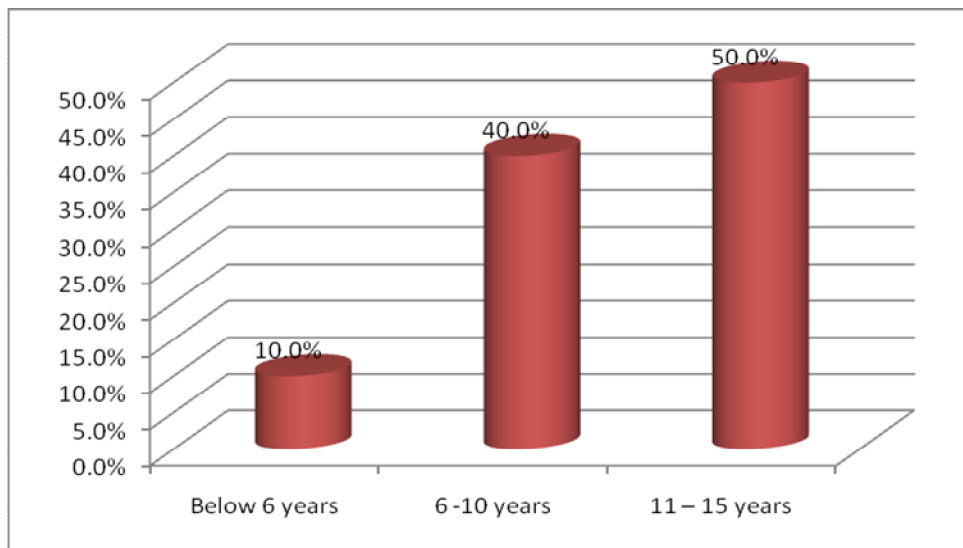


Figure 4.3 Distribution of headteachers according to the number of years they had served in the current school

Figure 4.3 shows that majority 5(50.0%) of headteachers had been in the current school for between 11 and 15 years, 4(40.0%) of headteachers for between 6 and 10 years while 1(10.0%) of headteachers for below 6 years

This denotes that the headteachers had a vast knowledge of the CFI school feeding programme and they were aware of the challenges they had encountered.

4.3.2 Demographic information of teachers

The demographic information of teachers was based on gender, age, duration they had served as teachers and highest academic qualification.

The teachers were required to indicate the agenda. Figure 4.4 shows the gender has given by the teachers.

Figure 4.4 shows gender of teachers

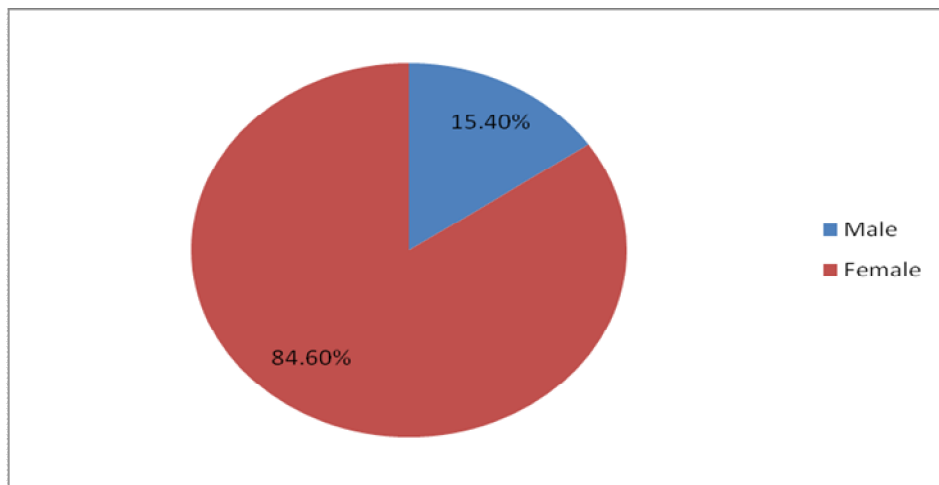


Figure 4.4 Distribution of teachers according to gender

Majority 99(84.6%) of teachers were female while 18(15.4%) of teachers were male. This shows that there were more female teachers than male in the district sampled for the study.

This gender disparity is as a result of more females are educated than the males in the district. Teachers were requested to indicate their age and they responded as Table 4.1.

Table 4.2 Distribution of teachers according to age

Age	F	%
Below 25 years	5	4.3
26 – 30 years	7	6.0
31 – 35 years	39	33.3
36-40 years	31	26.5
Above 40 years	35	29.9
Total	117	100.0

Table 4.1 shows that 5(4.3%) of teachers were below 25 years, 7(6.0%) of teachers aged between 26 and 30 years, 39(33.3%) of teachers were in the age bracket of 31 and 35 years. The data further shows that 31(26.5%) of teachers were aged between 36 and 40 years while 35(29.9%) of teachers were aged above 40 years.

Teacher as the respondents here, were asked to indicate their profession level.

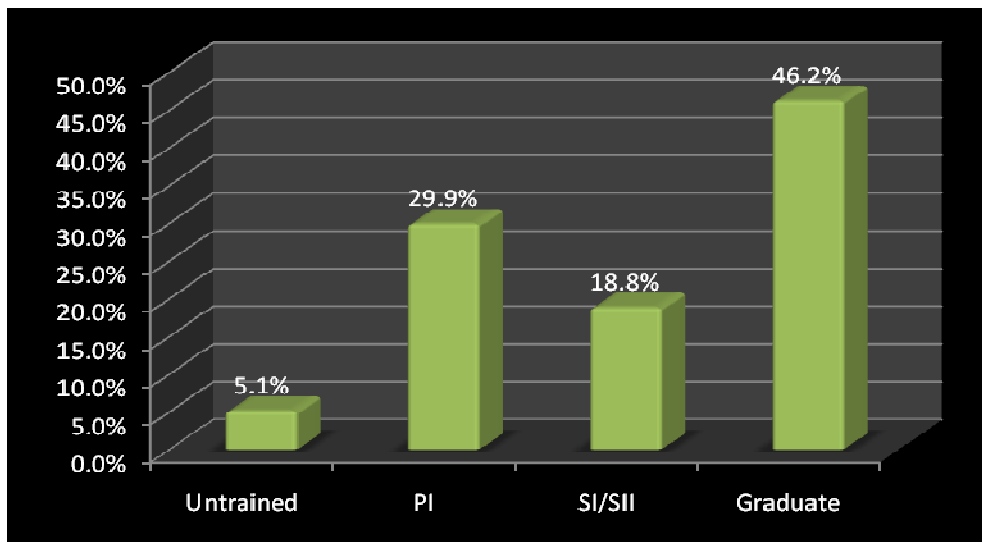


Figure 4.5 Distribution of teachers according to profession level

Data shows that 54(46.2%) of teachers were graduates, 22(18.8%) of teachers had SI/SII academic qualification, 35(29.9%) of teachers had PI qualification while a 6(5.1%) of teachers was untrained. This shows that majority of the teachers were trained and hence were in a position to establish the factors influencing implementation of Child Fund’s School International Feeding Programme.

The researcher requested the teachers to indicate the duration they had been in the school. They responded as table 4.2.

Table 4.3 Distribution of teachers according to duration in the school

Years	Frequency	Percentage
Below 5 years	47	40.2
6 -10 years	48	41.0
11 – 15 years	21	17.9
More than 15 years	1	0.9
Total	117	100.0

Data shows that 47(40.2%) of teachers had been in the current school for below 5 years, 48(41.0%) of teachers for between 6 and 20 years. Data further shows that 21(17.9%) of teachers had been in school for between 11 and 15 years while 1(0.9%) of teachers for more than 15 years. These findings imply that the teachers had a considerable experience and hence they could provide information on the factors influencing implementation of Child Fund’s School International Feeding Programme.

4.3.3 Demographic information of Child Fund Officials

The demographic information of Child Fund Officials was based on gender, age, duration they had served in the organization.

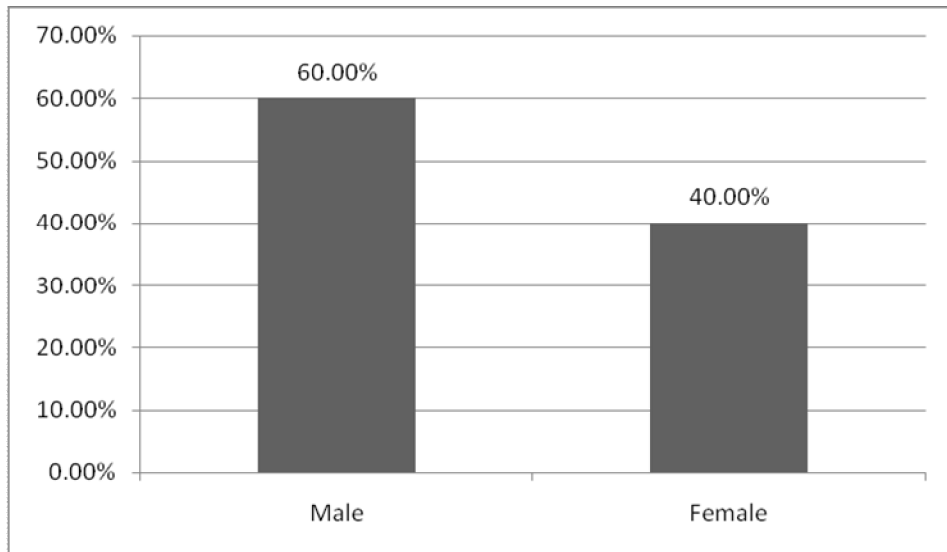


Figure 4.6 Distribution of Child Fund Officials according to gender

Figure 4.6 shows gender of Child Fund Officials. Majority 3(60.0%) of Child Fund Officials were male while 2(40.0%) of officials were female.

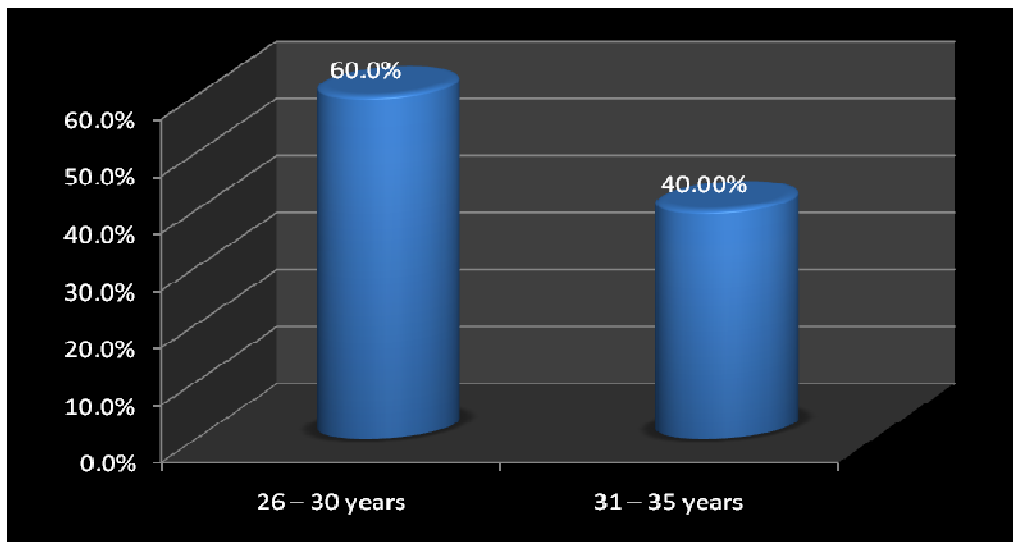


Figure 4.7 Distribution of Child Fund Officials according to age

Figure 4.7 presents the age of the Child Fund Officials. Majority 3(60.0%) of officials were aged between 26 and 30 years while 2(40.0%) of officials were aged between 31 and 35 years.

The Child Fund Officials were requested to indicate the duration they had worked in the organization.

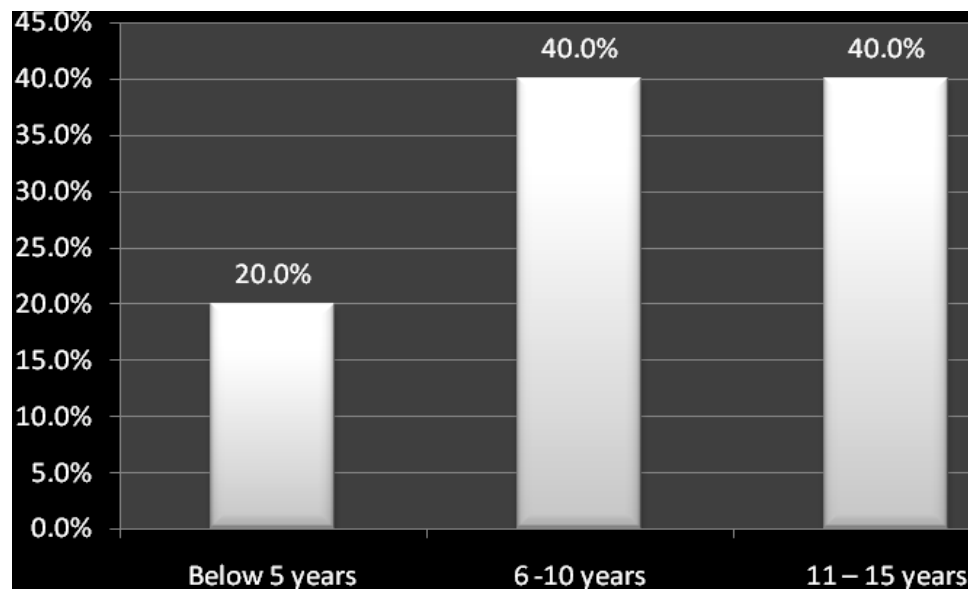


Figure 4.8 Distribution of Child fund officials according to duration in the organization

Data shows that 1(20.0%) of the official had been in the organization for below 5 years, 2(40.0%) of officials for between 6 and 10 years while the same number of officials for between 11 and 15 years. This indicates that the fund officials had a considerable experience in the programme and hence they could provide information on the factors influencing implementation of Child Fund's School International Feeding Programme.

4.4 Community participation and the implementation of Child Fund's School International Feeding Programme

This study sought to establish the Community participation and the implementation of Child Fund's School International Feeding Programme. The respondents were posed with items that sought to establish the same. Data is presented in the following section. Table 4.3 presents headteachers responses on whether the community supported the Child Fund School Feeding programme.

Table 4.4 Headteachers' responses on whether the community supported the child fund School Feeding programme

Community participation	Frequency	Percent
Strongly Agree	7	70.0
Strongly disagree	3	30.0
Total	10	100.0

Majority 7(70.0%) of headteachers strongly agreed that the community supported the child fund School Feeding programme and 3(30.0%) of headteachers strongly disagreed that the community supported the Child Fund School Feeding programme.

To establish whether the parents were always involved in the cooking for children, headteachers and teachers were asked to indicate the same. Table 4.5 tabulates the findings.

Table 4.5 Responses on whether the parents were always involved in the cooking for children

Involvement of parent cooking for children	Headteachers		Teachers	
	F	%	F	%
Strongly Agree	2	20.0	43	36.8
Agree	6	60.0	9	7.7
Undecided	0	0.0	0	0.0
Disagree	0	0.0	22	18.8
Strongly Disagree	2	20.0	43	36.8
Total	10	100	117	100

Table 4.4 shows that 6(60.0%) of headteachers agreed that the parents were always involved in the cooking for children, while the rest 2 (20.0%) disagreed that parent were always involved in the cooking for children. Data further shows that 43(36.8%) of teachers strongly agreed that parents were always involved in the cooking for children while 22 (18.8%) strongly disagreed that parents were not involved. This implies that parents were always involved in the cooking for the children which implies that there was less community participation and responsibility in the school feeding programme from the community.

The researcher further sought to establish whether the parents offered free services in the SFP. Table 4.6 tabulates the findings.

Table 4.6 Headteachers' responses on whether the parents offered free services in the School feeding programme

Whether parent offered free services in the school feeding programme	Frequency	Percent
Strongly Agree	2	20.0
Agree	2	20.0
Undecided	2	20.0
Strongly disagree	4	40.0
Total	10	100.0

Findings indicates that 4(40.0%) of headteachers strongly disagreed that the parents offered free services in the SFP, 2(20.0%) of headteachers strongly agreed that parent offered free services in the Child Fund International School Feeding Programme while 20% were undecided that parent offered free services and 2(20.0%) agreed that parents offered free services only if money was given as incentives in the Child Fund International School Feeding Programme. From the focus group discussion it was revealed by the pupils of the 4 schools that had disagreed that the parents did not offer free services because there administrators did not involve them even to sign for the deliveries of food and procurements.

The free services included search of firewood and helping to sort beans and maize used in the school feeding programme.

Table 4.7 Responses on whether the community was actively involved in preparation of food

Parent preparation of food	Headteachers		Teachers	
	F	%	F	%
Strongly Agree	2	20.0	50	42.7
Agree	0	0.0	29	24.8
Undecided	2	20.0	0	0.0
Disagree	0	0.0	30	25.6
Strongly Disagree	6	60.0	8	6.8

Data shows that majority 6(60.0%) of headteachers strongly disagreed that the community was actively involved in preparation of food while 50(42.7%) of teachers strongly agreed that the community was actively involved in preparation of food. 2(20.0%) of the headteachers were undecided whether the community was actively involved in preparation of food. The same number 2(20.0%) strongly agreed with the statement whether community was actively involved with preparation of food while 30(25.6%) of the teachers disagreed with the statement on involvement of community in preparation of food. This indicates that the involvement of local communities was minimal in food preparation. When the child fund officials were asked whether the community supports the Fund in free services, 5(100.0%) of officials strongly disagreed with the statement.

Table 4.8 tabulates fund officials responses on whether community was involved in planning committees.

Table 4.8 Child Fund International Officials’ responses on whether community was involved in planning committees

Parents involvement in planning committees	F	%
Disagree	2	40.0
Strongly disagree	3	60.0
Total	5	100.0

Majority 3(60.0%) of the Child Fund International Officials strongly disagreed that the community was involved in planning committees while 2(40.0%) of Child Fund International Officials disagreed that parents were involved in planning committees with the statement. From the focused group discussions, the pupils revealed that their parents were telling them that most of the headteachers wanted to do the work alone without the help of the planning committees from the parents. To establish whether the community formed membership of the Child Fund, headteachers and teachers were asked to indicate the same. Table 4.9 tabulates the findings.

Table 4.9 Responses on whether the community formed membership of the Child Fund International School Feeding Programme

Whether community formed membership of the child fund	Headteachers		Teachers	
	F	%	F	%
Strongly Agree	1	10.0	38	32.5
Agree	0	0	14	12.0
Undecided	0	0	6	5.1
Disagree	2	20.0	31	26.5
Strongly Disagree	7	70.0	28	23.9
Total	10	100	117	100

Data shows that majority 7(70.0%) of headteachers strongly disagreed that the community formed membership of the Child Fund International Feeding Programme while 38(32.5%) of teachers strongly agreed that the community formed membership of the Child Fund International. 28 (23.9%) of the teachers strongly disagreed that the community formed membership of the Child Fund International School Feeding Programme. This was a clear indication that the community was not actively involved.

When pupils were asked to indicate how their parents contributed to Child fund school feeding programme, they responded as Table 4.10.

Table 4.10 Pupils responses on how parents contributed to Child Fund

International School Feeding Programme

Parents contribution to child fund programme	F	%
They fetch firewood and pay the cooks	34	41.5
They help in cooking the food	25	30.5
Provide money to buy firewood / soap	23	28.0
Total	82	100.0

Table 4.10 shows that 34(41.5%) of pupils indicated that the parents were involved in fetching firewood and paying the cooks, 25(30.5%) of pupils indicated that the parents were involved in cooking the food while 23(28.0%) of pupils indicated that the parents were involved in providing money to buy firewood and soap.

This indicates that community participation and responsibility provided the means to ensure ownership of the school feeding intervention, and the facilities provided for cooking and feeding.

Table 4.11 indicates the information from the headteachers responding on community participation and implementation of Child Fund's International School Feeding Programme.

Table 4.11 Headteachers responses on community participation and implementation of Child Fund's School International Feeding Programme

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
Community provides water for the SFP	5	50.0	2	20.0	3	30.0
Community provides firewood for the SFP	4	40.0	3	30.0	3	30.0
Community is not at all involved in SFP	3	30.0	3	30.0	4	40.0
Community does not understand the Child fund operations	4	40.0	4	40.0	2	20.0

N=10

Table 4.11 shows that majority 5(50.0%) of headteachers strongly agreed that the community provided water for the SFP, 4(40.0%) of headteachers strongly agreed that the community provided firewood for the SFP and that it did not understand the Child Fund International operations. The study further indicated that 4(40.0%) of headteachers disagreed that the community was not at all involved in SFP. This was as a result that some headteachers did not involve the parents in their operations to run the Child Fund International

School Feeding Programme as was indicated by the pupils focused group discussion.

The researcher further sought to establish the same from the Child Fund officials. Table 4.12 presents the findings.

Table 4.12 Child Fund International Officials’ responses on community participation and implementation of Child Fund’s School International Feeding Programme

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
The community is ready to partner with the fund	1	20.0	1	20.0	3	60.0
The community contributes a certain percentage of food	5	100.0	0	0.0	0	0.0
The community provides water for the SFP	0	0.0	2	40.0	3	60.0

N=5

Data shows that majority 3(60.0%) of officials disagreed that the community was ready to partner with the Child Fund International, the same number of officials 3(60.0%) disagreed that the community provides water for the SFP. The study further indicated that the officials 5 (100) strongly agreed that the community contributes a certain percentage of food such as beans and maize when the crop is good or when the season has rains.

Data from pupils focused group discussion indicated that the parents were involved in helping in cooking, fetching firewood, paying for the SFP cook and some parents were members of the food committee hence being involved in the planning the type of food that they eat in the Child Fund International School SFP. The pupils further indicated that every month, there was evaluation of education responses improved by the SFP that was done by teachers and school management committee.

Headteachers further indicated that the community was supposed to be involved in procurement procedures, practicing farming in the areas so that the surplus can be provided to schools. It was indicated that the community should supplement the normal meal with enriched porridge, catering for large water bill and purchase of firewood financially and being involved in decision making and formation of committee members for running the school. This agrees with Brinkman, (2007) who indicated that the community participation and responsibility provide the means to ensure ownership of the school feeding intervention, and the facilities provided for cooking and feeding.

Table 4.13 shows headteachers responses on persistent clan conflicts and implementation of Child Fund’s School International Feeding Programme

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
The Child fund faced interruptions due to clan clashes	5	50.0	4	40.0	1	10.0
Clan clashes forces children to abandon school	7	70.0	2	20.0	1	10.0
Clashes have at times led to closure of school	2	20.0	8	80.0	0	0.0
SFP is not effectively implemented due to clashes	5	50.0	3	30.0	2	20.0
Clan clashes have been persistent in this area	2	20.0	8	80.0	0	0.0
Clashes have often displaced people in this area	2	20.0	8	80.0	0	0.0
Child fund has faced challenges providing children with food as a result of clan clashes	3	30.0	5	50.0	2	20.0
Persistent clan clashes have to blame for poor learning	3	30.0	4	40.0	3	30.0
Frequent clashes have led pupils to miss out school	2	20.0	8	80.0	0	0.0

N=10

Table 4.13 shows that majority 5(50.0%) of headteachers strongly agreed that the child fund faced interruptions due to clan clashes and that SFP was not effectively implemented due to clashes, majority 7(70.0%) of headteachers

strongly agreed that clan clashes forced children to abandon school. The study further found out that majority 8(80.0%) of headteachers agreed that clashes had at times led to closure of school, clashes have been persistent and displaced people in the area. The same number of headteachers agreed that frequent had led pupils to miss out school. This agrees with Malombe, (2007) who indicated that competition over scarce grazing fields, water resources and pasture was escalated inter-ethnic animosity, often resulting in armed conflicts, which was predatory in nature and much more destructive.

Table 4.14 Child Fund International Officials responses on persistence clan conflicts and implementation of Child Fund’s School International Feeding Programme.

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
Insecurity have hampered the SFP operations	4	80.0	1	20.0	0	0.0
Insecurity to a large extent forced the Fund to close its operations	1	20.0	3	60.0	1	20.0
Clan clashes have affected learning severally	3	60.0	1	20.0	1	20.0
Conflicts have led to stealing of food	3	60.0	1	20.0	1	20.0

N = 5

Data shows that majority 4(80.0%) of officials strongly agreed that insecurity had hampered the SFP operations, majority 3(60.0%) of officials agreed that

insecurity had affected learning severally and had led to stealing of food as was indicated by the Child Funds International Officials through an interview. When teachers were asked to indicate the same, they responded as Table 4.15

Table 4.15 Teachers responses on persistence clan conflicts and implementation of Child Fund’s School International Feeding Programme

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
The Child fund faced interruptions due to clan clashes	61	52.1	31	26.5	25	21.3
SFP is not effectively implemented due to clashes	61	52.1	25	21.3	31	26.5
Clan clashes have been persistent in this area	45	38.4	48	41.0	24	20.5

N = 117

Data shows that majority 61(52.1%) of teachers strongly agreed that the Child fund faced interruptions due to clan clashes and that SFP was not effectively implemented due to clashes. The study further shows that 48(41.0%) of teachers agreed that the clan clashes had been persistent in this area.

When pupils were asked to indicate how clan conflict affected Child Fund International School Feeding programmes, they responded as Table 4.16.

Table 4.16 Pupils responses on how clan conflict affected Child Fund

International School Feeding Programmes

How clan conflict affected child fund school feeding programmes	F	%
Sometimes pupils do not attend class	44	53.7
Schools are sometimes closed	38	46.3
Total	82	100.0

Table 4.16 shows that majority 44(53.7%) of pupils indicated that sometimes pupils do not attend classes due to clan conflicts while 38(46.3%) of pupils indicated that schools were sometimes closed due to clan clashes. This agrees with Ibrahim and Jenner, (1996) who indicated that insecurity affects education directly. It emerged from the focused group discussion that teachers may abandon conflict-prone areas due to lack of security, and the schools are closed as was indicated by 44 (53.7%) of the pupils.

The researcher further sought to establish from the pupils whether there was at any time when the SFP was stopped because of local conflicts in the community. The pupils 38(46.3%) focused group discussion indicated that when there was fighting in Isiolo between Boran and Turkana Child Fund International School Feeding Programme SFP had stopped. The pupil further added that the dissatisfied clan members acted by fighting and insulting. Asked to highlight the notable difference between when SFP was under the parents mandate and when CFI took over, the pupils indicated that it was

being managed well by the school administration and that there was no time the SFP was managed by parents.

When the headteachers and teachers were asked to give suggestions on how to minimize clan clashes in the area, they indicated that the community should promote of inter faith forum to sensitize the community the importance of peace, different ethnic groups accepting to co existence and disregarding political that influence clashes and that the schools should introduce peace clubs and educate the community importance of peace. Teachers further suggested that the community to be educated on civic education, all stakeholders to be involved in peace education and regular peace meetings by local leaders. It was further suggested that the village elders to bring peace and reconciliation between the communities which has conflicted earlier on to bring lasting peace.

4.5 Procurement of food and the implementation of Child Fund's School International Feeding Programme

To establish how procurement of food influence the implementation of Child Fund's School International Feeding Programme, the researcher posed research items to the headteachers, teachers, pupil and child fund officials.

Data is presented in the following section:

Table 4.17 tabulates headteachers and teachers on whether the area that the school was an adequate supply of food area.

Table 4.17 Child Fund International Officials’ responses on the procurement of food and the implementation of Child Fund’s School International Feeding Programme

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
The area that the school is located is area with inadequate food	0	0.0	5	100.0	0	0.0
There are no reliable sources of food in this area	2	40.0	2	40.0	1	20.0
Child Fund faced challenges in acquiring adequate food	1	20.0	3	60.0	1	20.0
Child fund is forced to seek for food from outside	2	40.0	3	60.0	0	0.0
The Fund incurs extra cost in purchasing food	1	20.0	4	80.0	0	0.0

N=5

Majority 5(100.0%) of Child Fund International Officials agreed that the area that the school was located is an area with inadequate food supply, 2(40.0%) of officials agreed that there were no reliable sources of food in the area. Majority 3(60.0%) of officials agreed that the child fund faced challenges in acquiring adequate food and the fund was forced to seek for food from outside Isiolo County. Majority 4(80.0%) of officials agreed that the fund incurred extra cost in purchasing food, hence proving that the area is a place of inadequate food supply.

To establish whether there was reliable sources of food in the area, headteachers and teachers were asked to indicate the same. Table 4.18 tabulates the findings.

Table 4.18 Responses on whether Child Fund International School Feeding Programme faced challenges in acquiring adequate food

Child Fund challenges in acquiring adequate food	Headteachers		Teachers	
	F	%	F	%
Strongly Agree	2	20.0	44	37.6
Agree	4	40.0	14	12.0
Undecided	0	0.0	5	4.3
Disagree	4	40.0	35	29.9
Strongly Disagree	0	0.0	19	16.2
Total	10	100	117	100

Table 4.18 shows that 4(40.0%) of headteachers agreed that child fund was faced challenges in acquiring adequate food, the same number of headteachers disagreed with the statement. Data further shows that 44(37.6%) of teachers strongly agreed that child fund was faced challenges in acquiring adequate food while 35(29.9%) of teachers disagreed that child Fund was faced challenges in acquiring adequate food.

To establish whether there was always adequate food for the pupils, headteachers and teachers were asked to indicate the same. Table 4.19 tabulates the findings.

Table 4.19 Responses on whether child fund was forced to seek for food from outside

Whether child fund was forced to seek food from outside	Headteachers		Teachers	
	F	%	F	%
Strongly Agree	2	20.0	28	23.9
Agree	4	40.0	68	58.1
Undecided	2	20.0	15	12.8
Disagree	2	20.0	6	5.1
Strongly Disagree	0	0.0	0	0.0
Total	10	100	117	100

Table 4.19 shows that 4(40.0%) of headteachers agreed that the child fund was forced to seek for food from outside while 2(20.0%) of headteachers disagreed that the Child Fund was not forced to seek for food from the outside. Data further shows that majority 68(58.1%) of teachers agreed that the fund was forced to seek for food from outside while 28(23.9%) of teachers strongly disagreed that the fund was forced to seek food from outside.

The data agrees with McCoy (1997) who indicated that burdensome monitoring and reporting of the programme, logistical difficulties in transporting large quantities of food by means of poor transportation to remote areas are challenges faced in acquiring adequate food.

The researcher further sought to establish whether the climatic conditions of the area supported agriculture. Table 4.20 shows headteachers responses

Table 4.20 Headteacher responses on whether the climatic conditions of the area supported agriculture

Climatic conditions of the area supported agriculture	Frequency	Percentage (%)
Strongly Agree	1	10.0
Agree	2	20.0
Disagree	3	30.0
Strongly disagree	4	40.0
Total	10	100.0

Data shows that 4(40.0%) of headteachers strongly disagreed that the climatic conditions of the area supported agriculture, 3(30.0%) of headteachers disagreed with the statement while a significant number 1(10.0%) of headteachers strongly agreed that climatic conditions of the area supported agriculture. This implies that local procurement was not being actively evaluated as a means to achieve sustainable school feeding programs and, at the same time, to use the purchasing power of the program as a stimulus for the local agricultural economy of the area

This study which investigated the factors influencing implementation of Child Fund’s School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County, came up with the following

conclusions that the community participate partially in the implementation of the child funds school feeding programmes. This was revealed by the headteachers, teachers, pupils' and child fund officials. Although their participation is noticeable but to a less degree as expected. The study too revealed that the area suffers conflict hence the programme has suffered sometimes. It also highlighted that though the conflict was there food was a great tool to retain pupils in school though sometimes lessons were disrupted. Further, the study concluded that procurements of food were a prerogative of child fund officials and that the community was involved through the school management committee. Since the area does not have adequate food, the food was brought from outside. The study concluded that for the school feeding programme to go on, the community must be sensitized to own it through school management committee and inclusion of school meal committees, which will work hand in hand with the headteachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate the factors influencing implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County. The study was guided by four research objectives. Objective one sought to determine how community participation influences the implementation of Child Fund's School International Feeding Programme, research objective two sought to establish how persistence clan conflicts influence the implementation of Child Fund's School International Feeding Programme, research objective three sought to determine how procurement of food influence the implementation of Child Fund's School International Feeding Programme while research objective four sought to identify strategies that can be put in place to ensure successful implementation of the programme. The study employed a descriptive survey design. The sample for the study comprised of 10 headteachers, 120 teachers, 5 Child fund officials and 84 pupils. Data was collected by use of using questionnaires and focus group discussion. Pre-testing was done to gauge the clarity and relevance of the instrument items.

The instruments were also validated and tested for reliability. Items that were found to be inadequate for measuring variables were discarded or modified to improve the quality of the research instruments.

5.3 Summary of the findings

Findings on the influences of community participation in the implementation of Child Fund's School International Feeding Programme revealed that community supported the Child Fund School Feeding programme as majority 7(70.0%) of headteachers strongly agreed that the community support was minimal or passive, though not to a greater degree as expected from them. The study further indicated that 4(40.0%) of headteachers agreed that the parents were always involved in the cooking for children. The findings from the focus group discussion indicated that 4 schools 4(40.0%) disagreed that the parents offered free services to Child Fund International Feeding Programme because they were not involved in the planning committee by the administration. The child fund international officials disagreed that the community supports the fund in free services but they support in sorting of maize, beans, fetching firewood and paying for the cook. This was a greater pointer that the community participated in the implementation of the Child Fund International School Feeding Programme though minimally and therefore it showed that the programme was sustainable.

Findings from pupils focus discussion group indicated that the parents were involved in helping in cooking, fetching firewood, or paying for the SFP cook and some parents were members of the food committee hence being involved

in the planning the type of food that the pupils eat in the Child Fund International SFP. The pupils further indicated that every month, there was evaluation of education responses improved by the SFP that was done by teachers and the school management committee.

The study also determined the influences of persistent clan conflicts to the implementation of Child Fund's International School Feeding Programme. The study found out that majority 6(60.0%) of headteachers and majority 7(61.5%) of teachers strongly agreed that persistent clan clashes had negatively affected schooling and pupils missed lessons while the schools were closed.

It was further revealed that majority 5(50.0%) of headteachers strongly agreed that the child fund faced interruptions due to clan clashes and that SFP was not effectively implemented due to these clashes, majority 7(70.0%) of headteachers strongly agreed that clan clashes forced children to abandon school. The study further found out that clan conflicts had at times led to closure of school, clashes have been persistent and displaced people in the area as indicated by majority 8(80.0%) of headteachers. It was further revealed that that insecurity had hampered the Child Fund International SFP operations as indicated by majority 4(80.0%) of the Child Fund International Officials.

It was also indicated that sometimes pupils did not attend classes due to clan conflicts as revealed by majority 44(53.7%) of pupils, through focus group discussion. Through this focus group discussions pupils further revealed that

when there were fighting in Isiolo between Boran and Turkana Child Fund International SFP had stopped.

Findings on influences of procurement of food for to the implementation of Child Fund's International School International Feeding Programme revealed that the schools were located in an area with inadequate food supply as indicated by majority 6(60.0%) of headteachers. Findings further shows that 58(49.6%) of teachers agreed that area that the school was located could not support agriculture due to drought. This could lead to difficulty in procurement of food and ensuring continuous availability of adequate food supply. Majority 5(100.0%) of Child Fund International Officials agreed that the area that the school was located does not have adequate food. Majority 3(60.0%) of officials and majority 68(58.1%) of teachers agreed that the child fund international school feeding programme faced challenges in acquiring adequate food and the Child Fund International was forced to seek for food from outside.

The study lastly found out that local procurement was not being actively evaluated as a means to achieve sustainable school feeding programs and at the same time, to use the purchasing power of the program as a stimulus for the local agricultural economy of the area. From the pupils focus group discussions, it was revealed that in the 4 (40%) schools the administrators did not want to involve the parents in planning committees of the Child Fund International School Feeding Programme.

5.4 Conclusions of the study

Based on the findings, the study concluded that community participation was limited and it did not reflect what was expected, though the parents assisted in sorting maize and beans and cooking for the children. The study further concluded that parents offered free services in the school feeding programme but only in the exchange of money. However the study found that the parents would participate in the Child Fund International School feeding programme if they were included in the school management committees. The study also concluded that community was involved in planning committees although they were not involved in membership in the child fund which implied that community members were not included in overseeing general management of the programme to enable the Child Fund International School Feeding Programme to be well implemented in the division and basically in the whole of Isiolo County.

The study further concluded that the community was to be taught on the importance of feeding programme and the role of parents. On the influences of persistence clan conflicts to the implementation of Child Fund's School International Feeding Programme, the study concluded that persistent clan clashes had negatively affected schooling and that the Child Fund International Feeding Programme faced interruptions due to clan clashes and that SFP was not effectively implemented due to these conflicts.

The study also concluded that clan conflicts forced children to abandon school. It further concluded that clashes had at times led to closure of schools;

clashes had been persistent and displaced people in the area. The study further concluded that Child fund faced interruptions due to clan clashes and that SFP was not effectively implemented due to clashes. It was also concluded that sometimes pupils did not attend classes due to clan conflicts. To minimize clan clashes in the area, the study concluded that the schools should promote inter faith forum to sensitize the community the importance of peace. Different ethnic groups should accept co existence and disregarding political that influence clashes to promote peace in the area.

Findings on influences of procurement of food to the implementation of Child Fund's School International Feeding Programme concluded that schools were located in areas of inadequate food supply. This leads to unavailability of adequate food supply. The study further concluded that there was a problem of irregular delivery of supplies and disruption of teaching to prepare meals when community workers were not available in the school feeding programmes in the schools. The study lastly concluded that local procurement was not being actively evaluated as a means to achieve sustainable school feeding programmes.

5.5 Recommendations

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

- i. To ensure community ownership of the school feeding intervention school administration and the School Management Committee should

ensure active community participation by involving them in planning committees in the Child Fund International School Feeding Programme.

- ii. Government to sets out an agenda for protecting the right to education during conflict and to strengthen provision for children as insecurity affects formal education directly and initiate peace education in institutions of learning.
- iii. The headteacher who is concerned with school feeding programme should ensure continuous procurement of food and availability of adequate food supply for effective learning, increasing enrollments and retention of pupils in schools.
- iv. Child Fund International should involve the community by including them as members of CFI community.

5.6 Suggestions for Further Research

This researcher takes exception to the fact that the study was conducted in Isiolo Central Division, Isiolo County yet Child Fund's International School Feeding Programme in public primary schools is a national one. The researcher therefore suggested that:

- i. Access how the Home Grown School Feeding Programmes can be integrated with Child Fund International School Feeding Programme to make education more viable.

- ii. The study be conducted in a larger area, or in the whole of Kenya to determine the actual factors influencing implementation of Child Fund's International School Feeding Programme in public primary schools.
- iii. Since the study was carried out in a rural setting, there is need to conduct a similar study in an urban informal settlement where the Child Fund International School Feeding Programme is located so as to compare the results.
- iv. Evaluate educational outcomes and impact after provision of food in the public institutions in arid and semi arid areas (ASAL).

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi,
School of Education,
P.O BOX 92,
Kikuyu.

The headteacher,

_____ primary school.

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a student at University of Nairobi currently pursuing a Masters' degree in Education in Emergencies(EiE). I am carrying out a research on "**Factors influencing implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County**". Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. I shall administer questionnaires to the headteacher and teachers.

Thank you for your cooperation.

Francisco Mwenda M'Ikiugu,
University of Nairobi,
M.Ed (EiE) Student.

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to help the researcher find out the Factors influencing Isiolo Central Division, Isiolo County'. The information you give will be used for the purpose of the study only and your identity will remain confidential. Therefore, do not write your name.

PART A: Demographic information

Please tick (✓) to indicate your answer

1. What is your age?

Below 25 years[] 26 – 30 years 31 – 35 years []

2. What is your gender: Male [] Female []

3. What is the level of your profession?

Untrained [] PI []

SI/SII/ [] Graduate []

4. How long have you been a headteacher in this school?

Below 5 years [] 6 -10 years [] 11 – 15 years[]

PART B: Community participation and the implementation of Child Fund's School International Feeding Programme

5. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key

No.	Statements	5	4	3	2	1
a.	The parents are always involved in the cooking for children					
b.	The parents offer free services in the SFP					
c.	The community is actively involved in preparation for food					
d.	The community forms membership of the Child Fund					
e.	The community provides food for the children at school					
f.	The community provides water for the SFP					
g.	The community provides firewood for the SFP					
h.	The community supports the child fund SFP					
i.	The community is not at all involved in SFP					
J.	The community does not understand the Child fund operations					

6. Suggest ways the community can full be involve in SFP

PART C: Persistence clan conflicts and the implementation of Child Fund’s School International Feeding Programme

7. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statement	1	2	3	4	5
a.	Persistent clan clashes have negatively affected schooling					
b.	The Child fund faced interruptions due to clan clashes					
c.	Clan clashes forces children to abandon school					
d.	SFP in not effectively implemented due to clashes					
e.	Clan clashes have been persistent in this area					
f.	Clashes have at times led to closure of school					
g.	Clashes have often displaced people in this area					
h.	Child fund has faced challenges providing children with food as a result of clan clashes					
i.	Persistent clan clashes have to blame for poor learning					
j.	Frequent clashes have led pupils to miss out school					

8. What suggestions do you suggest in minimizing clan clashes in this are?

PART D: Procurement of food influence the implementation of Child Fund’s School International Feeding Programme

9. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statement	1	2	3	4	5
a.	The area that the school is located is a food poor area					
b.	There are no reliable sources of food in this area					
c.	Child Fund faced challenges in acquiring adequate food					
d.	The is always adequate food for the pupils					
e.	Child fund is forced to seek for food from outside					
f.	The climatic conditions of the area does not support agriculture					

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to help the researcher find out the Factors influencing implementation of Child Fund's School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County'. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

PART Demographic information

Please tick (√) to indicate your answer

1. What is your age?

Below 25 years [] 26 – 30 years 31 – 35 years []

2. What is your gender: Male [] Female []

3. What is the level of your profession?

Untrained [] PI []

SI/SII/ [] Graduate []

4. How long have you been a teacher in this school?

Below 5 years [] 6 -10 years [] 11 – 15 years []

PART B: Community participation and the implementation of Child Fund's School International Feeding Programme

5. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extend to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1

Strongly disagree

No.	Statements	1	2	3	4	5
a.	The parents are involve in cooking for children					
b.	The parents offer free services in the SFP					
c.	The community is involved in preparation for food					
d.	The community forms membership of the Child Fund					
e.	The community provides food for the children at school					

6. Suggest ways the community can full be involve in SFP

PART C: Persistence clan conflicts and the implementation of Child Fund’s School International Feeding Programme

7. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

No.	Statement	1	2	3	4	5
a.	Persistent clan clashes have negatively affected schooling					
b.	The Child fund faced interruptions due to clan clashes					
c.	Clan clashes forces children to abandon school					

d.	SFP in not effectively implemented due to clashes					
e.	Clan clashes have been persistent in this area					

8. What suggestions do you suggest in minimizing clan clashes in this are?

Section D Procurement of food and the implementation of Child Fund’s School International Feeding Programme

9. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statement	1	2	3	4	5
a.	The area that the school is located is a food poor area					
b.	There are no reliable sources of food in this area					
c.	Child Fund faced challenges in acquiring adequate food					
d.	The is always adequate food for the pupils					
e.	Child fund is forced to seek for food from outside					

APPENDIX D

QUESTIONNAIRE FOR CHILD FUND OFFICIALS

This questionnaire is designed to help the researcher find out the ‘Factors influencing implementation of Child Fund’s School International Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County’. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

PART A:Demographic information

Please tick (√) to indicate your answer

1. What is your age?

Below 25 years[] 26 – 30 years 31 – 35 years []

2. What is your gender: Male [] Female []

3. How long have you been working in this organization?

Below 5 years [] 6 -10 years [] 11 – 15 years []

Section B Community participation and the implementation of Child Fund’s School International Feeding Programme

4. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	The community supports the Fund in free services					
b.	The community is involved in planning committees					
c.	The community is ready to partner with the fund					
d.	The community contributes a certain percentage of food					
e.	The community provides water for the SFP					

Section C Persistence clan conflicts and the implementation of Child Fund’s School International Feeding Programme

5. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	Persistent clashes have hindered the funds operations					

b.	Insecurity have hampered the SFP operations					
c.	Insecurity to a large extent forced the Fund to close its operations					
d.	Clan clashes have affected learning severally					
e.	Conflicts have led to stealing of food					

Section D Procurement of food and the implementation of Child Fund’s School International Feeding Programme

6. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	The area that the school is located is a food poor area					
b.	There are no reliable sources of food in this area					
c.	Child Fund faced challenges in acquiring adequate food					
d.	Child fund is forced to seek for food from outside					
e.	The Fund incurs extra cost in purchasing food					

APPENDIX E

FOCUS GROUP DISCUSSION FOR PUPILS

1. How do your parents contribute to Child fund school feeding programme
(probe on parents participation in the programme)
 - a. How are your parents helping in cooking, fetching firewood, or paying for the SFP cook?
 - b. How are your parents involved in the planning the type of food that you eat in the SFP?
 - c. How are your parents participating in evaluation of education responses improved by the SFP? e.g. as committee, sponsors etc.
2. How has inter clan conflict affected Child Fund school feeding programmes (Probe on how conflict has affected pupils learning and how it has hampered the programme)
 - a. Is there any time when the SFP was stopped because of local conflicts in the community?
 - b. How has the clan conflicts affected the lessons and the SFP?
 - c. How did the dissatisfied clan members acted when they were sidelined in the SFP?

3. How does procurement of food influence the implementation of Child Fund's School International Feeding Programme in public primary schools (probe issues of availability of food)
 - a. Highlight the notable difference between when SFP was under the parents mandate and when CFI took over?
 - b. Is there any time when there was no food in the area but SFP continued without collapsing?
 - c. Are you aware of how CFI gets the food used in SFP?

APPENDIX F
RESEARCH PERMIT



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/14/3646/1926

2nd July, 2014

Francisco Mwenda Ikiugu
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing implementation of Child Fund International (CFI) School Feeding Programme in public primary schools in Isiolo Central Division, Isiolo County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Isiolo County** for a period ending **1st August, 2014.**

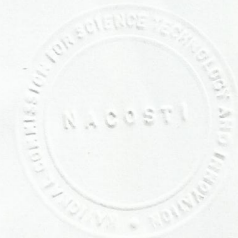
You are advised to report to **the County Commissioner and the County Director of Education, Isiolo County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Isiolo County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

THIS IS TO CERTIFY THAT:

MR. FRANCISCO MWENDA IKUGU

of UNIVERSITY OF NAIROBI-UON,

0-60200 MERU, has been permitted to

conduct research in Isiolo County

on the topic: 'FACTORS INFLUENCING

IMPLEMENTATION OF CHILD FUND

INTERNATIONAL (CFI) SCHOOL FEEDING

PROGRAMME IN PUBLIC PRIMARY

SCHOOLS IN ISIOLO CENTRAL

DIVISION, ISIOLO COUNTY, KENYA,


for the period ending:

1st August, 2014


Permit No.: NACOSTI/P/14/3646/1926

Date Of Issue: 2nd July, 2014

Fee Received :Ksh 1,000

 Applicant's

Signature

 Secretary

National Commission for Science, Technology and Innovation

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

RESEARCH CLEARANCE PERMIT

Serial No: A. 2405

CONDITIONS: see back page

APPENDIX G

ISIOLO COUNTY DEO'S AUTHORITY LETTER

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

Telegrams 'EDUCATION' Isiolo
Telephone: 064-52049/52069
Fax: 064-52049



District Education Office,
P.O. Box 56 -60300
ISIOLO.

When Replying please quote

27TH May, 2014


REF: ISL/ED/ADM/8/VOL.1/242

**THE CHAIRMAN,
DEPARTMENT OF EDUCATION ADMINISTRATION AND PLANNING,
ATT.(DR. GRACE NYAGAH)**

RE: RESEARCH AUTHORIZATION

Your letter Ref.No.UON/CEES/SOE/A&P/1/4 dated 22nd May 2014 on the above mentioned subject refers.

Mr Francisco Mwenda M'Ikiugu reported to our office on 27th May 2014. This office has given him authorization to carry out the research.


**H.A. MOHAMED(Mrs.)
DISTRICT EDUCATION OFFICER
ISIOLO DISTRICT**

