**IMPACT OF SCHOOL FEEDING ON PRIMARY SCHOOL ENROLMENT, ATTENDANCE IN SOUTH SUDAN: CASE STUDY OF KUAC NORTH COUNTY.**

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**Abbreviations and Acronyms**

**BBC- British Broadcasting cooperation**

**ECW- Education cannot wait**

**EFA- Education for All**

**FFE- Food for Education**

**MOE- Ministry of Education**

**MOG- Millennium Development goals**

**SSSFP- South Sudan School feeding programme**

**SFP- School feeding programme**

**UPE- Universal primary Education**

**UNICEF – United nations Children’s Fund**

**WFP- World Food programme**

**WDEA- World Declaration on Education for all.**

**ABSTRACT**

**The South Sudan school feeding programme SSSFP is one of social intervention programmes introduced to improve the educational standards of rural communities in South Sudan. The main objective is to motivate parents to enroll their kids to basic schools improve attendance, make pupils stay in school and improve the nutritional intake of children in rural areas. Kuac North County which had low pupils’ enrollment and attendance had been beneficiary of this scheme since the beginning of peace in 2005, it appears a systematic academic inquiry exists looking at the impact of school feeding programme -SFP on enrolment and attendance, with updated humanitarian journal. The study is guided by secondary data mixed method approach to research. It was collected using interview schedules and in-depth interview guides. The results revealed that a higher percentage of respondents viewed meals prepared for pupils to be of moderately low quality. This notwithstanding, it was discovered that the SFP has contributed significantly to pupil’s enrollment and attendance compered to period before the programme implementation. However, the study recommends that government and other stakeholders in-charge of the programme should remain committed to provide the needed resource for the smooth running of the programme to improve the educational infrastructure of the rural community.**

**Chapter One-Introduction**

**1.1 Background to the study**

school feeding programme was introduced in South Sudan, by then southern Sudan, in 2003 with the aim of enhancing access to food. The school feeding programme is a safety net aimed at incentivizing education for children to come to school. Six years of civil war have resulted in one of the largest internal and external displacement crisis. The conflict has affected all areas of the country’s development, including livelihoods, education and health (WFP,2008).

Many schools have been abandoned or destroyed, inhibiting access to education by children. As a result, enrolment and attendance rates fell to 62 percent in 2015 from 85 percent in 2009. With an improved security situation, attendance and enrolment have steadily increased to approximately 70 percent in 2018. following expansion of the school meals programme to reach more schools, the enrolment rates are expected to continue to increase.

It is now generally acknowledged that investing in education is a key component for a country to use in development. An increase in quantity and quality of education is associated with the government’s effort to achieve second Millennium Development Goals (MOG) on universal primary education (UPE). This is evidenced by the government introducing free primary education programme in 2003 and free secondary education in 2008.

Currently education is a fundamental right of every person due to its contribution to equity, diversity and lasting peace (World Education Forum Education for all 2000). According to the framework for action in Dakar April 2000, Education occupies a central place in Human rights and is essential and indispensable for the exercise of all other human rights and for development. Article 26 of the United Nation Convection on the Rights of the Child (UNCRC, 1989 sets out the right to education to which every child is entitled. Article 29 of the convention also attaches importance to the process by which the right to education is to be promoted (United Nations Convention on the Right of the child 1989).

The World Declaration on Education for all (WDEA) Dakar, Senegal 2000 states that every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs.

In South Sudan, primary education shall constitute the basic cycle of academic education in the

Republic of South Sudan and shall span 8 years of duration. The enrolment ages of a learner at a primary level shall be 5 to 6 years. Primary education level shall be sub-divided into two (2) stages; lower primary, from grade 1 to grade 4 and upper primary, from grade 5 to grade 8. Pupils shall sit primary 8 leaving certificate examinations at the end of the 8th years to be administered countrywide by the National Ministry of General Education, in coordination with the State Ministries of Education (Education act 2012).

**1.2 Statement of the problem**

Universalization of primary schooling and elimination of gender disparity in education by 2015 are two of the eight millennium development goals adopted at the United Nations summit in 2000. However, imbalances in educational opportunities do exist in the country. In each situation there are multiple factors like education policies, community and household factors that explain the phenomenon (Ravallion, 2000).

For any education system to be efficient there should be smooth transition of pupils from one level to another or 100% enrollment and attendance rate (Psycharopolous 1988). Enrollment and attendance rates in South Sudan especially in Northern, parts are very low. Primary school enrolment rates are also very low and highly contribute to illiteracy levels.

A study by verleersch and Kremers (2004) indicates that in developing countries there is an increase of 30% pupil participation in schools with introduction of lunch programmes in schools. Similar study by Dreze and kingdome (2000) in India showed that 14.2% of pupils reported to school after the introduction of school feeding programme. Other studies by (Ahmed, 2004), (Winicki, 2003) show a positive relationship between school feeding programme and pupil enrollment and attendance in schools.

These studies were carried out in diverse areas and therefore the results could be different in other places. Therefore, In order to address the inequalities on the impact of school feeding programme on pupil enrollment and attendance in school that result to low enrolment rates, low attendance rate, low completion rate and high dropout rates mechanism is needed. This study therefore, seeks to establish the effect of school feeding programme on primary school pupil in Kuac North county of South Sudan.

**1.3 General Research Objective**

The purpose of this study is to establish the impact of school feeding programme on pupil enrollment, attendance in Kuac North County of South Sudan.

**1.3.1 Specific Objectives of the Study**

The study will be guided by the following objectives:

1. To establish the impact of school feeding programme on primary school pupil enrollment in Kuac North county in South Sudan.
2. To establish the enrolment rates of pupils in primary schools in Kuac North, South Sudan.
3. To examine the relationship between school feeding programme and enrollment rates of pupils in North Kuac County.
4. To find out the reasons that contribute to low completion rates of pupils in Kuac North County.

**1.4 Research Questions**

The following research questions will guide the researcher to achieve the above objectives:

1. What is the impact of school feeding programme on primary school pupil enrollment in North Kuac County.
2. What is the enrollment rate of pupils in North Kuac county?
3. What is relationship between school feeding programme and enrollment rate of pupils in Kuac north county?
4. What reasons contribute to completion rate of pupils in Kuac North County?

**1.5 Significance of the Study**

The empirical data obtained by the study will be useful to various stakeholders in education. These include school Administrators, Teachers, students, policymakers, Nongovernmental organizations and parents in North Kuac County and beyond. The Administrators, policymakers and parents will be enlightened on the effect of feeding programmes and take necessary action.

The study will also be useful to pupils because they will know the impact of feeding programmes in school and probably take advantage of it as alternative food supplement from what is offered at home.

The researchers will also use the findings to identify the knowledge gaps and then further carry a study to solve community problems related to education

**1.6 Limitations of the Study**

The major limitation of the study is that there is limited literature on the role of school feeding programmes on enrollment in South Sudan and this inspires the researcher to widely cover many schools to get the required data hence more time is needed.

The other limitation is that the schools are sparsely distributed since the area is swampy. This will make it costly to travel from one school to the other. However, to mitigate the above short coming bodies like UNICEF & WFP which had historical intervention in SFP in South Sudan offers a material hand out of school meals in the county. A sizable number of schools will be sampled for the research. The swampy area is solved by seasonal changes since the rain stops in September will make the area accessible for the findings.

**1.7 Basic Assumptions**

The researcher will gather information form school pupils and headteachers and therefore assumed that the information they will give is genuine.

The other assumption is that some schools have feeding programmes and others do not. This will sufficiently offer a case for comparison to establish the impact of feeding programmes on pupil enrollment in schools.

**1.8 Definition of significant Terms**

Pupils refer to school going at primary school.

Enrollment refers to acceptancy of pupil in school during the open calendar year during the registration period normal beginning of the year.

**1.9 Hypothesis**

Ho: There is no statistically significant relationship between pupils’ perception of school meals’ quality and quantity of school attendance among children.

H1: There is statistically significant on relationship between pupils’ perception of school meals’ quality and quantity of school attendance among school children.

**1.10 Concept of school feeding, enrollment and attendance.**

School feeding program is defined as the targeted social safety net that provide both educational and health benefits to the more vulnerable children, thereby increasing enrolment rate, reducing absenteeism and improving food security at the household level. The number of hungry school age is unknown but is likely to be significant problem in various circumstances. Many factors contribute to hunger in school children. The long distances children must travel to school, cultural meal practices that include no or small breakfasts or a lack of family time or resources to provide adequate meals to children before and /or during the school day. Simply alleviating this hunger in school children helps them to perform better in school. In Jamaica providing breakfast to primary school pupils significantly increased attendance and arithmetic scores, the children who benefits most were those who were wasted, stunted or previously malnourished. Evaluations of SFP in Burkina Faso found that school canteen were associated with increased school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, higher success in rates in national exams, especially among girls. A small pilot school feeding program in Malawi also evaluated for its impact on enrolment and attendance. Over a three-month period, there was 5% increase in enrolment and up to 365 improvement in attendance compared to child control in school over the same period. Niger has one of five lowest school enrolment rates in the world. The school feeding program is intended to enhance attendance of nomads also and transhumant families, particularly girls. Beneficiaries receive the equivalent of the total daily recommended food intake up as (2.07kcal) in three meals per day. In addition, as an incentive for girls’ participation in schools, some families receive an additional take home ratio. Evidence from past experience with the SFP shows that it contributes to its objectives. Whenever canteens have been closed, even provisionally, immediate and high absenteeism follows, and children are withdrawn from school. In nomadic and transhumant populations, the school year cannot commence until food stocks arrive.

**1.11 CONCEPTUAL FRAME WORK**

SCHOOL MEAS

ENROLLMENT

ATTENDANCE

NUTRITIONAL VALUE

TAKE HOME RATIO

**Chapter Two**

**2.0 Literature review**

**2.1 Introduction**

This chapter deals with review of related literature on the impact of feeding programme on pupil enrollment in primary schools. It gives an overview of international call for provision of education for all, education among the Nomadic pastoralist and its challenges. The school feeding programme, gender imbalances on enrolment and pupils in schools more particularly schools in swampy regions.

**2.2 International call for provision of education for all**

Education is one of the key sectors that have been adequately documented in literature for it serves as the spring board for social and economic change. The Universal Declaration of Human Right adopted in 1948 declared that “everyone has a right for education” This call is further supported by the World Conference of Education for all held in Jamtien, Thailand in 1990 where presentation from 155 countries and 100 organizations pledged to provide education for all by the year 2000. The intentions of these country representations were that children, youth and adult would benefit from educational opportunities designed to meet their basic learning needs. The world declaration of education for all thus defined a bold new direction in education.

The Education for all decade which culminated at the World education forum 26-28 April 2000 Dakar, Senegal, adopted the Dakar framework for actors’ education for All. This forum provided the opportunity to access the achievements, lessons and failures of the decade. The EFA 2000 assessment represented an unparallel effort to take stock of the state of basic education in the world. It is included in National assessment of the progress achieved since the Jamtein conference attended by 183 countries. They highlighted the problem encountered and gave recommended for future action.

The Forum produced a document, meeting our collective commitments, which committed governments to achieve quality basic education for all by the year 2015. Emphasis was put on girls schooling and a pledge from donor countries and institutions that no country seriously committed to basic education would be upset in the achievement of this goal by lack of resources (World Education Forum, 2000).

To achieve the Education for all (EFA) goals, the governments, organizations Agencies groups and associations represented at the forum pledged themselves to; mobilize strong national and international political commitment for education for all, develop national action plans and enhance significant investment in basic education. They also committed themselves to promote EFA policies within a sustainable and well-integrated sector framework clearly linked to foster education and development strategies. Implement and monitoring of strategies for educational development, develop responsive participation and accountable system of educational governance and management (World education forum 2000).

Education cannot wait (ECW) conducted its first mission to South Sudan to initiate discussion on a multi-year resilience programme and facilitate the development of a comprehensive response plan for education in crisis with key stakeholders and local education group agencies. The ECW delegation emphasized on the primary school enrollment and achievement millennium development goals. South Sudan is mostly donor driven program. A comprehensive joint plan is expected to bring together international donors, United Nations agencies and non-governmental organizations that will work to make the plan a reality (UNICEF, 2018).

Niger is a close second, with 47% unable to attend school, followed by Sudan (41%) and Afghanistan (40%).

Worldwide, some 24 million children of more than 109 million living in nations at war are not in school (UNICEF, 2010). Even before the conflict began, 1.4 million children were already missing class in South Sudan. Since the war broke out, more than 800 schools have been demolished and more than 400,000 children had to abandon their classrooms. Despite the peace agreement, violence persists in some areas.

Only one in 10 South Sudanese students who enter school finish primary education amid a shortage of facilities and trained teachers, said Phuong T Nguyen, UNICEF’s chief of education for South Sudan. "There is a very, very low budget from the government to the education sector," she said. "It is not holding steady and we see a decline." Enrolment went up from under 30% after South Sudan became independent in 2011, but the war and a lack of school buildings and qualified teachers have slowed the growth (BBC, 2016).

**2.3 Influence of SFP’s on Children’s Enrolment**

Children’s enrolment was the first step towards them being in school but the extent to which School Feeding Programme (SFP) influenced this realization was an important subject under scrutiny. According to Sachs (2005) SFP exclusively benefited poor children by creating incentives to enroll and attend schools as well as improve general attentiveness and capability to learn. School-based food distribution in Bangladesh increased enrolment to 20 percent at a time when enrollment at non-participating schools was 2 percent as (Gilligan, 2009) reports. A study by Yendaw and Dayour (2015) which sought to assess the contribution of national school feeding programme towards pupils’ enrolment and attendance in Ghana examined enrolment by looking at two periods where parents enrolled their children in schools, before and after the implementation of the School Feeding Programmes (SFP). The findings of their study indicated that enrolment before the introduction of the SFP stood at 35.8% but increased phenomenally to 64.2% after the implementation of the programme. (Osei-Fosu, 2011) observed that school feeding programmes and other school-based nutrition and health programmes motivate parents to enroll their children in school and to see that they attend school regularly. World Food Programme case studies in some West African countries like Niger similarly documented strong improvements in enrolment when families received food incentives in return for good school attendance (WFP Report, 2010). This report advocated that school meal has significant positive effect on such indicators as primary completion rates, continuation to secondary and exam scores. Specifically, enrollment is higher, particularly in early grades in the schools that offered school meals.

Primary completion rate is also higher when meals are present, particularly for girls. Higher percentages of children move into secondary school from primary schools that offered meals. Further, the report contends that children in schools with regular meals scored over 300 in their KCPE exam (WFP Report, 2010). In South Sudan today, large percentage of children drop out at primary level and for those who go through secondary education, most of them fail exams. This may be attributed to many factors, poor implementation of SFP being the major one. This study sought to establish the influence of SFP on children’s enrollment at primary school level in Kuac North county, South Sudan.

A study by (Lamber, 2009) in Burkina Faso based on SFP revealed that school gross enrollment in rural schools in Sahel region was the lowest in the country at 48.8% with high gender disparity, especially at the beginning of SFP in 2003. The programme began with 234 schools and 30,000 pupils in the statistics show that the admissions rate increased from 50.5% in 2003/4 the first year of the programme to 69.7% in 2008 while the gross rate enrollment also increased from 21.8% to 48.8% over the same period (Lamber & WFP, 2009).

Also, the study carried out by (World Food Programme, 2006) in Zambia showed that after the introduction of SFP. The enrollment of children in basic schools increased from 11.1% of the total enrolment in 2002 to 20.1% in 2003 (WFP, 2010). A study conducted by (Navuri, 2011) in Tanzania revealed the enrolment of standard one in primary schools in 2007 was 8,396,925 from 6,562,722 by 2003, in which the average has risen from 90% in 2004, to 99% in 2010 while dropouts have declined from 6% to 3% (Navuri, 2011). Similarly, the current study attempted to ascertain the influence of feeding programme on children’s enrolment in primary schools in Kuac North County, South Sudan.

According to the analysis by (Gelli, 2006) conducted from WFP’s assisted 4,175 schools in 32 Sub-Saharan African countries which provided food to 21.7 million children in 2005 showed a 14% yearly increase in enrolment for both boys and girls. Similarly, the United Nations reported that providing children with take-home ratios in addition to school meals increased enrolment in 32 countries and particularly beneficial for girls in the primary schools (WFP, 2010). World Food Programme report also contemplates that 1.2 million children remain out of school. The enrolment in primary school programmes continues to grow in South Sudan, from 300,000 in 2005 to recent statistics of 71,997 but still 65% of children are not attending primary school education.

A study in Bangladesh based on food insecure areas conducted by (Ahmed, 2004) showed that school feeding programmes have statistically significant positive impacts on both gross and net enrollment rates with 14.2% and 9.6% increases respectively. The data collection took place in 2003 after children in the treatment schools received a mid-morning snack of fortified wheat biscuits every school day for one year. However, this finding does not consider other characteristics of households that could not be observed in the treatment area that could affect household’s decision to enroll children. Thus, it appears inconclusive to claim that the difference in enrollment between treatment and control groups was the result of the program without considering unobservable factors. This study sought to fill this gap by sampling both teachers and parents to enhance the validity of the findings and conclusions through adequate comparisons. Another study on 32 Sub-Saharan Africa countries shows that providing food in school under the Food for Education (FFE) scheme contributed to increasing absolute enrollment in WFP assisted schools by 28% for girls and 22% for boys in just one year (Gelli, 2006). After the first year, however, enrollment pattern showed variation depending on the type of FFE program, that is, whether the provision of food in school was combined with take home rations or was served alone. In those places where on-site feeding and take-home rations were offered together, girls’ absolute enrollment kept on increasing by 30% subsequent to the first year. Meanwhile, schools that provided only on-site feeding have just recorded increase in an absolute enrollment that was same as before the feeding program was implemented.

According to (Adelman, et al 2008) indicates that school meals influence the age at entry in different ways. First, the provision of food offsets the cost of education children by making available additional income in the household. Secondly, the neighborhood effect resulting from SFP may also influence the age at entry. That means the act of households to send their children to school earlier with the commencement of School Feeding Program would create a social pressure and prompt similar action on the part of those who have not enrolled their children yet.

Enrollments have been noticed to increase gradually and sometimes decline completely in some places in South Sudan. School Feeding Programme have led to increase in enrollments in some schools due to its consistency, while in others there have been a decline in enrollment in spite of provision of SFP. This proves that the SFP should not be underestimated. Ouko (2012) found out that SFP are an incentive to pupils which make them attend school. Ouko (2012) further revealed that with the provision of SFP, school attendance and enrollment may increase gradually or even decline due to other factors.

In South Sudan, approximately 45% of children are not attending primary school education (WFP, 2012). This could be attributed to inadequate and underfunded SFP. Hunger affects learning in a big way. A hungry child cannot effectively learn since he/she lacks energy to participate in school’s activities. Such a child is not able to concentrate in class or interact with the environment effectively.

Along with enhancing enrollment, School Feeding Programs also help to adjust the age at entry by attracting children during their right age. In poor countries like Ethiopia, children may begin primary education much later than the recommended age for various reasons. For instance, factors such as lack of funds, lack of childcare and little awareness about the benefit of enrolling children during the recommended age are some of the causes for late entry (Alderman, Gilligan & Lehrer, 2008). Attendance increased from 73% to 95% among participants. The programme also claims to put additional food into the hands of mothers and serves as a contact between mothers and teachers on distribution days (WFP, 1995, 1996). During the study, attempts were made to find out whether or not there was any link between SFP’s and primary school children’s performance in selected parameters (enrolment, attendance, as well as progress in learning activities) in Kuac North County. In addition, efforts were made to find out whether or not the amount of food served to children was adequate in terms of quantity or not.

**2.4 Influence of SFP’s on Children’s Attendance**

An important factor in the current study was to determine to what extent SFP aided children’s attendance in primary school. In the year 2000, the WFP, fed over 12 million children in various schools in 54 different countries in the world to attract them to attend schools where enrolment ratios were lowest. In a review of US bilateral food aid programme spanning 1980-1985, the United States Bureau of food, peace and voluntary assistance came to the conclusion that SFP programme was found to improve enrolment and attendance. (Miller, 1994) in his literature review on SFP (Brazil) concluded that it probably makes a difference in enrolment and attendance if they take into account the environment in which they operate. She also concluded that SFP should be introduced in all poor, unstable rural areas where enrolment and attendance are low.

A case study based in Ghana by (Yendaw and Dayour, 2015) on the effect of the national school feeding programme on pupils’ enrolment, attendance and retention showed that the perception of respondents regarding the quality and quantity of food prepared in school has demonstrated a very high influence on the school attendance patterns of pupils in the study area. The study further revealed that while 70.1% of children attend school throughout the week because of meals quality and quantity, as much as 63.2% of pupils attend school once a week due to negative perception about the quality and quantity of food prepared in school. This implied that the quality of food prepared for pupils should be enhanced so as to boost enrolment and high attendance in the area. This study sought to establish whether the kinds of food provided to children in school have influence on the attendance.

In Bangladesh a programme of school-based food distribution increased attendance rates by 20% versus a 2% decline in non-participating schools (Ahmed, 2003). Successful schools began by engaging pupils and making sure they come to school regularly. Attendance in schools with School Feeding Programmes (SFP) was found to be 12 points higher than in schools without SFP (70% compared to 58% respectively). Drop-out rates were also found to be 9 points lower in schools with SFP than in schools without SFP. Although School Feeding Programmes (SFP) may be expensive, its benefits could be achieved more cheaply. Food attracts children to school and reduces hunger while they learn. The programmes have considerably impacted on school participation in terms of attendance (Gilligan, 2009).

Provision of meals at school is an effective way of encouraging chronically hungry children to attend classes. According to (Vermeersch and Kremer, 2004), the average school participation is higher in pre-schools with school feeding programmes than those without. An evaluation carried out in Jamaica and Tamil Nadu (India) indicated that SFP increase attendance.

A study conducted by Rode Community scholars in 2008 at Arizona State University that tracked students from Kindergarten through high school found that dropout patterns were linked with poor attendance, beginning in Kindergarten. According to the National Centre for Student Engagement, schools are most effective in accomplishing high attendance rates when parents, school leaders and community members work together to focus on curbing absenteeism and truancy, and keeping kids in schools (Ranivnder, 2007). According to (Duggan, Watkins and Walker, 2008) introduction of universal school breakfast programmes improve rates of attendance and punctuality and decrease rates of psychological symptoms. Similarly, (Ahmed, 2002) showed that SFP increased school attendance by a huge percentage. In their study, the overall rate of attendance in school with SFP was 70% compared to 58% in schools without SFP. The utilization of take-home rations also led to a significant increase in attendance since it acts as an incentive to attend school. This therefore suggests that there was need for school feeding programmes in pre-schools. This study attempted to ascertain the extent of association between SFP and attendance among children in primary schools in Kuac North County, South Sudan.

**CHAPTER THREE**

**3.0 RESEARCH DESIGNS AND METHODOLOGY**

**3.1 Introduction**

This chapter discusses research methodology. It focuses on research or study design, target population, sample and sampling procedure, research instruments, validity and reliability of the instruments data collection and data analysis procedures.

**3.2 Research Design**

The study employed a descriptive research design using the survey method. The survey method is the most suited for gathering descriptive information. There are different types of surveying methods for example; unstructured and structured. Unstructured survey method allows the interviewer to probe respondents and guide the interview according to the answers. On the other hand, structured survey uses formal list of questions asked of all respondents in the same way. Both structured and unstructured survey methods were used because it can be used to collect many kinds of information. It is also quick and low cost as compared to observation and experimental method.

**3.3 Variables of the Study**

This study had both the independent and dependent variables.

**3.4 Independent Variables**

The independent variables were primary school feeding programmes or plans on food provision whose availability or non-availability influenced children’s enrolment and attendance.

**3.5 Dependent Variables**

The dependent variables were pre-school children’s performance in terms of: enrollment/ attendance and extent to which they showed comprehension content based on the South Sudan Institute of Curriculum Development. Measurement of the specified dependent variables was done as follows:

**3.6 Enrollment:** Data on enrollment of primary school children was obtained from admission records in the primary school’s administration office. The researcher compared enrollments of children where school feeding programme exists/do not exist and form a ratio. Finally, the researcher made a conclusion.

**3.7 Attendance:** Data relating to children attending well or not in primary schools was obtained from class registers in the selected primary schools. The researcher then compared the pupils’ attendance before the introduction of SFP and after its introduction. The comparison was also made between the schools with SFPs and those without and finally interpreted the ratio.

**3.8 Study Locale**

This study was carried out in Kuac North County, South Sudan. The location was purposively chosen because it had a high population with an extensive and diverse catchment area compared to other zones in the country. In addition, many children did not attend school (MOE, 2012) and it would be important to find out whether there might be a link between the current situation of children’s lowered performance in school attendance and lack of school feeding programmes.

**3.9 Target Population**

The target population included all the 12 primary schools in Kuac North County, 40 teachers of primary school children.

**3.10 Baseline Study**

Prior to sampling, the researcher conducted a baseline study to establish how many of the 12 primary schools had or had no SFP’s. This exercise revealed the following.

**3.11 Target primary with & without Presence of SFP**

**Table 3.1**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Schools** | **Remarks** |
| **1** | **Primary school SFP** | **8** |
| **2** | **Primary School without SFP** | **4** |
|  | **Total** | **12** |

|  |
| --- |
|  |
|  |

**3.11.1 Sampling Techniques**

Purposive, as well as simple random sampling procedures were used to come up with the sample that was used during the study as (Mitchell, 1999) advice. Specifically, Kuac North County and all the 12 primary schools and teachers were purposively chosen. Thereafter, the primary schools as well as their teachers were stratified into those schools with or without SFP’s then random sampling of each by rotary ensued to eliminate bias, thus ending up with the required 4 (33%) study sample of primary schools, 16 (40%) teachers or two per school.

**3.11.2 Sample Size**

**Table 3.2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No** | **Sample** | **Target** | **Sample size** | **% sample size** |
| **1** | **Primary School** | **12** | **4** | **33%** |
| **2** | **Teachers** | **40** | **16** | **40%** |

Four (4) 33% out of the 12 primary schools (four without SFP and the other Eight with) were sampled. Similarly, 16 (40%) or two teachers per school out of the 40 teachers targeted which translated to 52 formed the sample size of study participants. Mugenda (1999) pointed out that 30% sample of the total study target is adequate in descriptive studies such as this one.

**3.12 Research Instruments**

The study utilized three different research instruments to collect data, namely: an observation guide, interview guide for teachers and questionnaires for teachers as well. The three research instruments are hereby described.

**3.12.1 Observation Guide**

The observation guide was used to gather own direct data regarding feeding programmes without the researcher asking for information from the respondents. He observed the types of meals offered, quality and quantity of food served. School documents including school admission registers, class attendance register and assessment tests were scrutinized to note the rate of enrolment, attendance as well as performance. This method was preferred because it yielded important information which respondents might have been unwilling or unable to provide.

**3.12.2 Interview Guide for Teachers**

The interview guide for teachers helped to find out whether or not, children in preschools sampled were provided with lunch. It also sought to find out whether or not school feeding programmes helped in improving children’s enrolment in primary school, their attendance and enrollment. It equally sought to establish whether there was any difference in the performance of children who were either provided with food in school or not. The tool was found to be useful because the researcher was able to probe for answers and elicit relevant information that was required.

**3.12.3 Questionnaires for teachers**

Important information regarding school feeding programme was solicited from teachers. They were expected to read the questions, interpret what was expected and then write down the responses themselves. The researcher used both closed and open-ended questionnaires. Closed ended questions used included all possible answers/pre-written response categories and respondents were asked to choose among them. Open-ended questions allowed respondents to answer in their own words. All the questions were kept short and simple to avoid asking two questions in one. Questionnaire was appropriate. It was also convenient for use because they were not compelled in any way to state anything contrary to their conviction, Observations were conducted to find out whether SFP affected children’s enrolment, attendance and performance.

**3.12.4 Piloting**

A pilot study was conducted in two (2) primary schools, one with a feeding programme and the other one without in a period of one week. The purpose for piloting was to check for clarity and relevance of the research tools so that any necessary amendments could be done if necessary in preparation of the main study. These two schools were not included in the final study to guard against respondents becoming too familiar with the study questions.

**3.12.5 Validity**

Content validity was utilized to establish the degree to which the data gathering instruments were truly well constructed to measure what they were intended to. This was done by ensuring that the research questions were strictly based on the study objectives. This helped to come up with good reliable instruments to ensure credibility of the results.

**3.12.6 Reliability**

To test reliability, the split half technique was used as Mugenda (1999) show. This involved splitting the questionnaire items into two equal halves and then correlating the results of each item using spearman’s rank correlation test. An overall correlation coefficient of 0.7 was obtained and accepted to be reliable as Mugenda (1999) point out.

**3.13 Data Collection**

The researcher visited the primary schools during the learning session and conducted observations to establish presence or absence of feeding programme and whether it affected children’s enrolment, attendance and their learning performance. Interview guides were also conducted with teachers and questionnaires, teacher respondents within a time limit of one week. After this period the questionnaires were collected and kept safely to await analysis.

**3.13.1 Data Analysis**

The information given by each respondent was put together and recorded down for interpretation and analysis. They involved both qualitative and quantitative aspects. Qualitative data analysis involved going through the content of the interviews and questionnaires first to identify the main things that emerged from the responses given by the respondents in different steps as follows:

Identifying the main themes in qualitative data and assigning codes to the main themes, classifying responses under the main themes and finally interpreting the themes and responses in the text of the report. Quantitative data obtained was analyzed using frequencies, percentages and means. Tables, graphs and pie charts helped in summarizing and describing variable states relating to the quality and quantity of meals offered in schools.

**CHAPTER FOUR**

**4.0 PRESENTATIONS OF FINDINGS, INTERPRETATION AND DISCUSSION**

**4.1 Introduction**

This chapter consists of data findings, analysis, presentation and interpretation. This study aimed at finding out the impact of feeding programmes on children’s selected performance parameters: enrollment, attendance, in primary schools in Kuac North County in South Sudan. Descriptive research design was used to help achieve the research objectives where data collected was analyzed using frequencies, means and percentages to interpret the findings. For easier analysis and interpretation, as per the study objectives which were:

i. To confirm the number of primary schools with/ without SFP’s in Kuac North County.

ii. To establish whether the types of meals provided in primary schools in Kuac North County were well balanced or not.

iii. To determine the extent to which primary school feeding programmes influenced children’s enrolment rate in primary schools in Kuac North County.

iv. To establish the extent to which primary school feeding programmes influenced children’s daily attendance.

v. To find out the extent to which school feeding programmes contributed to children’s nutrition value.

vi. To explore strategies of enhancing school feeding programs for children.

**4.2 Questionnaire Return Rate**

Questionnaire return rate which is the proportion of the sample that participated as intended in all the research procedures was established. Specifically, out of 40 teachers and 12 sampled, 12 teachers (100%) returned their questionnaires. These percentages return rates were deemed enough for the study as Mugenda (2008) recommends a response rate of 50% and above.

**4.3 Age Brackets of Pre-School Teachers**

The researcher found that majority 8(66.7%) of the teachers were aged between 31-40 years. Three (25%) of the respondents were aged between 23-34 years and only 1(8.3%) was aged above 40 years. The findings reveal that all teacher respondents were mature adults which implied that they had good knowledge on the importance of feeding young children on a balanced diet. The next task sought to know the gender of participating teachers.

**4.4 Gender of Primary School Teachers**

The study established that majority of the teacher respondents 9(75%) were males. The results also show that 3(25%) of the teachers were female. This implies that teachers were not evenly distributed in most primary schools based on gender. The researcher observed that male teachers responded more freely to questions as compared to female teachers. The female teachers did not respond well maybe due to shyness or lack of interest. The last task about teachers’ demographic information was teachers’ academic credentials described in the next section.

**4.5 Distribution of Teachers by Level of Training**

Level of training was considered significant factor to the flow of pupils and general performance in primary schools. Table 4.1 presents the qualification of teachers in Pre Schools.

Table 4.5.1

|  |  |  |  |
| --- | --- | --- | --- |
| **S/No** | **Qualification** | **Frequency** | **Percent** |
| 1 | Untrained | 4 | 25 |
| 2 | Certificates | 8 | 50 |
| 3 | Diploma | 2 | 12.5 |
| 4 | Degree | 2 | 12.5 |
|  | **Total** | **16** | **100** |

The study findings in Table above showed that majority of teacher respondents 8(50%) had certificates from institute of primary education, 2(12.5%) had diploma and 2 (12.5%) was a graduate. However, 4(25%) of the primary school teachers had no training. The results of the study mean that only a few teachers had pursued higher education which may be attributed to lack of opportunities for pursuing higher learning. It was further observed that teachers who were trained were aware of the importance of school feeding programmes and its impact on children’s class attendance, enrollment and good performance.

**4.6 Types of Meals Offered in Primary Schools**

The second study objective was to find out the types of meals provided in primary schools in Kuac North County. This was done by observing the meals provided at break time and lunch time in primary schools in Kuac North County.

**4.6.1 Meals Provided**

The researcher observed the type of meals served to children for a period of 5 days in a week as per their feeding programme timetable

**Types of Meals Served to Preschool Children**

Table 4.6.1.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Days** | **Vegetables & flour** | **Rice & beans** | **Porridge** | **Boiled Sorghum** | **Total Frequency** |
| 1 | 2 | 2 | 1 | 5 | 7 |
| 2 | 2 | 1 | 1 | 3 | 7 |
| 3 | 2 | 2 | - | 2 | 6 |
| 4 | 1 | 1 | 1 | 2 | 5 |
| 5 | 2 | 1 | - | 4 | 7 |

Table above shows the frequency of meals offered in primary schools for a period of 5days. The results reveal that the meal that was provided the most was boiled Sorghum. while the meal that was provided the least was porridge. Further the results indicate that some schools skipped meals as evidenced from the frequencies obtained. It was further observed that even though most primary schools provided different types of meals during lunch, it was not well balanced. Skipping meals could hinder enrolment and school attendance as Bundy (2004) revealed in his study.

From the food roster, it was observed that some schools did not alternate meals, for instance, boiled sorghum could be cooked in two consecutive days which was not commendable for young children who require a variety of meals Bundy (2004) as key to absolute nutrient adequacy.

In agreement with these sentiments, School Feeding Programmes (SFP) as Bundy (2009) reveals, do not always achieve positive effects due to such factors as availability and type of foods served. To accomplish positive effects of SFP, there was need therefore, to ensure that children were not only fed but that there was provision of variety of food and without skipping meals in all primary schools. The researcher also wanted to find out whether teachers in particular knew the importance of balanced food with regard to young children.

From the food types listed, all teachers who participated in the study appeared to know the importance of balanced diet to children.

**4.7 Primary School Children’s Enrolment**

The third objective of the study sought to determine the influence of primary school feeding programmes about the performance of children in enrolment in primary schools in Kuac North County. To establish the findings for this objective the researcher analyzed admission or enrolment books.

**Numbers of Children Enrolled in Primary Schools with/without SFP; 2015-2018**

**Table 4.7.1**

**Primary school with SFP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Schools** | **2015** | **2016** | **2017** | **2018** |
| A | 32 | 34 | 39 | 23 |
| B | 30 | 31 | 36 | 29 |
| C | 24 | 26 | 24 | 28 |
| D | 36 | 38 | 46 | 52 |
|  |  |  |  |  |

**Table 4.7.2**

**Primary School without SFP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Schools** | **2015** | **2016** | **2017** | **2018** |
| E | 30 | 30 | 25 | 20 |
| F | 30 | 28 | 20 | 16 |
| G | 21 | 20 | 18 | 14 |
| H | 38 | 35 | 30 | 22 |

From Table above the number of children enrolled in the schools was high in the 2018, followed by the year 2017. The year 2013 recorded an enrolment relatively lower than in 2014. This implies that there was gradual but steady increase in enrolment in primary schools with feeding programmes. The enrollment in primary schools without SFP registered a decrease as from year 2015-2018.

It was further revealed that there was improvement in learning performance where food was provided which implies that the upward move could be due to availability of feeding programme. Schools without feeding programme recorded a poor performance from 2015 to 2018 indicating there was no improvement. The level of enrolment in primary schools was further rated based on availability or non-availability of feeding programmes. The results are presented in Table below.

**4.8 Rate of enrollment in primary school with/ without SFP**

**Table 4.8.1**

|  |  |  |
| --- | --- | --- |
| **Level of enrollment** | **Frequency** | **Percentage** |
| Excellent | 6 | 85.7 |
| Poor | 1 | 7.15 |
| Poor | 1 | 7.15 |
| Total | 8 | 100 |

Table above presents results on level of enrolment in schools as observed in the enrolment books. The results showed that enrolment was excellent in 6 (85.7%) schools with SFP, poor in the remaining 2 schools with (7.15%) each which had no SFPs. This implies that provision of feeding programmes in schools enhanced enrolment. These findings agree with the study findings by Yendaw and Dayour (2015) which demonstrated a very influence of quality and quantity of food prepared in school on the school enrolment. The findings of their study indicated that enrolment before the introduction of the SFP stood at 35.8% but increased phenomenally to 64.2% after the implementation of the programme.

Similar findings have been reported by Wamaru (2014), who concluded that SFP enhance enrolment. Ouko (2012) also revealed that enrolment trends increased with the introduction of SFP in schools. According to (Lawson, 2012), there is consistent positive effects of SFP on energy intake, micronutrient status and school enrolment of children participating in SFP compared to non- participants. From a study carried out by Gilligan in 2009 in Bangladesh, SFP increased enrolment by 14 %. A similar study that was carried out by WFP in 2010, in the same place indicated that the enrolment had risen to 20%.

The findings of this study are also in conformity to Osei-Fuso (2011) who observed that school feeding programmes and other school-based nutrition and health programmes motivate parents to enroll their children in school and to see that they attend school regularly. In a similar observation, a case study by World Food Programme (2010) in Niger documented strong improvements in enrolment when families received food incentives in return for good school attendance (WFP Report, 2010). This report advocated that school meal has significant positive effect on such indicators as primary completion rates, continuation to secondary and exam scores.

These findings also conform by Lamber (2009) that before the implementation of SFP, the school gross enrollment in rural schools was lowest at 48.8%. However, when the programme began with 234 schools and 30,000 pupils in 2003, the admission rate increased from 50.5% in 2003/4 the first year of the programme to 69.7% in 2008 while the gross rate enrollment also increased from 21.8% to 48.8% over the same period. In support to this finding, Navuri (2011) also revealed SFP increased the enrolment of standard one in primary schools to 8,396,925 in 2007 from 6,562,722 from 2003.

The findings also concur with Gelli (2006) provision of food to 21.7 million children in 32 Sub-Saharan African countries led to a 14% yearly increase in enrolment for both boys and girls. Similarly, the World Food Programme report (2009) also contemplates that 1.2 million children remain out of school. A study by Ahmed (2004) showed that school feeding programmes have statistically significant positive impacts on both gross and net enrollment rates with 14.2% and 9.6% increases respectively.

The findings are also in agreement with Gelli, Meir et al (2007) that providing food in school under the Food for Education (FFE) scheme contributed to increasing absolute enrollment in WFP assisted schools by 28% for girls and 22% for boys in just one year. After the first year of provision of SFP, enrollment pattern showed variation depending on the type of FFE program, that is, whether the provision of food in school was combined with take home rations or was served alone. In those places where on-site feeding and take-home rations were offered together, girls’ absolute enrollment kept on increasing by 30% after the first year. Meanwhile, schools that provided only on-site feeding have just recorded increase in an absolute enrollment that was same as before the feeding program was implemented.

**4.9 Children’s School Attendance**

The fourth objective of the study sought to determine the influence of pre-school feeding programmes on children’s school performance in terms of attendance. The results have been summarized in Table below.

**4.9.1 Attendance in primary school with/ without SFP; 2015-2018**

Table 4.9.1.1

**With SFP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School** | **2015** | **2016** | **2017** | **2018** |
| **A** | 78 | 81 | 80 | 88 |
| **B** | 76 | 80 | 78 | 74 |
| **C** | 78 | 75 | 80 | 81 |
| **D** | 88 | 98 | 95 | 98 |
| **Total** | 320 | 334 | 333 | 341 |

**Table 4.9.1.2**

**Without SFP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E** | 94 | 92 | 80 | 60 |
| **F** | 87 | 80 | 75 | 60 |
| **G** | 85 | 70 | 60 | 50 |
| **H** | 60 | 40 | 30 | 20 |
| **Total** | **326** | **282** | **245** | **190** |

Table above shows the attendance of primary scholars between the year 2015 and 2018. The findings indicated that there was sharp increase in class attendance among primary scholars from 2015 to 2018 in schools with SFP (A, B, C, D). This shows that a feeding programme is one of the factors influencing the attendance of the primary scholars. The study findings further revealed that there was a decrease in class attendance in schools which did not have SFP. The findings of the study agree with Adelman et al., (2008), who observed that school meals can be effective at increasing class attendance because children receive the meal only when they attend school to alleviate short term hunger of school children during the school day by providing more nutrients to the child, providing the child with a meal when he or she would have not otherwise have had one, or replacing a meal that would have been received after school with one during school hours.

Teachers in schools with SFP were further asked to comment on the status of attendance of children in their classes based on the following criteria: 30 and below=poor, 31-50=Fair, 50 -60=Good, 71 and above.

**4.10 Level of Attendance as Reported by Teachers**

**Table 4.10.1**

|  |  |  |
| --- | --- | --- |
| **Level of attendance** | **Number of schools** | **Percentage** |
| **Good** | **6** | **75** |
| **Poor** | **1** | **12.5** |
| **Poor** | **1** | **12.5** |
| **Total** | **8** | **100** |

Table 4.10.1 above shows that where SFP was provided, school attendance was excellent as reported by 6 (75%) schools. However, the other 1(12.5%) of the teachers said that attendance was poor while the other 1(12.5) was also poor due to lack of the SFP in school. This implies that SFP played a significant role in enhancing school attendance.

Teachers were further asked to state some of the factors that led to good attendance and poor attendance of children in class. Based on good attendance, majority of teachers explained that children were given enough lunch at home rarely absent themselves in school. One of the teachers further explained,

*“…some parents do not take good care of the children and this affects children in learning…failure to give a child enough lunch for those who carry their own lunches usually leads to fights among children especially during lunch time”.*

In agreement to the findings of this study, Jacoby and Cueto (1996, as cited in Adelman, et al., 2008) revealed that a school breakfast increase attendance rates of fourth and fifth-grade students by 0.58 percentage points in the treatment schools whereas it declines in control schools by 2.92 percentage points. The evaluation occurred 30 days after the commencement of the breakfast program and following those 30 days the breakfast program was also implemented in the control schools. findings of the current study, Ravinder, (2007) found that dropout patterns were linked with poor attendance, beginning in Kindergarten and schools were most effective in accomplishing high attendance rates when parents, school leaders and community members work together to focus on improving the feeding programmes in schools. As well, Duggan, Watkins and Walker (2008) argue that the introduction of universal school breakfast programmes improve rates of attendance and punctuality and decrease rates of psychological symptoms. Ahmed and Nimmo (2002) in their study also showed that SFP increased school attendance by a huge percentage.

The results agree with what Gilligan (2009) found out in a study carried out in Bangladesh that SFP increased school attendance by 6%. Bruhn (2004) attributed poor cognitive development to malnutrition, children absentee themselves from school or even drop out. In another study by Duggan et al (2008) linked the improved rates of attendance and punctuality to the introduction of universal school breakfast programmes. An evaluation of SFP by Yendaw and Dayour (2015) showed a 36% increase in attendance.

**CHAPTER FIVE**

**5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**5.1 Introduction**

This chapter presents the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation made thereafter. The conclusions and recommendations drawn were focused on objectives of the study which were to; to establish the availability of feeding programs in primary schools in Kuac North County; the types of meals offered, to determine the influence of primary school feeding programmes on children’s enrolment and attendance in Kuac North county.

**5.2 Summary of Findings**

Regarding the status of SFP in primary schools, the researcher wanted to know if they existed, in primary school SFP and was the first study objective. Findings reveal that there were 8 schools with a feeding programme and 4 without. Reviewed literature shows that where there are feeding programmes, children were healthy while in schools with no feeding programmes, their growth and development may be jeopardized.

Objective two of the study sought to find out the types of food offered by the school to determine whether children’s food was varied. Findings reveal that most of the children were fed on boiled sorghum and vegetables/rice & beans, porridge. The food provided was not adequate and not well balanced. This could be attributed to ignorance and poverty on the side of parents.

The third objective sought to establish the influence of primary school feeding programmes on children’s school performance in terms of enrolment. Findings show that the enrollment of primary scholars between the year 2015 and 2018 increased gradually in schools with SFP (A, B, C and D). This was attributed to the availability of the school feeding programmes. On the other hand, schools registered a drop-in enrolment due to lack of SFPs.

In the next objective, the findings indicate that there was sharp increase in class attendance among primary scholars from 2013 to 2016 in schools with SFP. This shows that a feeding programme is one of the factors influencing the attendance of the pre-scholars. The study findings further revealed that there was poor class attendance in school which did not have SFP. Findings precisely show that 4(50%) schools had fair consistency and 3(37.5%) had excellent consistency in attendance rates. However, 1(12.5%) of the school had poor retention rate due to lack of SFP implying that schools without feeding programmes experienced inconsistent flow of pupils, thus the rate of enrolment did not match the completion rate.

The last objective sought to explore strategies on enhancing school feeding programs for children. Teachers reported that the community should play a key role in providing SFP by contributing money, fire woods and food. They should also purchase food, provide storage facilities and hire cooks. Teachers added that schools would collaborate with donors and other organizations which could contribute funds for purchasing meals, provide food and storage facilities. Teachers agreed that needs assessment should be thoroughly done before SFP commence and that community includes SFP as one of the priorities in their plans. Teachers agreed that there is no implementing unit and implementing arrangements for SFP in their schools, Staff are not trained on knowledge of SFP, monitoring and evaluation are done to check whether goals of the programme are achieved and that reports are not produced frequently.

**5.3 Conclusions**

The findings revealed that SFP is available in some primary schools in Kuac North County South Sudan even though they are on and off depending on the availability of food. In primary schools that provide SFP, same meals are offered more than twice in a week and boiled sorghum is the common meal in most primary schools. The findings also revealed that SFP enhance school attendance and enrolment. Most primary schools with SFP recorded high percentage of school attendance and enrolment even though performance remained moderate. This can be attributed to the availability of SFP provided in these schools. School Feeding Programmes attracts or encourages young children to attend and enroll in schools. Parents from poor socio-economic backgrounds also encourage their children to attend schools in exchange for food provided during lunch time. On the other hand, children’s enrolment and attendance is very low due to the unavailability of food in school. Despite high attendance in schools that provide SFP, children miss school. This could be related to other factors such as genetical makeup and the environment. The low attendance and enrolment recorded in most primary schools might mainly be attributed to lack of SFP. In contrast, high school populations were recorded in primary school that offered SFP. Interventions for curbing the challenges related to feeding programmes in primary school were only proposed but were not fully implemented. Concerning the area of community participation, community is not consulted when designing SFP.

Further, the community does not participate fully in paying cooks and contributing food. This study clearly showed that staffs are not trained on knowledge of SFP, monitoring and evaluation of SFP is not done in most schools and that there are no implementing units and implementing arrangements in some schools. It was also noted that most schools lack the capacity to plan and manage budget needs. All these challenges hinder provision of SFP in the area.

**5.4 Recommendations of the Study**

The following recommendations were made as per the findings and conclusions of the study.

1. The study sought to establish whether SFP were available in schools. However, where SFPs were provided, food was not enough in quantity and not well balanced. To ensure consistent provision of SFP, policies that guide the need to make SFP compulsory in pre-schools should be established since it improves children’s enrolment, attendance and performance.

2. Since SFP is a complex programme, all stakeholders led by County governments should join hands to provide SFP to pre-school children**.** School Managers, Community and Parents of pre-school children should decide in advance to store enough food during harvest season. Parents and community also should be mobilized further to fully support the programme by contributing adequate food, giving out money to purchase food, providing firewood, cooking and serving meals in turn.

3. There is need for school managers to ensure that balanced meals with small portions of all nutrient components are offered in schools. There should be frequent change of the diets to avoid monotony. This will help boost school attendance and enrolment.

4. There is need for parents and county government to work hand in hand to provide SFP in all pre-schools in the sub-county. There is also need for policy makers to ensure policies governing implementation of SFP are followed to the latter. Furthermore, all stakeholders should work in harmony to provide SFP.

5. The researcher recommends there be established a committee to check on the recommendations given by the stakeholders on how to sustain the feeding programme. A need for proper handling of food and cooking is essential for smooth learning of the programme. A cateress can be employed to monitor the programme, since she will be knowledgeable on that area. All stakeholders are encouraged to work together for the wellbeing of the programme in these schools. This will ensure continuity of the programme.

**Recommendations for Further Studies**

1. In relation to the findings and the conclusion in this study, the researcher recommends that further studies could be done on the impact of school feeding programme on primary schools’ children’s mental development.

2. This study focused on one county in Gogrial state, South Sudan, there is need to carry out the same research in other counties in the country to find out if there is difference in findings.

3. The study focused on SFPs and children’s school attendance and enrolment, there is therefore need to carry out the same research but focusing on other variables like girls drop out and their performance.

4. There is also a need to carry out a research on sustainability of SF’s in order to ensure consistent provision of food to children all the time rather depending on aid agencies like WFP.

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