ANALYSIS OF SCHOOL FEEDING PROGRAMME IN RWANDA PRIMARY EDUCATION.

Case study of Mayange and Nyamata Primary Schools in Bugesera District

Thesis submitted in a partial fulfillment for the award of the degree of Masters of Arts in Development Studies

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Kigali, July 2013
DECLARATION

I, Nadège UMUHOZA, hereby declare that this work is my own and that it has not been submitted before for any degree or examination in any other university.

Signed………………………………

Date………………………………

Name: Nadège UMUHOZA
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DEDICATION

This work is dedicated:

To my parents for the education and parental care during my young age; this constituted a strong foundation for my overall academic success.

To my dear husband Jimmy NIYONSENGA MWIMUKA, for his love, moral support and patience during my studies.

To our lovely son Albin AGANZE for his wisdom and accompaniment during the hard moments of this study.

To my brother and sisters who encouraged me during my studies when I was really in need.
ACKNOWLEDGEMENTS

The outcome of the present work is the fruit of help that I received from many people, to whom I want to present my feelings of gratitude.

Also I offer my gratitude and sincere thanks to Straton RURANGIRWA, PhD my supervisor for his work done.

My appreciation is also addressed to the authorities, parents and students of Mayange Primary School and Nyamata Primary School who have accepted to answer to the questionnaires and interviews. I also thank MINEDUC and WFP who helped me access to the data.

To all those who in one way or another have made my dream become reality, my dear classmates in Development studies ,my lecturers who contributed to the fulfillment of this research, I say thank you to all of you.

May God bless you abundantly
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LIST OF ABBREVIATIONS

ADEA: Association for the Development of Education in Africa
EDPRS: Economic Development and Poverty Reduction Strategy
EFA: Education for all
GoR: Government of Rwanda
ISCED: International Standard Classification of Education
MDGs: Millennium Development Goals
MINAGRI: Ministry of Agriculture and Animals Resources
MINECOFIN: Ministry of Finance and Economic Planning (French acronym)
MINEDUC: Ministry of Education
NISR: National Institute of Statistic in Rwanda
PRSP: Poverty Reduction Strategy Paper
SFP: School Feeding Programme
TVET: Technical and Vocational education and Training
WHO: World Health Organisation
WFP: World Food Programme
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ABSTRACT

This study focuses on analysis of School Feeding Programme in Primary education in Rwanda, a case study of Mayange Primary School in Bugesera District. Under this study School Feeding programme is known to provide a meal at school and it is a simple but concrete way to give poor children a chance to learn and thrive. With an empty stomach, they become easily distracted and have problems concentrating on their schoolwork. They become better students when their bodies are well nourished and healthy. The incentive of getting a meal also reduces absenteeism. Most importantly, performance improves and drop-out rates decreases.

The specific objectives of this study were to look on the relationship between school feeding programme and school performance, to find out the challenges in the implementation of school feeding programme in primary education in Bugesera District and give suggestion of the strategies to promote the primary education based on the results of our research.

The researcher has adopted historical design and used quantitative and qualitative methodology to collect data. Qualitative information was collected using key informant interviews and quantitative using questionnaires.

Respondent affirmed that school feeding programme has improve schools attendance, enrollment and reduce absenteeism. The main challenge is the ignorance of parents to contribute for the smooth run of the programme, and parents affirmed that they don’t give contribution.

Key words: School feeding programme; school performance; primary education, school attendance
CHAPTER ONE: INTRODUCTION

The chapter will cover the background to the study, the statement of the problem, the objectives of the study, research questions, significance, scope and limitations of the study, organization of the study, methodology and research design.

1.1 Background of the study

Education is generating knowledge, skills, values and openness. It is of vital importance to the civil order and the formation of talented citizens civic and for achieving sustained economic growth and poverty reduction World Bank(1995, p16).

Education is thought to be the central of economic development. It is also viewed as a major contributor to human capital, leading to higher productivity and living standards. Primary education is thought to be associated with especially high returns. Its importance is enshrined in the Millennium Development Goals (MDGs), which call for universal primary education by 2015 Patrinos and al (2002, p4).

Indeed education plays a big role in the development process. Nevertheless, ignorance (which conduct to the dropout) and poverty remain a big barrier to the attendance of children at school ADEA( 2004, p2).

In fact, primary education is far from universal and this MDG remains elusive.

UNICEF (2008; p 18), the agency responsible for tracking progress on this MDG, estimates a net primary school enrollment rate in developing countries of 84 per cent; this is also its estimated average for Rwanda. In view of this, governments across the developing world have instituted a wide range of policies aimed at encouraging school enrollment.

According to the World Bank (1995,p8) about the priorities and strategies for education, if the high rate of population growth being experienced in sub-Saharan Africa, South Asia, North Africa and the Middle East continues, the number of children aged 6 to 11 years of school will increase from 129 million in 1990 to 162 million in 2015.

School feeding programs are popular in the developing world and beyond like Brazil not only because of their educational but also for their nutritional benefits. Despite a large
empirical literature on the relationship between feeding programs and educational attainment, reviewed in Bundy et al. (2009; p31), there have, to the best of our knowledge, been no large-scale assessments of their causal impact on enrollment (Adelman et al. 2007; p3).

Health and education are two of the cornerstones of human capital and form the basis of an individual's economic productivity. They also help to keep a country's economy healthy and to create a literate society

1.2 Statement of the problem

In Rwanda, the education system has almost been destroyed by the genocide of 1994, has not yet fully recovered. In areas where there is food insecurity, children have a diet well below the recommended daily calorie intake. They often eat anything before leaving home in the morning and cover long distances to get to school. Their attendance and results are felt. Approximately 700,000 children or 18% of the total living in particularly difficult conditions MINEDUC(2001; p2).

After 1994 genocide, the government of Rwanda committed to ensure peace, harmony and equal opportunities for its citizens. This ambition was outlined in the government’s vision 2020. Rwanda has made enormous strides forward in improving access of boys and girls to education at all levels.

One of the main goals of education policy in Rwanda is the elimination of all causes and barriers that lead to disparity in education, like poverty, gender, etc.

School feeding programme is one of policy used. They are thought to increase enrollment through two main channels. First, it increases the returns to education. Secondly, it improves child nutrition by providing meals at school to foster learning.

It has indeed been shown that long distances between home and school are among the main causes of the high school drop-out rate in the country. The long distances negatively affect the learning process because children arrive hungry and tired at school and thus have difficulty to concentrate.
The Rwandan government has promoted the expansion of access to primary education by creating favorable conditions to the education of vulnerable children and marginalized by NGOs mobilization in favor of education and promoting their participation in education funding. MINEDUC(2004; p8).

This observation led to the World Food Program (WFP) and the ministry of education to set up a program of food support to schools, especially those located in areas that used to suffer from drought like Bugesera district and the former Kibuye province.

The aim of the school feeding program is to increase the enrollment and retention of vulnerable children and to improve the school attendance. (WFP: 2011, p3). An important component is fostering the ability to manage school feeding program by the government at the national, provincial and districts level. Parents are motivated to send their children to school instead of keeping them at home to work or care for siblings. Not going to school on an empty stomach also helps students to concentrate better on their lessons. Parents are motivated to send their children to school instead of keeping them at home to work or care for siblings.

1.3 Research questions

- What is the impact of school feeding programme on the school performance?
- What are the main challenges of school feeding programe in Rwanda education?

1.4 Objective of the study

The research has adopted the following objectives:

1.4.1 General Objective

The general objective of the study is to analyse the contribution of school feeding programme on the Rwanda primary education.
1.4.2 Specific Objectives

- To determine the relationship between school feeding program and school performance in Rwanda primary education.
- To find out the challenges and give suggestions in the implementation of school feeding programme in Rwanda primary education.

1.5. Hypotheses

The study answered the following hypotheses:

- School feeding improve equitable access to education and school performance by increasing school attendance and retention of boys and girls in primary school.
- The assistance of the school feeding program faces difficulties related to ignorance and lack of resources.

1.6 Significance of the study

The findings of the study will give the Ministry of Education in particular, World Food Programme; the Stakeholders in general in outcome of school feeding programme and throw more light to other researchers who may wish to investigate on the related issues. The research is a partial requirement for an award of a Masters in Development Studies, of National University of Rwanda.

1.7 Scope of the study

1.7.1 Geographical Location

The study was carried out in Mayange Primary Education and Nyamata Primary School in Bugesera District, Eastern Province as schools which run school feeding since 2003.
1.7.2 Content/Variable scope

The study was about the analysis of school feeding program in primary education in Rwanda. Case study of Mayange Primary and Nyamata Primary School School in Bugesera District.

1.7.3 Time Scope

The study is intended to cover the period of 3 years i.e. 2010-2012

1.8 Methodology and research design

This study will use quantitative and qualitative methodologies to collect data. Quantitative through questionnaires and qualitative to collect information using key informant interviews. The interview guide will be used as the main tool in data collection by researcher where the researcher dealt with different respondents.

1.9 Organization of the study

The research is divided into five chapters:

Chapter one introduces the present research with the problem statement, the research objectives, the scope and limitations of the study, the research questions and their hypotheses, the research methodology and research design.

Chapter two deals with various definitions, literature review and main concepts related to the school feeding programme and primary education,

Chapter three present the methodology used in the research.

Chapter four describes primary and secondary data collected in the field work, analyzes them, discusses, and highlights their relevance to the research questions.

Chapter five draws conclusions, gives recommendations and suggests further researches.
CHAPTER TWO: THEORITICAL FRAMEWORK

This chapter reviews the existing literature and provides theoretical reasoning and empirical evidence on the analysis of school feeding programme in primary education. It starts by reviewing the definition of key in which the education and school feeding programme is embedded.

2.1. DEFINITION OF KEY CONCEPTS

2.1.1 School Feeding Programme

School feeding is WFP food aid for education. It aims to encourage enrollment and retention and allow students, or young adults, best results so that they have access to formal basic education or various non-formal education system, literacy and training UNESCO(2006; p16).

School feeding programs have been defined by the World Bank as “targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level.” World Bank (2009; p 34)

Beyond improvements in access to food, school feeding programs also have a positive impact on nutritional status, gender equity, and educational status, each of which contributes to improving overall levels of country and human development.

2.1.2 Education

According to the Petit Larousse dictionary large format (1998; p 359 ) the word "education means action to educate, train, and instruct someone how to understand, provide, and implement the training.

Education comes from the Latin word which means ex ducere take off, raise, to self, work to grow, raise. Action generally exerted on others to increase the possibilities of the body, the intellect, character. Grawitz (2004, p23).
Education is generating knowledge, skills, values and openness. It is of vital importance to the civil order and the formation of talented citizens civic and for achieving sustained economic growth and poverty reduction. Education is also key to culture: it is the main instrument for the dissemination of the achievements of human civilization. This multiplicity of functions makes it a privileged area of public policy in all countries. Its importance is recognized by several international conventions and many national constitutions World Bank (1995, p 4).

2.1.3 Primary education

The course is divided into four categories by the International Standard Classification of Education (ISCED): Secondary and tertiary Preschool. Pre-school education (ISCED level 0), is provided in institutions such as nurseries or kindergartens. It is intended for children who are not yet old enough to attend primary school. Primary education or first level (ISCED 1), its main function is to teach children the basics of education in primary and elementary schools. It provides basic education.

According to the World Bank (1995, p3), education is generally defined as the action exerted on the others, to increase the possibilities of body, mind and character. A set of characters that a company provides to its members to socialize, ie to share especially young people the values it emphasizes its culture, at the same time convey the necessary to the development of their personality.

2.1.4 Education stakeholders

According to MURENZI (2005, p 12) ,the education stakeholders are agents that contribute to the physical, mental and intellectual training of a given person.

The stakeholders in education are numerous, there are first family place where adults are responsible for driving the younger gradually adopt the approved behavior and perform tasks more complex than their environment and company assigned to them.

The second player education is nearby. The neighborhood add to the knoweldge given by the family to the younger and orient them which is approved or disapproved in the larger
family community.

Among other education agents include NGOs, voluntary associations, mass media, religious groups and school.

2.1.5 School attendance

As per UN Statistics Division(2013; p1) School attendance is defined as attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year, during the last school year.

UNICEF( 2012; p 2) define school attendance as percentage of children in the age group that officially corresponds to primary schooling who attend primary school. These data come from national household surveys.

2.1.6 Rural area

According to the Oxford Dictionary (1981; p1741) Rural is about life in the companion farmers. So we talk about the rural farm, rural area, rural housing, rural economy based on the following criteria:
- The type of economy
- The type of employment and occupation
- Habitat agglomerated or dispersed
- Organization of production of goods and their distribution

The ministry of education set up a program of food support to schools, especially those located in areas that used to suffer from drought like Bugesera district and the former Kibuye province NISR (2006, p15)
2.2. LITERATURE REVIEW

2.2.1 School feeding programme

Fighting hunger and poverty and improve the quality of life of the most vulnerable, are the central objectives of the relief activities and WFP development as set out in its mandate WFP (1999).

School feeding has always been one of the main ways to make the education improved. At the time when WFP was established, school feeding has been explicitly designated as one of the priority areas of the Programme of Action. Resolution 1/61 of 24th November 1961 the FAO Conference states that "In the administration of programs, care should be taken to support the pre-school and school feeding FAO (1961; p 45).

SFP is a project that provides food to children studying in primary schools. School feeding provides measurable in the fight against malnutrition among schoolchildren direct contribution. Attention is focused on the role that school feeding can have in improving the learning capacity of children by relieving short-term hunger WFP( 1999; p23).

2.2.2 School Feeding programme in Rwanda

After six years experience of school implementation benefiting from WFP’s Food Assistance for education, in partnership with the Ministry of Education, the Government of Rwanda is geared towards developing a national school feeding programme, taking into consideration the Rwandan context. This approach will have to be community – based and oriented towards sustainability of school feeding by the schools and the surrounding communities. Having several years experience with school feeding in Rwanda, the Ministry of Education recognizes the significant value it adds to the quality of education provided, particularly in poorer areas. The Ministry wished to build on this experience and consolidate the various government and development partner-assisted initiatives implemented into one comprehensive
nationally owned homegrown programme, initially targeting the most vulnerable areas of the country, with a gradual scale-up over time to reach national coverage.

2.2.2.1 Objectives of the School Feeding Programme in Rwanda

The Food for Education aimed at children that hunger and poverty prevent access to school, and when they are in school, to concentrate on their studies. The goal of targeting is to identify and reach families and communities that lack the resources to adequately provide for their school-age children. Joy Miller Del Rosso(1999, p4) School Feeding Programme is intended to motivate families to enroll children in school and to ensure more regular attendance, the target group is families whose children are not in school or who are frequently absent. Joy Miller Del Rosso(1999, p5) Mechanisms and criteria for SFP targeting are similar in many cases to those used for other social programs: economic, geographic, and nutrition status. In addition, specific education criteria such as overall enrollment, female enrollment, absenteeism, or student performance would also be included under some circumstances. In general it appears that School Feeding Programme targeting is best done at the level of the school, or based on some other criteria - e.g., location - rather than on individual selection. The coverage of School Feeding Programmes will depend on how many resources are available for programs and on the size of the problem that the program is intended to address.

The school feeding program aims to improve basic education, especially by increasing enrollment, attendance and academic achievement. School feeding also contributes to reducing drop in areas of high food insecurity GUY(2006; p4). It aims to reduce the access to education disparities where they result from a gender gap, and it can also seek to address other disparities (urban, rural, and interregional).

As the only power, it cannot compensate for the crowd of factors that determine the enrollment and attendance and academic performance of school children SFPs supported by WFP can contribute to the following:
• Increase enrollment and attendance;
• Improve children’s ability to concentrate and assimilate the content of education in meeting the immediate hunger;
• Reduce the frequency of certain micronutrient deficiencies by providing fortified foods

WFP and WHO (1999; p2).

WFP’s goal is not to substitute its resources to government resources. At the beginning, the objectives were the general improvement of the nutritional status of children and the fight against malnutrition.

Over the years, research has shown that malnutrition among school-age children is the result of many factors, and is not limited to energy intake. In addition, these studies revealed the complex relationship between health, nutrition and education.

As per, MINEDUC (2013, p2) The main objectives of School Feeding Programme in Rwanda are:

- To ensure adequate nutritional intake for pre-primary and primary school-aged children, with a focus on the poorest and most food insecure areas.
- Reduce disparities in pre-primary and primary education through improving enrolment, attendance, and completion rates and reducing dropouts.
- Create a structured demand for agriculture production, with a significant portion procured from smallholder farmers.

To attain the above objectives, MINEDUC has devised a targeting strategy as part of the scenario creation in the cost analysis recently undertaken. It defines priority areas for intervention and a roadmap for scale-up by ranking all thirty districts of the country in order of vulnerability. Vulnerability rankings were defined by creating a composite score made up of three equally weighted indicators.

The indicators utilized were:

i) The prevalence of chronic malnutrition,

ii) The prevalence of impoverished households and
iii) The prevalence of households with unacceptable food consumption. The districts were then classified into vulnerability levels. MINEDUC (2013, p4).

Figure 1: Relationship between SFP and potential outcomes and impacts on school children

Source: Adapted from Grantham-McGregor et al. (1998) and Jacoby et al. (1998).

As demonstrated in Figure 1. First, School Feeding programs increase school attendance by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education. This leads to more time spent in school and more time spent towards learning. The second is through the alleviation of short term hunger which
improves children’s cognitive functioning and attention span. The third path is through the improved nutritional status of children by providing them calories and nutrients in addition to their regular diet. This leads to better health and better resistance to infectious diseases and illnesses that would keep children from attending school (Buttenheim et al. 2011, p 6). Thus, better nutrition indirectly improves educational achievement by increasing school attendance by children.

2.2.2.2 Operation of School Feeding programme

The main channel for the WFP is the public primary schools externship. SFP is to distribute to students a meal or snack on school days. The meals are encouraged to attend the school which is reflected by an increase in enrollment, especially for girls, in places where hunger and malnutrition are rife.

According to the WFP report (2006, p3) In Bangladesh, a school feeding program covering 6000 schools increased the enrollment rate of 14.2%. Following World program "Living for education" enrollment increased by an average of 10.4% and 11.7% for girls in 4000 schools surveyed.

Other studies have found that such programs have also had positive results, for example in the Andean regions of Peru in 1996, Malawi in 2002 and India in 1999.

FAO (2000, p 27) states that WFP provides 38 years of highly nutritious meals to schoolchildren in poor countries around the world. With the support of national governments, local authorities, directly uses this food aid to bring the children to school in areas where enrollment rates are particularly low. WFP establishes partnerships in schools with parents, teachers and officials whose mobilizes time, equipment and when it proves possible financial contribution.

In this context, the associations of parents of schoolchildren turned out to be the element of community participation.
In general, the community provides essential personnel such as cooks, kitchen helpers, monitoring agents, or it finance the recruitment of external providers. It can also participate in various ways to know how to build a basic canteen room, assist at the time of delivery and storage of food, helps the canteen by in-kind contributions

2.2.3 Food and Nutrition Security

As per the definition of World Food Programme, WFP (1996, p15), Food Security is when all people at all times have physical and economic access to sufficient, safe, and nutritious food to maintain a healthy and active life”.

To achieve MDG 1 in order to eradicate extreme poverty and hunger, chronic malnutrition and food insecurity have long term detrimental impacts on a country’s socioeconomic development and poverty reduction potential.

2.2.3.1 Three Pillars of Food Security

**Availability**: sufficient quantities of food available on a consistent basis, regardless of price.

**Access**: having sufficient resources to obtain appropriate foods for a nutritious diet.

**Utilisation**: appropriate use based on knowledge of basic nutrition and care, as well as adequate water, sanitation and access to health services. WFP(1996, p16).

2.2.4 Food and Nutrition security in Rwanda

In 2012, WFP Rwanda, in partnership with the NISR and MINAGRI, conducted the Comprehensive Food Security and Vulnerability Assessment and Nutrition Survey, which provides updated information on food security and nutritional status

MINEDUC(2013,p1) said that food security in Rwanda is often a thought in terms of production, or availability an area where Rwanda is making great strides forward. The assessment goes beyond this level of analysis and focuses on a household’s physical and economic access to food and found 21 % of households at national level, with the heaviest
concentration in the Western and Southern Provinces, have unacceptable food consumption i.e. they lack the means to access food, and therefore do not consume enough at home to meet their basic dietary and nutritional requirements.

The assessment also analysed chronic malnutrition rates according to poverty status and found that the prevalence of chronic malnutrition are significantly higher in the poorer ubudehe quintiles, improving steadily with wealth. At national level, chronic malnutrition rates in Rwanda are 44 percent, but in the poor people classified in ubudehe, it is 60 percent. Food insecurity and chronic malnutrition in Rwanda have a main underlying cause in common poverty.

Chronic malnutrition and food insecurity come at a cost. Together, they impede progress in Rwanda achieving its ambitious development goals as set out in its Vision 2020.

A chronically malnourished and food insecure population is one that does not have the opportunity to live up to its potential. Academic evidence has shown that children who are chronically malnourished at basic age had challenges in both physical and mental development that are irreversible, leading to poorer health status, lower educational achievement, and lower productivity throughout their lives. When a significant portion of the population faces these challenges, it has significant long-term economic consequences for a nation MINEDUC(2013,p4).

2.2.5 Poverty Reduction Strategy (PRSP)

The first generation of Poverty Reduction Strategy (PRSP) document presented Rwanda’s strategy for poverty reduction and economic growth for the period 2002-2005. It was designed and developed through a national consultative process, in which the priorities of the poor were identified and technical analysis applied to develop a set of priority actions. According to MINECOFIN (2002. p5), Rwanda PRSP identified six broad areas where action was to be taken on a priority basis to fight poverty ranked by importance, these are:

- Rural development and agricultural transformation;
o Human development;
  o Economic infrastructure;
  o Governance;
  o Private sector development;
  o Institutional capacity-building.

Table 1. Pillars of the Vision 2020 and its crosscutting areas

<table>
<thead>
<tr>
<th>Pillars of the Vision 2020</th>
<th>Cross-cutting areas of Vision 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good governance and a capable state</td>
<td>1. Gender equality</td>
</tr>
<tr>
<td>2. Human resource development and a knowledge based economy</td>
<td>2. Protection of environment and sustainable natural resource management</td>
</tr>
<tr>
<td>3. A private sector-led economy</td>
<td>3. Science and technology, including ICT</td>
</tr>
<tr>
<td>4. Infrastructure development</td>
<td></td>
</tr>
<tr>
<td>5. Productive and Market Oriented Agriculture</td>
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<tr>
<td>6. Regional and International Economic integration.</td>
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</table>

Source: Rwanda Vision 2020, June 2007

2.2.6 Economic Development and Poverty Reduction Strategy (EDPRS)

Rwanda’s Economic Development and Poverty Reduction Strategy (EDPRS) is the second generation of PRSP. The EDPRS sets out the country’s objectives, priorities and major policies for the next five years (2008-2012). It provides a road map to government, development partners, the private sector and civil society indicating where Rwanda is now, where Rwanda wants to go, what it needs to do to get there, how it is going to do it, what the journey is going to cost and how it will be financed. The strategy provides a medium-term framework for achieving the country’s long term development aspirations as embodied in Rwanda Vision 2020, the seven year Government of Rwanda (GoR) Programme, and the Millennium Development Goals. MINECOFIN (2007; p9).
In the alignment with EDPRS2 some of the main priorities of MINEDUC over next five years are:

- Increased access for all children to basic education
- Improved quality and relevance of education at all levels
- Improved education opportunities for students with special educational needs
- Increased access to relevant, high quality demand-driven TVET programmes
- Improved Early child Education
- Increase access to quality higher education
- Strengthened performance in science, technology and innovation at all levels of education, with application to relevant sectors of the economy
- Improved adult literacy and numeracy

2. 2.7 Education in Developing Countries

The term "underdevelopment" is not easy because it is complex, it is often said that the state of a country whose inhabitants have a low standard of living mainly because of the lack of agricultural production, the absence of industrial potential, faster than the increase in national income and finally the low literacy rate and population growth Munyemana (2001; p18).

Education is the key to breaking the cycle of poverty. But for the 600 million children living in poverty, of which 100 million are not enrolled in primary school, hunger is an obstacle. When a family is hungry, looking for food is his only concern. In the most desperate situations, it may be a full-time, even for young children WFP (2004; p12)

UNESCO (2006; p2) said that if the momentum is maintained, the member countries of UNESCO-Nairobi will be best placed to make major progress in Education for All (EFA) by 2015.

These countries include Burundi, Eritrea, Kenya, Rwanda, Somalia and Uganda. Somalia did not become member of the Board until July 2006.
2.2.7.1 Primary Education

Primary Education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development. MINEDUC(2011, p12).

The aim of Primary Education is to organize, ensure and offer all children regardless of age, gender, family or social background and intellectual abilities; learning opportunities that will allow them to:

- Successfully resolve the various problems they could potentially face and the possible difficulties they might find in adapting to their school and wider environment.
- Develop positive attitudes towards learning.
- Develop social understanding, resiliency, belief in humanitarian values, respect for cultural heritage and human rights.
- Appreciate the ‘beautiful’ and develop a disposition for creativity and love towards life and nature, so as to become effectively sensitized towards issues of environmental sustainability and environmental improvement.
CHAPTER THREE: RESEARCH METHODOLOGY

This chapter will discuss briefly the methodology used to get useful informations related to our study. The research focuses on two primary schools Nyamata primary School and Mayange Primary School located in Bugesera District in the Eastern Province where the programme has been initiated from 2002 to date. Questionnaires and interviews were used to collect the data to be analyzed. The researcher reviewed and analysed information from sources such as books and pamphlets, project’ reports, newspapers, published research and relevant reports from the Ministry of Education MINEDUC as well as from World Food Programme, Mayange and Nyamata Primary schools.

3.1 Research Design

In relation to the research objectives, the following methodological definition was considered to determine the design and paradigm for the research (Welman and Kruger, 2001; p6).

Jacobs (2001, p23) argued that to fulfill research tasks or state them well, social scientists must use materials of history and sociology worthy of the name as “historical sociology”. The view was advanced that good sociology must incorporate the techniques of historical research “if we want to understand the dynamic changes in a contemporary social structure, we must try to discern its longer-run developments” Wright Mills (1997, p32). It was further evidenced that research that does not adequately take account of past development would be of limited value.

The researcher used quantitative and qualitative methodologies to collect data. Quantitative through questionnaires and qualitative information was collected using key informant interviews. The interview guide was used as the main tool in data collection by researcher where the researcher dealt with different respondents. The researcher set predetermined questions, putting in mind the objectives of the study and research questions. The researcher asked the questions, listed to, and recorded the answers from the respondents and additional relevant questions could be asked. This was done through concentration, being attentive and the researcher could wait for the respondents to finish answering.
3.2 Target Population

The target population of this research comprised 2 primary schools in Bugesera District which are Mayange Primary school and Nyamata Primary School that have been providing meals at schools since 2002.

As I mentioned above into research design, the research have collected data from people who benefited from school feeding.

3.3 Sample Design

3.3.1 Sample Size

A sample is a small set of data drawn from a population as noted by Creswell (2007; p4). The sample should be sufficiently and demonstrably representative of the population in order to make better conclusion and recommendations to the entire population. The sample size affects confidence interval, thus could, in principle, select the sample to yield any degree of confidence Creswell(1994; p12).

The researcher used a census of two primary schools that has introduced school feeding programme. Therefore for the demand side of this study the sample was one person from the Ministry of Education, one from World Food Programme; two Headmasters, ten teachers per each school which comes to twenty teachers, twenty students (ten per each school), ten parents which have students benefited from the programme.

3.3.2 Sample technique

The researcher did not use any sampling technique because the sample population of the study was relatively small, it was two primary schools.

A random sampling technique has been used in order to give equal chance to each and every student from the two primary schools to be selected in the population. The researcher passed through the schools and tried to get information using questionnaires and interview.
3.3.3 Data Collection

During data collection the researcher used different techniques and tools of data collection, these include:

3.3.3.1 Documentation

This tool was used in data collection especially in literature review and data analysis. It was used purposely in analyzing the historical background of the problem, how that problem is improving and how it is presently. This was done by reading textbooks, journals, institution records or reports, notice from Internet, data from Mayange and Nyamata Primary Schools and other people’s work in MINEDUC and WFP.

3.3.3.2 Interview guide

This is a list of questions or issues that are to be explored in the course of an interview. It is prepared to make sure that essentially the same information is obtained from a number of people by covering the same material. The interview guide was used as the main tool in data collection by researcher where the researcher dealt with different respondents. The researcher set predetermined questions, putting in mind the objectives of the study and research questions. The researcher asked the questions, listed to, and recorded the answers from the respondents and additional relevant questions could be asked. This was done through concentration, being attentive and the researcher could wait for the respondents to finish answering.

“Interviewing becomes an art and science requiring skill, sensitivity, concentration, interpersonal understanding insight, mental acuity, and discipline Michael Quinn Patton (1987,p108).”

Using interview has several advantages as listed below;

- The interviewer decides on how to use the limited time available for the interview.
- Interview guide helps make interviewing different people more systematic and comprehensive by delimiting the issues to be discussed in the interview.
- It is useful in conducting group interviews and keeps the interaction focused
• It can be used to both illiterate and literate respondents and they can be asked in their language (simple).

3.3.3.3 Observations

Observation was another technique used; this was used in the process of data collection hand in hand with field visit where the researcher observed the public investment projects. The researcher also used participative observation Russell K. Schutt (2001, p265); it is a qualitative method for gathering data that involves developing a sustained relationship with people while they go about their normal activities. The researcher chose observation because of the following reasons:

• For better understanding directly the context within which program activities occurs.
• Avoiding relying on prior conceptualizations but the first hand information.
• To learn about things that program participants may be unwilling to talk about in an interview.
• It permits the evaluator to move beyond the selective perceptions of others Michael Quinn Patton (1987, p73).

Observational techniques can be an important part of the methodological repertoire of evaluators, but those techniques are never entirely separate from the individuality of the evaluator.

Data collection was based in Bugesera District, which has a population of 390,000 thousand NISR (2011; p15).

On the other hand, Data was obtained from the questionnaires done to Headmaster, teachers, people from MINEDUC and WFP, student. The researcher has chosen to do the work in Bugesera, because it is among the districts with a high percentage of the population identified as poor. NISR (2011,p15).
3.3.4 Limitations of the study

We have mainly focused our attention on the school feeding done in Bugesera District. We have been forced to limit our research to comprise two schools in seventy nine primary schools because of financial means limitation. Access to literature on the research topic was limited because School feeding programme is an upcoming sector in Rwanda.

Every effort has been made by the researcher, to mitigate these limitations by enforcing a principle of objectivity.

3.3.5 Ethical Consideration

To have the output of this type of research admissible in both academia and, institutions, it was necessary to obtain ethical approval from the school under which the research was being undertaken. An ethical approval was therefore sought and obtained from the National University of Rwanda.

While carrying out a research of this magnitude, an investigator had an obligation to respect the rights, needs, value and desires of the respondents and participating organizations. Also, to protect the identity of individuals, names of respondents will totally disassociated from responses during the cleaning and transcription processes.

3.3.6 Data Analysis method

The need to make the collected data more understandable made the researcher to transform the raw collected data into ways that made them easy for interpretation and clarity. This was done through sub processes of editing, coding and tabulation.

Other method used in the research has been to a greater extent based on a library search, reading books and other documents related to the topic.

Similarly, analysis of some documents and investment texts both local and international was employed and helped to the researcher to know what is provided for, public investment, and poverty reduction.

This was used together with the personal analysis of such investment texts to give personal opinions and views.
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

This chapter presents the analysis of the data obtained through various analysis techniques.

4.1 Study Population

The study focused on the factors that the government has used to promote primary education. To achieve this objective the research conducted a survey where it has interviewed 54 people where school feeding has been implemented.

Table no: 2 Distribution of respondents by age

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 10</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>11 - 15</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>16 - 20</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>21 - 25</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>26 - 30</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>31 - 35</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>36 - 40</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>41 - 45</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>45 - 49</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>+ 49 years</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Data research, May 2013

We have chosen the age group ranging between 5 and 49 and over. It is clear from this table that the majority surveyed population is between 11 and 15 that is to say its youth category. The results in this table show that 5% are in the first category 5 -10 years old, 26% are in the second category, 5% are in the age group 16-20 years, we targeted workforce representing 17% of our respondents who are between 26 -30, when 18% is the age bracket of 31 - 35.
Table no 3 Distribution of respondents by occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In charge of SFP</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>Director</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Farmers</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Businessman</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Teacher</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Data research, May 2013

The results in this table show that majority of 37% are student and teachers. 8% are businessman, 11% farmers, and in charge of SFP are 3%. The occupation of parents is divided into two categories such as farmers and businessman. This shows that the majority of parents are in agriculture with low income generation and that is the reason why they needed support from School Feeding programme.

4.2. Knowledge about education

Table 4 Education Status of the Respondents

<table>
<thead>
<tr>
<th>Education level</th>
<th>number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Student in primary</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>Primary (completed)</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Diploma/ Degree</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Data research, May 2013

Table n° 3, shows that 13% of the sample respondents are illiterates and 37% primary student, 6% managed to complete primary school and 44% of the total sample population
have Diplomas or Degrees. This implies that a few of the sampled parents reached primary education while 13% of them are illiterate as it is shown in the figure below.

Figure no2: **Education Status of the Respondents**

![Pie chart showing education status](image)

**Source: Data research, May 2013**

The educational level of the respondents covered in the study, the majority of the respondents have primary level of education including those still in primary, and thirteen have no education at all. This shows that the majority of parents are in agriculture and that is the reason why they have lower level of education and their level of understanding is very low.

Education is regarded as the engine of growth. This is explained in table 5 below

**Table 5 : Education status of the sample population**

<table>
<thead>
<tr>
<th>In Primary education</th>
<th>number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1-3</td>
<td>25</td>
<td>46.5</td>
</tr>
<tr>
<td>4-6</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>7+</td>
<td>10</td>
<td>18.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nº in Secondary</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>45</td>
<td>83</td>
</tr>
<tr>
<td>1-2</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>3-4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>5+</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source: Data research, May 2013**
Table n° 5, revealed that the sampled population had many of its children or family members attending primary schools with a total of 93% (i.e. 46.5% with 1-3 members, 35% with 4-6 and 18.5% with more than 7 members in primary schools).
This shows that a big number of parents have children who attended primary education.

4.3 Age Description of the Respondents

The biggest number of respondents interviewed was in the range of 30-39 of age. These are leaders, community workers and community elders. This is to say that twenty three out of sixty respondents were in the rage of 20-49 and the remaining population is children heading their families with the range of ten to nineteen years of age. And the elders with the range of 50-60.

Table n° 6 Distribution of Age and sex

<table>
<thead>
<tr>
<th>Household Head</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>23</td>
<td>42.5</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>57.5</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-19</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>20-29</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>30-39</td>
<td>10</td>
<td>18.5</td>
</tr>
<tr>
<td>40-49</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>50-60</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Data research, May 2013

Table n° 6 above revealed that 42.5% of the sample households were Male and 57.5% of the sampled families were Female. Further more from the table above most of the sampled respondents were within the age bracket of (10-19) with 37%, (20-29) with 26% and (30-
39) with 18.5%. The elders (50+) represented the least percentage of 5.5% of the total sample of the population.

4.4. Relationship between school feeding programme and School performance

4.4.1 Implementation of School Feeding programme in the schools

It shows us the main cause and changes made by the school feeding through the answers given by people who, since the launch of the program, have received or have been closely monitoring the operation of school feeding programme.

The table below shows the answer given by the respondent about the main causes which have lead the implementation of School Feeding programme in their respective schools.

Table no. 7 Implementation of SFP in Mayange and Nyamata primary schools

<table>
<thead>
<tr>
<th>Implementation of SFP in school</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>17</td>
<td>31.5</td>
</tr>
<tr>
<td>Retention of children at school</td>
<td>21</td>
<td>38.5</td>
</tr>
<tr>
<td>Motivation to attend regularly</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Long distance between school and home</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Data research, May 2013

Table no.7 shows that the main causes of implementation of school feeding programme was to retain children at school (38.5%), and 31.5% of respondent confirmed that poverty was one of the main challenge for implementing SFP in that areas. Motivation to attend at school regularly and long distance between school and home occupied 30% (17% and 13% respectively).

The delay was caused by a large distance traveled by these students. Many times parents sent children to look for firewood, fetching water, which will help to prepare lunch.
One of the student testified that delay was often due to work that he had to do in the morning. He is the eldest in his family and his brothers are still young. He used to fetch wood far into the forest before going to school for helping his mother to start preparing lunch.

Indeed, many children living in rural areas often face the problems of delay because of the activities they have do before going to school.

At lunch time, 13% of respondents (see Table no 7) traveled a long distance to return to their families and did not return in the afternoon to attend other programs. This is due to the remoteness of the residence of the family over the school attended, the lack of infrastructures such as lack of school and the long distance to reach those that are available, have been key factors in the demotivation of children to go to school.

The other cause of retaining children at school was the absenteeism which was often due to parents who ask their children to stay at home to take care of various chores. As testified by one teacher, absenteeism of children was very remarkable in schools. This was often due to the poverty of some parents who were unable to feed their kids and children ought to leave school to get jobs in the city to survive.

Out of the 54 individuals who had interviewed, 17% testified that SFP has increase the number of children attending school, and increased the enrolment of girls.

“ SFP was important for students. As observed on the attendance list in class, it revealed that the number of course participants increased since the beginning of the programme. Many parents were interested in the education of their children and were motivated to send them to school willingly. Once parents prevented children especially girls to go to school and forced them to stay at home to do housework or sent them to the market to sell their produce” answered the Headmasters.

” They had been at school a great return of children who had dropped out of school” Teachers testified Their massive back to school was conditioned by taking the meal. At the time the school was thus become a refuge for them from hunger.
We had the curiosity to check absenteeism and dropout rate and we consulted the class attendance list.

The table below shows the data that we found in the books that indicate class lower absenteeism and dropout of school.

**Table no 8 Calculating the dropout rate for school Mayange primary school**

<table>
<thead>
<tr>
<th>Year</th>
<th>Beginning of the year</th>
<th>Absent</th>
<th>Dropout</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
</tr>
<tr>
<td>2002-2003</td>
<td>325</td>
<td>301</td>
<td>626</td>
</tr>
<tr>
<td>2003-2004</td>
<td>411</td>
<td>451</td>
<td>862</td>
</tr>
<tr>
<td>2010</td>
<td>459</td>
<td>511</td>
<td>970</td>
</tr>
<tr>
<td>2011</td>
<td>475</td>
<td>589</td>
<td>1064</td>
</tr>
<tr>
<td>2012</td>
<td>521</td>
<td>640</td>
<td>1161</td>
</tr>
</tbody>
</table>

*Source: Muyange primary school documentation, may 2013*

Looking at the table above, we founded that the number of students has increased from 626 students in 2002, which preceded the installation of SFP in 1161 student in 2012, the last period of our research.

The absence rate in 2002 was 12.8%, 2012 it is 1. 2% and dropout rate at this school passed from 19.9% to 1.7%.

**4.4.2 School performance after the implementation of school feeding programme**

The study sought to investigate the help SFP have provided to the performance of children at school.
Table no 9: The influence of the SFP on the success rate

<table>
<thead>
<tr>
<th>Success rate</th>
<th>number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasment of success rate</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>Growth of student number from primary to secondary</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Data research, May 2013

The table above shows that 48 out of 54 respondents or 89% of students have benefited from SFP to increase their success rate.

As testified by on student “: he is satisfied, he could follow well lessons”. Other students said that:” Taking lunch at schools helped them to take few minutes before the start of lessons in the afternoon to review the courses they have studied in the morning and helped each other mutually explaining what they did not well seized or understood”.

We accepted the alternative for the first hypothesis because most of the needs of the demand sides are significantly improved by the implementation of School Feeding Programme.

100% of respondents confirmed that transfers from primary to high school due to the success of students were remarkable.

This result from regular revising of progress of lessons learnt subject made by the student during lunch hour.

The headmaster said:that the transition from primary to secondary school has improved. We asked the same question to teachers and presented to us results obtained by student every year since the beginning of SFP. We will first observe the success rate in Nyamata primary school.

The table below shows the data from the reports compiled in Nyamata primary school.
According to our case study, we began our research in 2002 year before the beginning of the SFP until April 2013 to properly compare the situation before and after the programme.

### Table no 10: Success rate in Nyamata Primary School

<table>
<thead>
<tr>
<th>Class</th>
<th>Student</th>
<th>Year</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>201</td>
<td>207</td>
<td>51.2</td>
<td>55.6</td>
<td>60.2</td>
<td>65.5</td>
<td>66</td>
</tr>
<tr>
<td>P2</td>
<td>114</td>
<td>122</td>
<td>49.7</td>
<td>52.2</td>
<td>54</td>
<td>69.4</td>
<td>71.5</td>
</tr>
<tr>
<td>P3</td>
<td>133</td>
<td>130</td>
<td>52</td>
<td>57.8</td>
<td>62</td>
<td>65.9</td>
<td>69.4</td>
</tr>
<tr>
<td>P4</td>
<td>113</td>
<td>130</td>
<td>48</td>
<td>56.8</td>
<td>65.2</td>
<td>66.5</td>
<td>69.9</td>
</tr>
<tr>
<td>P5</td>
<td>114</td>
<td>126</td>
<td>45.2</td>
<td>49.1</td>
<td>65.2</td>
<td>72.6</td>
<td>76.2</td>
</tr>
<tr>
<td>P6</td>
<td>80</td>
<td>89</td>
<td>47.7</td>
<td>55.5</td>
<td>56.5</td>
<td>60.4</td>
<td>60.3</td>
</tr>
</tbody>
</table>

**Source**: Nyamata primary school documentation, may 2013

The above table shows that the success rate of students has increased in Nyamata primary school. It showed the success rate class by class and year after year.

**P**: Primary

In the first year, data shown that the success rate was 51.2% before the start of the project in 2012, the success rate reached 67.2%.

In the third year, the success rate was 52% 2001_2002 in 2002_2003 by 57.8%. 62% represents the success rate for the 2004 academic year and in 2010, the success rate was 65.9%. In 2011, the success rate was 69.7% and in 2012 and the success rate was 77.7%.

According to testimony received, the children were encouraged to attend a by the meals provided at school and focus on their studies.

We consulted the success rate of students in primary school Mayange Primary School. In Mayange Primary school, the project began to give food to student in 2003.
Table no 11: Success rate in Mayange Primary School

<table>
<thead>
<tr>
<th></th>
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<td>P1</td>
<td>195</td>
<td>201</td>
<td>41</td>
<td>58</td>
<td>59.5</td>
<td>66.2</td>
<td>71.4</td>
<td>195</td>
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<tr>
<td>P2</td>
<td>104</td>
<td>100</td>
<td>45</td>
<td>52.4</td>
<td>60.7</td>
<td>63.9</td>
<td>66.7</td>
<td>104</td>
</tr>
<tr>
<td>P3</td>
<td>110</td>
<td>120</td>
<td>49.4</td>
<td>50.3</td>
<td>65.9</td>
<td>72.9</td>
<td>75.4</td>
<td>110</td>
</tr>
<tr>
<td>P4</td>
<td>93</td>
<td>63</td>
<td>51.1</td>
<td>64.5</td>
<td>66.2</td>
<td>66.8</td>
<td>70.2</td>
<td>93</td>
</tr>
<tr>
<td>P5</td>
<td>75</td>
<td>90</td>
<td>49.2</td>
<td>52.7</td>
<td>50.5</td>
<td>54.2</td>
<td>56.4</td>
<td>75</td>
</tr>
<tr>
<td>P6</td>
<td>39</td>
<td>28</td>
<td>45.2</td>
<td>50.6</td>
<td>65.6</td>
<td>73.5</td>
<td>73.9</td>
<td>39</td>
</tr>
</tbody>
</table>

Source: Mayange primary school documentation, may 2013

P: Primary

The above table showed how the success rate has increased for students of Mayange primary school.

We started with the observation of the success rate of the year 2002_ 2003, ie one year before the beginning of the SFP in this school.

The reason for the increase of students’ success rate is due to the school feeding program that created a good climate for the children in their study. This has indeed helped to reduce delays for student to attend school and their hard work, which has undoubtedly caused the improvement of performance.

4.5 Interpretation of results about the constraints of School Feeding Programme

To answer the second objective, the study focused on the challenges that the SFP faces in its operations. In this section, we will identify and analyze the problems encountered by the programme in its operation. The answers were given by students, parents, responsible for education and finally the in charge of SFP in WFP. The main problem are divided into 3 categories: Ignorance of parents, no contribution from parent to the smooth running of the programme, and sometimes delay in the stock supply.
4.5.1 Ignorance of parents

Based on the results of our research, the majority of school authorities said that parents are unaware of the importance of their participation in the smooth running of the programme.

One of the director in MINEDUC affirmed that in the beginning of the programme, a field visit has been done, delegation from MINEDUC and WFP to inform the local population about the operation of the SFP.

4.5.2 Interpretation of result about no payment of parental contribution

Based on the results of our survey, parents are unaware of the importance of their part that shared with the programme in its success. As said by a teacher of Mayange primary school, parents do not take seriously the importance of their contribution to the smooth running of the programme. In general, the project requires the participation of parents in its execution. The programme is funded 90% by the WFP in partnership with MINEDUC, while the remaining 10% are from parents. However, parents do not pay on time. He said that they always claimed that they are poor

Further on the part of support that the family provided to the implementation of School Feeding programme, majority of the respondent interviewed, 64.3 percent, give contribution of money to the school of about 500 RWF every month, 14.8 percent giving vegetables to be added in the meals and 20.9 percent didn’t do anything

Out of 20 parents interviewed34 percent confirmed that they contribute as requested while 66 percent said that the main constraint still was poverty.

In the interview with on Headmaster despite this expectation, the parents do not keep their promises and to contribute its 10% for the purchase of firewood, water, pay cooks and replace worn equipment in an emergency.

Reference to the payroll of Mayange primary school, there was a large gap between the money expected and the money collected.
4.5.3 Interpretation of result about delay in stock supply

On the other side, students and authorities revealed us that the project is sometimes slow to supply their stock.
As respondent by one teacher, he said that foods delayed sometimes to arrive at school. Sometimes they supply stocks in late of 5 to 10 days. The delay caused the dropout of some students during the week when there is a stock out. This issue raised concerns of beneficiaries who did not know the day of the next delivery. 74 percent testified that SFP delayed in the replenishment of their stock while 26 percent didn’t have complained about it.

“Sometimes, the meal received late which cause the loss of time as well as the cleaning of classrooms where students took their meal”s.

Finally as we have seen, school hygiene remains a problem especially in schools where there is no drinking water and sufficient materials.

On the side of SFP, the main problem is that many times theft of food can be seen. The in charge of SFP in WFP said that sometimes, they are advised of thefts and attempted flight food which leads to non-preparation of meals to children. Student aware them over the phone or remark it in the evaluation of the project with the descent to land. They advised school officials to always be responsible of the smooth run of the programme otherwise stealing food will lead to the unsuccessfully of it.

As observed, beneficiaries do not take materials in good condition. This always leads to looking for other equipment to replace them.

Parents had give contribution as requested, to be responsible and control the management of the foods received, look the hygiene in the kitchen and elsewhere.

We accepted the alternative for the second hypothesis because most of the needs of the question raised helped to change the bad habit and help to improve the smooth running of School Feeding Programme.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter five of the study, being the last chapter, examines the summary of the research as section one including the introduction. The second section presents the main conclusions emanating from findings of the study. The last section highlights the recommendations and areas of future research.

5.1 Summary of the study

Chapter one set the place of the work by providing the background for the research. From the literature, there is a strong belief (conviction) that a correlation exists between school feeding programme and education development.

In justifying the need for this study, the background of the implementation of school feeding program were developed and the case of study was Mayange and Nyamata primary schools in Bugesera District (Rwanda), the impact of the programme was briefly discussed, which showed a strong evidence that it has improve school performance and enhance enrollment and attendance of students at school. This led to the development of research hypothesis for the study and the setting up of the objectives of the research.

This study showed positive effects on school enrolment and school academic performance, but less remarkable impact on attendance over an extended period of 3 years. The scope of the study was also stated in the chapter.

Chapter two examines the theoretical and empirical literature on school feeding. The theoretical, School Feeding Programme, objective of school feeding programe, Food and Nutrition, Primary Education were examined as foundation laying process for the aim of the study and discussed the methods adopted for both data collection and data analysis.

Questionnaire and interview were used to get informations from the student, parents, teachers and Headmasters of two primary schools (Mayange and Nyamata Primary Schools), Director of MINEDUC and in charge of SFP in WFP. Furthermore, archival data regarding school feeding programme running between 2010 & 2012 were collected from
the two primary schools and from the MINEDUC reports and World Food Programme reports since it is a sure source of data. Questionnaire and interview were used on fifty four individuals that have relation with activities done at the two primary schools.

Chapter three represents descriptive methods used to analyze data collected via interviews and questionnaire.

Chapter four present the findings collected from the field. It is observed that SFP has increase the number of children attending school, increased the enrolment of girls and boys, increase children’s abilities to concentrate. School feeding programs are targeted social safety nets that provide both educational and health benefits hereby increasing enrollment rates, reducing absenteeism. Also it was observed that School Feeding programme faced challenges in its operation like ignorance of the parents about the importance of the programme buy giving contribution; sometimes delay from World Food Programme in stock supply.
Chapter five covers the Summary, Conclusions, recommendations and area for further research.

5.2 Discussion and main conclusion from the study

The importance of this section is to discuss the fundamental research hypothesis for this study and draw conclusions.

5.2.1 School feeding improve equitable access to education and school performance by increasing school attendance and retention of pupils in primary school

Providing a meal at school is a simple but concrete way to give poor children a chance to learn and thrive. But on empty stomachs, they become easily distracted and have problems concentrating on their schoolwork. They become better students when their bodies are well nourished and healthy. The incentive of getting a meal also reduces absenteeism. Most importantly, performance improves and drop-out rates decreases.
Health and education are two of the cornerstones of human capital and form the basis of an individual's economic productivity. They also help to keep a country's economy healthy and to create a literate society. There is considerable evidence that education plays a central role in empowering women, which in turn is linked to numerous long term benefits such as smaller family sizes and increased agricultural production.

With regard to enrolment, school feeding programme has impacted positively in increasing the enrolment of girls who in times of economic crisis or emergencies are usually the first to be withdrawn from school in order to assist with sibling care and to generate income. Girls are most likely not to attend school and the school feeding programme has helped and continues to help in closing the educational gap between boys and girls which brings benefits society wide. School feeding appears to be uniquely positioned as a platform from which nutrition, education and health.

There is an important indirect benefit to households from school feeding here called the reverse flow effect. When young children attracted to school by the meal actually finish primary and go on to complete secondary school (and above), there is a positive social transfer impact on households and communities through the support that these graduates provide.

There is also a strong iterative educational impact in that these graduates tend to support their siblings in school. All of this reverse flow benefit, however, cannot be attributed to school feeding, just as positive changes in primary completion rates are only partially explained by the presence of the school meal.

Therefore, School feeding programme have a positive impact on school performance of student from Mayange and Nyamata Primary Schools in Bugesera District.

5.2.2 The assistance of the school feeding program faces difficulties related to lack of resources and ignorance

Where the physical and learning environments of the school are deficient, the health and learning outcomes of school meals are reduced.
The lack of parental involvement in the smooth run of the school feeding programme leads to inachievement of its objective. The school management committees have, in many cases, a very narrow definition of their responsibilities and do not serve the vital purpose of representing the school to the community. Currently, in most of the schools covered by the evaluation, the school is perceived as a Government building and not as a community asset.

School feeding without the appropriate learning environment and family/community support is a weak intervention. It follows, therefore, that a school feeding programme which does not systematically incorporate other strategic programmatic interventions that reduce the economic, social, and cultural constraints to health and learning will not generate the stated goals and objectives.

For the School Feeding Programme, it becomes difficult to properly implement their goals if they have forged out.

We believe that we have achieved our goals and verified by confirming our objectives. However, we cannot complete our work without singling out some of the recommendations and suggestions.

5.3 Recommendations and areas of further research

5.3.1 Recommendations

Premised on the findings of this study, the following recommendations are proposed:

- Government should make efforts in improving educational facilities and infrastructure because school feeding only improves school performance when education is accompanied by other inputs related to teaching quality. This calls for significant improvement in teacher training programmes and in the overall status and welfare of teachers.

- Getting children into school is only half the battle. To benefit from schooling, children need to actually attend school on a consistent basis. Illness keeps thousands of school children at home. Food alone is not enough but rather you need a combination of food, health and care. A regular de-worming exercise also improves schooling outcomes.
Active community participation is often cited as missing in many school feeding programmes and is integral part of the School feeding programme approach. Significant community mobilisation and cooperation is needed to broaden the scope of school feeding. Through community participation, school feeding should be decentralised with emphasis on community ownership which will invariably increase the sustainability of the programme. Communities should be involved from the start from planning, through building, to managing and maintaining the programme. Communities can make available appropriate labor and time for putting up infrastructures such as kitchens, dining areas etc.

5.3.2 Areas of further researcher

There is a time framework within which a candidate is expected to complete a Master’s Research program The research had analyse the school Feeding Programe in Primary education case study of Mayange and Nyamata Primary schools. The focus of the research was based on School performance through school feeding programme. Further research should focus on the impacts of school feeding on agricultural and economic development in rural communities in the country and the impact of one cup of milk per child implement by the Ministry of Agriculture.


PUBLICATION
13. MINEDUC, 2011, *Primary Education in Rwanda*. Kigali, Rwanda
15. MINEDUC, 2013, *National Consultation on School Feeding in Rwanda*, Kigali, Rwanda
22. NISR, 2006, *Comprehensive Food Security and Vulnerability Analysis (CFSVA)*, Kigali, Rwanda
27. Psacharopoulos and Patrinos (2002), *Estimate private returns to primary education of over 25%*, Washington, DC, USA
34. WFP, 2011. *School Feeding Programme in Rwanda*, Kigali, Rwanda
36. WFP, 2004. *Food security report*, Rome, Italy
APPENDIXES

SURVEY QUESTIONNAIRE

Instructions to the respondent:

You are kindly requested to answer the questions below by putting a tick in one of the squares provided and give details where need be.

SECTION A: BACKGROUND INFORMATION

1. What is your Occupation?
   a) Headmaster/Mistress
   b) Teacher
   c) social work
   d) Trader

2. What has lead to the implementation of SFP in your school?
   a) Poverty
   b) Retention of children at school
   c) Long distances between school and home
   d) Students motivated to attend regularly

SECTION B: KNOWLEDGE ABOUT EDUCATION

4. How many of your household members are in primary level
SECTION C: KNOWLEDGE ABOUT SCHOOL FEEDING PROGRAMME

6. Do you have knowledge on School Feeding Programme
   a) Yes
   b) No

7. In your own opinion, is SFP has an impact on the primary education?
   a) Yes
   b) No

8. In which way SFP have helped?
   a) Increase on the number of children attending school
   b) Alleviate short-term hunger
   c) Increased the enrolment of girls
d) Increase children’s abilities to concentrate

e) Others Specify

9. What are the challenges facing in the implementation of SFP?

a) Lack of water

b) Parents don’t contribute

c) Man power

d) Insufficient food

e) Others Specify

SECTION E: QUESTIONS TO BE HELD WITH PARENTS OF MAYANGE PRIMARY SCHOOL, BUGESERA DISTRICT, EAST REGION

10. Age group
   a) 10 - 19
   b) 20 - 29
   c) 30 - 39
   d) 40 - 49
   e) 50 - 60

11. Sex of the Respondent
   a) Male
b) Female

13. Marital status
   a) Single
   b) Married

14. What is the size of your household?
   a) Small family household 2-5
   b) Medium family household 6-9
   c) Large family 10+

15. How many children do you have in your family?
   a) 0-2
   b) 3-5
   c) 6-8
   d) 9+

16. What is your highest level of education?
   a) Never went to school
   b) Never completed Primary
   c) Completed primary
   d) Completed Secondary
   e) Diploma /Degree
17. What is your Occupation?
   e) Farmer/Peasant
   f) Civil Servant
   g) Social work
   h) Trader

18. Are you usually able to produce enough food for your household?
   a) Yes
   b) No

19. How many meals do your children usually eat in a day? Please indicate the type of Meal, Meal category
   a) Morning meals
   b) Lunch
   c) Souper
   d) Others Specify……………………………………………………………………..

20. What are the help SFP have provided to you?
   a) Provide jobs processing and cooking food for students.
   b) Helps keep children in school
   c) Students are well nourished and healthy
   d) Good performance at School
21. Has so far the education for your children improved?  

Yes  
No  

22. How does it been improved?  

a) In a positive way  

b) In a negative way  

c) Others (specify)…………………………………………………………..  

23. What is your opinion to the support from SFP received?  

a) To be increased  

b) To be reduced  

24. What is your part of support to the SFP?  

a) Giving contribution of money  

b) Giving vegetables to add in the meals  

c) Draw water to use during food preparation  

d) Any  

e) Others Specify…………………………………………………………..  

………………………………………………………….
INTERVIEW QUESTIONNAIRE FOR NYAMATA PRIMARY SCHOOLS, BUGESERA DISTRICT, EAST REGION

1. How many of your children are attending primary school?

2. What problems related to the education of your children did you have before the implementation of SFP?

3. At which level did SFP solve these problems?

4. Do you have something against SFP? If yes, which?

5. What is your part of support in the implementation of the SFP?

6. Do you have any suggestions for improving the functioning of the SFP?

7. Does SFP reduce absenteeism of children at school?

8. Did children to school increase their performance?

INTERVIEW QUESTIONNAIRE FOR STUDENTS OF MAYANGE AND NYAMATA PRIMARY SCHOOLS, BUGESERA DISTRICT, EAST REGION

Do you know the School Food Programme SFP? If so, how?

What have you received?

What problems for education did you feel before this program?

At what level these problems have been resolved by the SFP?

Do you have something to criticize?

Specifically, the SAP did it influence your success rate? How?