

**PARTICIPATORY MONITORING AND EVALUATION AND SUCCESSFUL  
IMPLEMENTATION OF SCHOOL FEEDING PROGRAMME IN BARINGO  
CENTRAL SUB COUNTY SCHOOLS**

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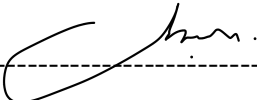
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BUSINESS OF AFRICA NAZARENE UNIVERSITY**

**SEPTEMBER 2019**

**DECLARATION**

I declare that this applied research project is my original work and that it has not been presented in any other university for academic credit

Signature:  ----- Date: 3<sup>rd</sup> Aug 2020

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**SUPERVISOR'S DECLARATION**

I confirm that the work reported in this applied research project was carried out by the candidate under my supervision



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## **DEDICATION**

I wish to dedicate this work to my parents Mr. Antony Murigia and Mrs. Loise Murigia, my brother Desmond Iruku for their love, patience and understanding during the period of my studies when mostly I opted be away from them for long hours to complete my work. Finally, to my country Kenya.

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## ABSTRACT

This study sought to establish the role of participatory monitoring and evaluation and successful implementation of school feeding programme in Baringo Central Sub-County schools. The objectives for this study examined the role of capacity building on the implementation of the school feeding programme in Baringo Central Sub-County schools, the importance of stakeholders participation on the implementation of the school feeding programme in Baringo Central Sub-County schools and lastly the importance of collective accountability on the implementation of the school feeding programme in Baringo Central Sub-County schools. The study adopted the theory of human capital and the theory of a ladder of citizen participation using descriptive research design that borrowed both qualitative and quantitative methods to support the research. The study involved a non-probability sampling design in identifying the respondents and used questionnaires and interview questions as data instruments. This study target population was 83 and Yamane formula was used to arrive at 69 as sample size. The findings of this study indicated that capacity building, stakeholders participation and collective accountability played a vital role on the successful implementation of School Feeding Programme and it recommended that conscious efforts needed to be made in regards to sensitization and inclusivity of the communities and the stakeholders, hence further trainings on the implementation of the school feeding programme to the community were considered as well. Government, County Governments, school administrators, NGOs and communities stand to benefit from this research and the role of government initiating public participation on the implementation of school feeding programme was further suggested as an area of research.

## **ACKNOWLEDGEMENT**

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**LIST OF ABBREVIATIONS**

<b>ASALs</b>	Arid and Semi Arid Lands
<b>CDF</b>	Constituency Development Fund
<b>GoK</b>	Government of Kenya
<b>GSPF</b>	Ghana School Feeding Programme
<b>HGSFP</b>	Home Grown School Feeding Programme
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MDGs</b>	Millennium Development Goals
<b>NGOs</b>	Non Government Organization
<b>NMK</b>	Njaa Marufuku Kenya
<b>NSFP</b>	Namibia School Feeding Programme
<b>PM&amp;E</b>	Participatory Monitoring and Evaluation
<b>SDGs</b>	Sustainable Development Goals
<b>SPSS</b>	Statistical Package of Social Sciences
<b>WFP</b>	World Food Programme

## OPERATIONALIZATION OF TERMS

**Accountability and Transparency** – This is efficiency in functioning of social economic factors and information so it can be used to measure the authorities' performance and guard against any possible misuse of powers.

**Capacity building** - Defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world (Philbin, 1996).

**Community** - It involves interaction among people with common interests who live in a particular area and it could also involve a collection of people with common social, economic, political, or other interests regardless of residency (Phillips & Pittman, 2008).

**Inclusivity** - The state of including or of being included within a structure or a program.

**Policy Making** – Are government statements that include laws, regulations and decisions that are designed to achieve the defined goals and present solutions to societal problems (Knill & Tosun, 2011).

**Program implementation** - This refers to how well a proposed program or intervention is put into practice and fundamentally establishing the internal, external, construct, and statistical conclusion validity of outcome evaluations (Durkak, 1998).

**Stakeholders** – Generally it can be any single individuals or entire organizations who are affected by the execution or outcome of a project.

**Sustainability** - Increasing the material standard of living of the poor at the grassroots level, which can be quantitatively measured in terms of increased food, real income, educational services, healthcare, sanitation and water supply, emergency stocks of food and cash (Barbier, 1987).

## **CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY**

### **1.1 Introduction**

Kenya's school aged children are the most vulnerable and are negatively impacted by harsh climatic and socio-economic factors that contribute to not only high rates of food insecurity and malnutrition but also to school dropout which endangers the future of this country. To combat the developmental consequences of childhood malnutrition and decrease of primary school enrollment, Government of Kenya together with World Food Programme began School Feeding Programme in 1980 (Regnault De La Mothe, 2008).

School Feeding Programme (SFP) is a social development initiative that is popular in developing countries as an instrument for achieving the millennium development goals on quality education and zero hunger. The Government of Kenya aligned SFP with its Vision 2030 Agenda and SDGs, further considers SFP to what has now been established by policies of special importance to the cross-sector approach of home-grown school feeding programme. SFP targets the socio-economically disadvantaged and nutritionally vulnerable children in preprimary and primary schools in arid and semi-arid lands (ASALs) and also in the informal settlements in Kenya in-order to ensure that children from these areas are well fed, healthy and are able to learn (Wanjala, 2016).

However, it has been reported by the involved stakeholders that despite several achievements on SFP through HGSF initiative, the programme still faces challenges in its institutional and community participation, mostly in regards to coordination, implementation and monitoring of SFP at all levels (MOEST, 2016). With the identified challenges in SFP, this study sought to establish the role of participatory monitoring and evaluation and successful implementation of School Feeding Programme (SFP) in Baringo Central Sub-County schools to

strengthen inclusivity and participatory capacity that improve the implementation of the programme. This study sought to establish how capacity building, stakeholders' participation and collective accountability which are the independent variables do influence and favour the successful implementation of the SFP which is the dependent variable.

## **1.2 Background of the Study**

Quality education is a substantial foundation of advancing quality life, sustainable growth and development in today's world. Education helps to equip the society with the tools that are required to develop innovative solutions to the greatest problems of this world. When societies are enabled to get quality education, they are able to break from the cycle of poverty. However according to United Nation (UN), over 265 million children are currently out of school and 22% of those children are of primary school age. UN further stated that in these schools children do lack basic literacy skills, well-trained teachers and proper school infrastructures which do affect school enrollment rates that have been low despite major progress been made towards increase access to education at all levels (UN, 2016).

Despite the stated reasons affecting school children, malnutrition and lack of enough food is another reason hindering pupils from attaining their full potential in learning due to prolonged seasons of drought in arid and semi-arid areas in Kenya. It is stated that sustainable way to investment in human capital as a part of long-term global effort is providing education to all and providing social protection for the vulnerable are among many reasons behind formulation of SFP (Schultz, 1961). In 1980, Government of Kenya (GoK) with the support of World Food Programme (WFP) commenced a midday meal to pre-primary and primary school children in drought affected districts to improve the enrolment, attendance, retention, completion and learning outcomes of school children in affected areas (WFP W. , 2016).

In 2005, United Nations world summit recommended the expansion of local school meal programmes, using home-grown foods where possible as one of the quick impact initiatives to achieve the MDGs, especially to areas facing the dual challenge of high chronic malnutrition and low agricultural productivity (UN Millennium Project, 2005). This among other reasons in 2009 prompted Government of Kenya to form a national Home-Grown School Feeding programme (HGSP) to ensure long term sustainability of SFP in Kenya after free education was introduced. The programme was commenced to provide at least one nutritious meal per school day to schools children in order to support their education achievements and also help the locals in their agricultural production through purchasing food commodities from local smallholder farmers and local food suppliers (Langinger, 2011).

Home-Grown School Feeding Programme is a safety net strategy that increases food supply, improves income and reduces hunger and malnutrition, it is a twin objective strategy that relates to education and agriculture hence adopts a second model the Njaa Marufuku Kenya (NMK). HGSP was formed by GoK to ensure long term sustainability of SFP which started with 540,000 school children in 1,700 primary schools that were handed over by WFP in 2009 after it experienced difficulty in sustaining 1.3 million beneficiaries due to increase cost of food and transport hence reduced the beneficiary count by 42% to 750,000. Since 2016, WFP together with GoK has served and offered meals to over 1.5 million children attending school across the country each day of the school term (Langinger, 2011).

HGSP was a collaborative initiative that involved the Ministry of Education that is responsible for the Government led home grown school feeding program. The Ministry of Health is responsible for the inspection of food quality, safety, menu planning and healthy dietary habits. Also, the Ministry of Agriculture is involved in promoting access of smallholder farmers to school

markets, the County Officials who are responsible for supporting the Government in planning, oversight and monitoring, the school committee who are responsible for the administration and management include procurement and lastly the farmers and traders who participate in tenders and supply of food to the schools. But HGSFP does not include the communities mostly the parents and guardians which brings out an argumentative point in this study.

From a National School Meals and Nutrition Strategy 2017-2022 report, the national Government acknowledged that more resources both human and non-human were needed to ensure proper implementation and sustainability of the programme (Government of Kenya & World Food Programme, 2018). HGSF programme needs more effort and coordination that required to obviate many of the existing impediments to school feeding initiatives. To fully realize the enormous humanitarian potential of the HGSF, special attention was needed to improve the quality of rural infrastructure, investing in human capital and increasing local stewardship of feeding programs.

### **1.3 Statement of the Problem**

World Declaration on Education for All noted that in many African countries, learning and schools performance were mainly compromised due to hunger and undernutrition, which affects a significant proportion of school-age children (UNESCO, 2002). Despite the operationalization of SFP, it has been indicated in national schools nutrition and meals strategy for Kenya report that lack of proper institutional strengthening mechanisms with the involved stakeholders and the communities too is also contributing to the downward outcome in the implementation of SFP (MOEST, 2016).



The national school nutrition and meals strategy for Kenya report also widely acknowledged that inadequate coordination in planning and implementation process of school meals initiatives results in undue duplication of efforts and loss in efficiency in the use of the acquired resources and furthermore, proper analysis structures were reported to be lacking due to absence of a clear result structure which in this case interrupts the continuous reporting and information flow on school meals initiatives in Kenya (MOEST, 2016). Therefore due to the insufficient institutional capacity that involves all key stakeholders in coordination, implementation and monitoring school meals programme at all level, this study sought to point out the importance of participatory monitoring and evaluation in addressing the implementation and coordination problems of SFP among different actors.

#### **1.4 Purpose of the Study**

This study sought to establish the role of participatory monitoring and evaluation and successful implementation of school feeding programme in Baringo Central Sub-County schools.

#### **1.5 Objective of the study**

##### **1.5.1 General Objectives**

To establish the role of participatory monitoring and evaluation and successful implementation of school feeding programme in Baringo Central Sub-County schools.

##### **1.5.2 Specific Objectives**

- I. To examine the role of capacity building and successful implementation of school feeding programme in Baringo Central Sub-County schools.
- II. To examine the importance of stakeholders participation and successful implementation of school feeding programme in Baringo Central Sub-County schools.

- III. To examine the importance of collective accountability and successful implementation of school feeding programme in Baringo Central Sub-County schools.

### **1.6 Research Questions**

The study attempted to answer the following research questions

- I. What is the role of capacity building and successful implementation of school feeding programme in Baringo Central Sub-County schools?
- II. What is the importance of stakeholders' participation and successful implementation of school feeding programme in Baringo Central Sub-County schools?
- III. What is the importance of collective accountability and successful implementation of school feeding programme in Baringo Central Sub-County schools?

### **1.7 Significance of the Study**

This study was important in promoting effective performance of school feeding programs and it provided information that can be useful in development initiatives, in such that it put emphasis on the importance of involving all key stakeholders in a development agenda which further aid recipient government entities in improving coordination, oversight and feedback from different stakeholders to support effective decision making and effectiveness in program cycle.

The study findings are beneficial to the involved ministries, NGOs, schools, the communities and the school going children too, as it provides greater insights on the SFP implementation and performance especially on how systematic engagement of teachers and schools is important, how sensitization of the involved communities is essential, how proper communication within and outside is required and how the Ministry of Education together with other development partners can benefit, replicate hence strengthen the programme. If this study

was not done, the threats of ironing out the challenges of institutional capacity in SFP would hinder the education planners, project developers and development partners in articulating the effectiveness of SFP programmes in the future.

### **1.8 Scope of the Study**

This study was limited to particular area in Kenya particularly Baringo Central Sub-County which was among the ASALs Sub-Counties that undertaking SFP initiatives. The study did not involve all the stakeholders but only those who directly participate together with Government of Kenya and have a substantial effect on the SFP implementation in the Sub-County. The study also covered on Home Grown School Feeding programme (HGSF) that acts as a safety net strategy to increase food supply, improve incomes and reduce hunger and malnutrition. SFP is a wider programme that is not only addressed in ASALs but also in various informal settlements in major towns and due to the technicality of this programme, this study focused only on limited area that specifically SFP has been articulated to arrive to a sustainable conclusion.

### **1.9 Delimitation of the Study**

This study delimited all aspects of school feeding programme but however was limited to participatory monitoring and evaluation, thus capacity building, stakeholders participation and collective accountability in Baringo Central Sub County schools.

### **1.10 Limitations of the Study**

This study had various limitations which were beyond the researcher's capacity of solving them, this study was limited to already done reports that lack adequate data and also, where the information was available it was not comprehensive. In some other cases, it was rather difficult to get a consistent record since the initiation of the programme in some areas was not clearly determined hence stored.

### **1.11 Assumptions of the Study**

This study assumed that all the involved stakeholders mentioned in the study had a functional role on school feeding programme, the programme was also deployed in ASALs that are affected by socio-cultural, physical and economic factors too and that the acquired information was derived from sources that are truthful and honest recorded reports.

### **1.12 Conceptual Framework**

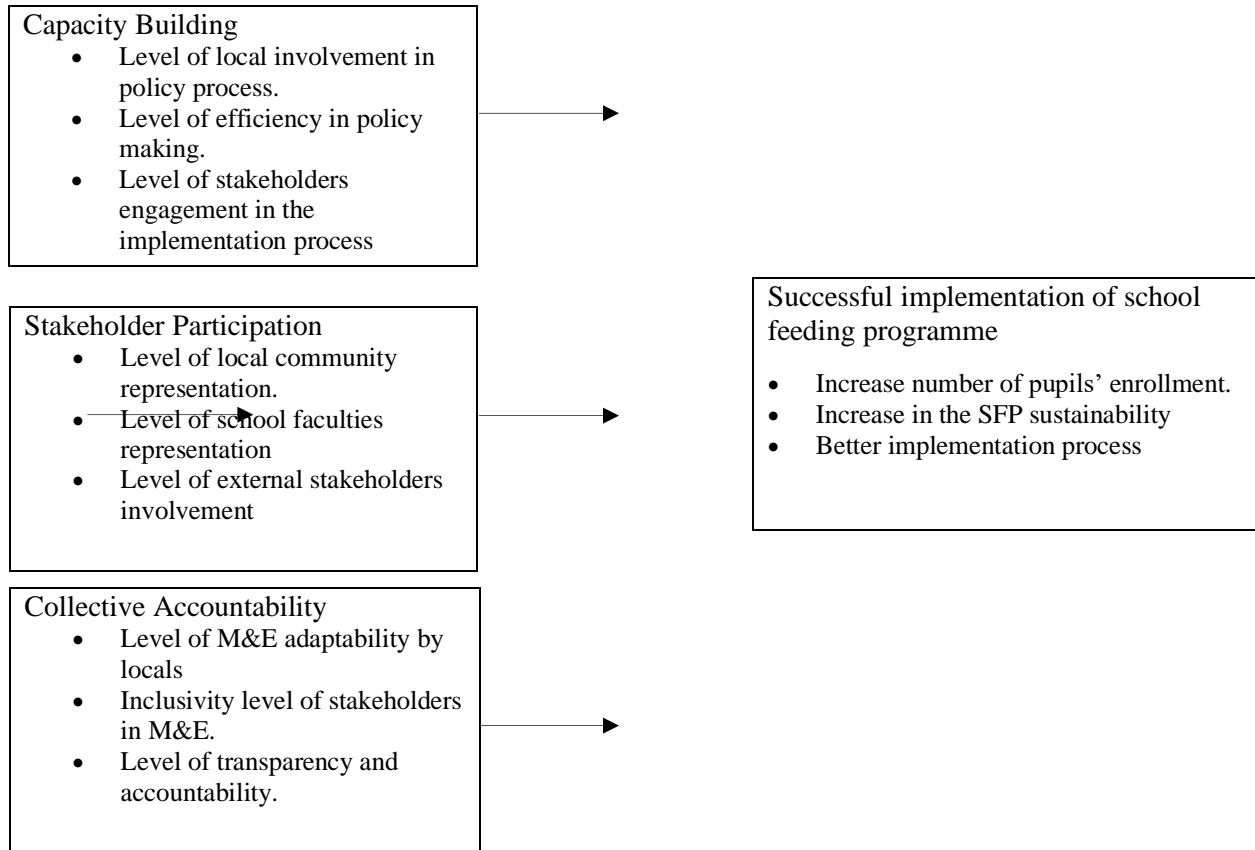
This study sought to establish the role of participatory monitoring and evaluation and successful implementation of school feeding programme in Baringo Central Sub-County schools. It sought to assess the role of capacity building on the successful implementation of school feeding programme in Baringo Central Sub-County schools, examine the importance of stakeholders participation on the successful implementation of school feeding programme in Baringo Central Sub-County schools and point out the importance of collective accountability on the successful implementation of school feeding programme in Baringo Central Sub-County schools. The relationship among these factors is presented below together with indicators where capacity building, stakeholders' participation and collective accountability represent the independent variables and successful implementation of School Feeding Programme is the dependent variable.

#### **INDEPENDENT VARIABLE**

Participatory monitoring and evaluation

#### **DEPENDENT VARIABLE**

|



**Figure 1.1 Conceptual Framework**

Source: Researcher (2019)

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Introduction

This chapter explore literatures that are in line with the role of participatory monitoring and evaluation approach and successful implementation of School Feeding Programs in Baringo

Central Sub-County. To achieve this effort, it was made to review the concept of participatory monitoring and evaluation to establish how capacity building, stakeholders' participation and collective accountability favoured the implementation of the SFP. This study also summarized reviewed literatures by other researchers so as to identify gaps that are filled by the current study.

## **2.2 Theoretical Framework**

The theoretical framework of the study underpins the theory of human capital and the theory of a ladder of citizen participation which introduce and described why the problem under study existed. These theories are further discussed below.

### **2.2.1 Theory of Human Capital**

This study was underpinned on the theory of human capital which referred to the stock of skills and knowledge that are embodied in the ability to perform labour so as to produce economic value. This theory was founded by Theodore Schultz in 1960 and argues that both knowledge and skill are a form of capital and further explain that the concept of human capital implies an investment in people mostly in education, training and health opens up opportunities that otherwise would have be unavailable to many individuals. The theory borrowed the assumption that education is a form of human capital investment that increases the productivity of workers and that the higher earnings reflected on their value of productivity. This theory supported the main intended reason that this study represents, it acknowledged education as a human capital investment and any initiative driven towards improving education in any way was indeed in line with fact that it elevates human capital investment (Schultz, 1961).

### **2.2.2 Theory of a Ladder of Citizen Participation**

This study also acknowledged the theory of a ladder of citizen participation that was founded by Sherry Arnstein in 1969. The theory mainly pointed out the need to applaud people

participation. It offered a concise introduction to the importance of considering the form of citizen participation when it comes to the power that people have in various public processes. The theory also cuts through the complexities of organizing practices to the critical values at hand. This study adopted this theory since it offered space ranging from the most paternalistic forms of participation to the most participatory that favoured this study's objective. For SFP to effectively carry out its objective adequately, strengthening partnerships between relevant stakeholders including the communities as participants increases their understanding of the programme processes and outcomes that clarifies their roles within the project. The theory also acknowledged that racism, paternalism, limitations in socio-economic factors and the difficulties of organizing communities as major roadblocks in participation (Arnstein, 1969).

### **2.3 Empirical Review**

Adoption of participatory monitoring and evaluation (PM&E) in the management of Constituency Development Fund (CDF) projects in Dagoretti South Sub County was a factor of consideration after the findings established that the stakeholders were not adequately involved in monitoring and evaluation of the CDF projects and their participation was very low in all the stages of the PM&E process. Based on the findings of this study, it was recommended that the procedures of engaging the stakeholders in all the stages of the CDF project cycle should include monitoring and evaluation, and incorporate M&E staffs at the CDF Sub-County level management to facilitate the process of monitoring and evaluation that enhances the level of stakeholders involvement in planning of the PM&E process, project identification, design and implementation (Karanja, 2016).

PM&E deployment in SFP has been seen to have resulted to greater outcome specifically in Ghana. In March 2007, Ghana introduced Ghana School Feeding Program (GSFP) that aimed to provide children in public primary schools in the poorest areas with one nutritious meal per

day using locally grown foodstuffs. Ghana adopted a PM&E framework to monitor the GSFP by working and involving ordinary citizens who were organized into District Citizen Monitoring Committees (DCMCs). As a result, GSFP implementing structures that had previously been inactive commenced to meet regularly and perform proper monitoring. The monitoring activities resulted in real changes, such as use of water tanks to bring clean water to schools and a decision to purchase 80 percent of the food for GSFP from local farmers hence more districts began allocating budgets for GSFP instead relying on the national government (SEND-Ghana, 2007).

From the two case studies indeed incorporation of PM&E is highly recommended, and it is seen to have effected desirable results. This study identified that indeed participatory monitoring and evaluation presents an effective solution that it would not only evaluate the participatory roles of the stakeholders in SFP but also involved them in enhancing capacity building, stakeholders' participation and collective accountability. Participatory monitoring and evaluation present an alternative mechanism that involves stakeholders in assessing the process of planning and implementing SFP in order to enhance its effective performance. It is a bottom-up approach to assessment that is guided either partially or fully by interested program participants, staff, board members, and community members which this study sought to put more emphasis on in bring out greater outcome of the SFPs.

### **2.3.1 Capacity Building and Successful Implementation of SFP**

Capacity building is the ability of an organization to achieve its objective in effective and efficient manner. It involves the strategies or actions that an organization takes to ensure that it has the needed resources to succeed. A case study on Aga Khan rural support programme that promotes natural resource management works collaboratively with village communities in Gujarat, India to develop a watershed management programme integrate capacity building. This programme has



integrated the community in planning and management that encouraged the involved farmers to be more reflective and conscious on different policy making strategies for improving productivity and managing the programme. This case study also pointed out on the importance of PM&E as an internalized process for developing decisions regarding production that also leads to effective decision making and identifies alternative action strategies in policy formulation and effective organizational arrangements (Shah, Hardwaj, & Ambastha, 1993).

Managing the transition towards SFP article emphasized on the importance of policy and legal frameworks in school feeding programme. From the report, the experience from Mali and Kenya shows that the policy making process, consensus building, and extensive consultation are an important part of the programme. Specific activities such as workshops, joint studies, consultations and field visits do facilitate this implementation process and strengthen the consensus and ownership of the programme. Multi-sector participation in school feeding programme including nutrition and health, agriculture, planning, social protection is essential. The policy making process should be influenced by the wider policy agenda and the organization of the public administration. The scholars argued that public administration is influenced by other factors in itself as a complex issue since many capacities and systems that involve stakeholders need to be developed at different levels since institutional consolidation of school feeding takes time and further the institutional set-up of programs appeared to change and to be strengthened over time (De lava & Sidaner, 2011).

Case study on NSFP (Namibia School Feeding Programme) pointed out that the objectives of the NSFP and its target groups are generally well understood and supported, but they could be more clearly formulated in policy documents. NSFP is described and assessed by making use of strong policy frameworks, programme design and implementation that have made school feeding

programme in Namibia a success. The case study pointed out that the program had appropriate objectives corresponding to the context and the policy framework, that the program design identifies appropriate target groups and targeting criteria corresponding to the objectives of the program and the context. The case study further stated that there is a monitoring and evaluation system in place, and its functioning forms part of the structures of the lead institution and is used for implementation and feedback. Nevertheless, this policy documents serve as an effective and efficient parameter for school feeding in Namibia that has become a part of the education sector strategy (Ellis, 2012).

But despite the usefulness of capacity building within the lines of policy making it is argued that programme implementation was deemed to faces challenges in its planning stage since programme implementation schedules the involved key stakeholders who are identified with the much-needed expertise to ensure successful implementation of the undertaken programme. Programme implementation and planning involved coordination of both human resources and financial resources that are needed for the actualization of the specific policies and lack of institutional capacity and adequate involvement in the various processes of actualizing SFP leads to unsuccessful outcomes (Ahsan & Gunawan, 2010).

Through schools nutrition and meals strategy for Kenya report, a multi-sectoral planning and intervention was required to coordinate the all participating actors in SFP. Synergies among the different sectors were deemed crucial in improving the quality of implementation, utilization of resources and personnel. In this report institutional capacity was recognized as a key element for the success of programme implementation, enabling effective programme delivery and assessing the programme objectives in order to foster medium and long term effectiveness on governance, accountability and transparency to the school feeding programme (MOEST, 2016).

### **2.3.2 Stakeholders Participation and Successful Implementation of SFP**

Research study on improving school feeding participation underlined the importance, efficiency and influence of inclusivity within school systems where SFPs is in operations, it examined the current state of the SFPs delivery and how involved the active participation of key stakeholders does help in enhancing effective and efficient delivery of the SFP at the school level. This study borrowed the research design of a total of ten basic schools in Ghana that were selected with use of the case study method and through interviews and observations were formulated using a semi-structured interview guide to arrive at the study findings. The findings of this literature were that mostly teachers as managers and administrators of the school systems were not actively involved in the SFP implementation leading to an ineffective delivery and hence acknowledges that there is need to make teachers be in charge of operations at some level in order to improve trust and cooperation that will enhance effective and efficient delivery of SFPs. This study supported the current study and acknowledged the need of involving key stakeholders in the process of implementation of the SFPs (Iddrisu, 2018).

From a study on community participation in rural Ecuador's school feeding programme by pointed out to the relevance of community participation and organizational cohesion in school-based health education with regard to food and nutrition. This study equated and examined SFPs to community participation in rural schools in Ecuador that was based on the empirical data that was generated over the course of one year in several communities and schools in Ecuador. The study findings were that meaningful participation of parents and community members in rural schools in low to middle income country such as Ecuador can be linked to an empowered stance towards the SFP in order to better tune the local conditions, priorities and systems of meaning hence other factors such as leadership, geographical characteristics and internal community

organization that do influence how participation is valued and enacted. The literature pointed out that interpretations of community participation, including counter and non-participation of members as important in implementation of SFP in Ecuador (Torres & Simovka, 2017).

Research study done on the importance of involving the community pointed out the relevance of consulting the community when designing SFP to ensure that they participate fully in its implementation. The study further emphasizes that 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 plan 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. In addition, all stakeholders should be involved in needs assessment. Based on policies governing SFP, it is important to ensure that all components are implemented hence staff should be trained on knowledge of SFP and implementing units and arrangements for SFP to enhance the sustainability of the programme (Chelangat, 2011).

Research done by United States Department of Agriculture explained that the home-grown feeding school programme faces challenges in its implementation mainly in the absence of collaborations with non-governmental organizations that influence positively the programme's implementation process. The research indicated that the lack of participation and involvement in the management was a challenge that influences successful and sustainable implementation of the SFP in urban informal settlements and in ASALs. The research suggested that for programme implementation to be successful plus important for the government to ensure sufficient participation and coordination of the external parties should be involved for realization of the desired output to be achieved. This study pointed out the relevance of involving key government

and non-government actors in the implementation progress of SFP, also key actors such as the communities should be involved since they play an important role in the implementation process of the programme (USDA, 2009).

### **2.3.3 Collective Accountability and Successful Implementation of SFP**

Through a case study done on participatory accountability, emphasized that assessment should be very much be embedded in a culture of accountability that currently prevails in programmes which occur within a specific context that is influenced by the economic, political, historical, and social forces that shape that context. The article expressed the reception and use of participatory approaches to assessment that include an understanding of the practices of public interventions and of the concomitant call for accountability and performance standards. In the article the writer further provided a discussion of participatory and collaborative approaches to evaluation and interrelationship between participatory evaluation and technical approaches to evaluation. The article findings suggested that with the need of accountability in today's era, unexpected opportunities for participatory and meaningful evaluation have been created encouraging organizations to use evidence based practices that are deliberate on programme strategy, identifying common outcomes and using accountability measures to create opportunities for capacity building and organizational learning (Chouinard, 2013).

Research study on factors influencing SFP considered M&E as a crucial component towards successful implementation of SFP. The study emphasized on M&E adoption and should include all stakeholders in its process when it comes to SFP. However, M&E seemingly seen as an accountability mechanism in the SFP and the community are rarely involved in its process which the study points out as hindering factor to the programme too. The study findings indicated that although the community was dully involved in the implementation of the project, they do play

an insignificant role towards implementation of the programme as they were not directly involved in decision making in planning and implementation of school feeding programme. The scholar concluded that there's need to involve both the stakeholders and the community members in monitoring and evaluation of the programme to ensure the programme objectives are implemented as per schedule and desirable outcomes are delivered accordingly (Kibet, 2017).

Article on engaging communities addressed how implementers of Home-Grown School Feeding (HGSF) systems can create and operationalize feedback systems between communities, governments and external partners to ensure that programmes are meeting communities' needs. The article considered that participation of the community participation, adaptability and downward accountability depend on a system of actors, institutions, and incentives. In order to ensure that the programme responded to a community problem and essential stakeholders, these existing diagnostic tools such communication, procurement systems and policy framework have to be proper utilized to ensure accountability in the implementation and sustainability of SFP. The writer recommended that communities should treat M&E processes as two-way communication and an opportunity to improve programming (Johnson & Janoch, 2011).

## **2.4 Summary of Literature Review**

This chapter touched on the theory of human capital that borrowed the assumption that education is a form of human capital investment that increases the productivity of workers and that the higher earnings reflect their value of productivity, which in this case any initiative geared towards improving education is deemed as an investment in people that further opens up opportunities that otherwise would be unavailable to many individuals. Another theory is the theory of a ladder of citizen participation which pointed out the importance of considering the form of citizen participation when it comes to the power that people have in various public processes

since their participatory role increases their understanding of the programme processes and outcomes that clarifies their roles within the project or a programme.

The chapter also pointed out in the empirical literature section the relevance PM&E in the school feeding programme, it showed how active engagement of primary stakeholders as active participants do offer new ways of assessing and learning from changes that are more inclusive hence reflects the perspectives and aspirations of those most directly affected. The chapter also discussed variables that include capacity building, stakeholders' participation and collective accountability that all play an important role in the implementation of school feeding programme. Commendable strides have been acknowledged in the programme however as it is pointed out by the various scholars, institutional and community capacity should be put into deeper consideration when relating to the implementation of the SFP.

## **2.5 Knowledge Gap**

As expressed from a conclusion of the World Bank experience, educational investment fulfills a number of vital objectives that satisfies basic human need for knowledge, provides means of meeting other basic needs and helps sustain and accelerates overall developments which are evidently required in Kenya to help the government in determining not only the outcomes of the present generation but also the future distribution of employment and its influences. If a country expects to develop and reduce poverty, then provision of education to its citizens and investing in human resource should not be limited to knowledge alone. When basic nutritional needs are met, it makes investment in education long-lived and more rewarding. The provision of SFP through many other elevated programmes such as HGSP as a way of encouraging investment in education is seen as an investment to the young generation and the society in general (Psacharopoulos, 1985).

Programmes that do involve parents, staff and students in the operation and management do often experience greater success hence the time spent on garnering support from the involved schools and other members does pay off in the long run when the policies are implemented. Engaging the involved stakeholders in all aspects of the policy process, from development and adoption to evaluation, also does help in assuring that stipulated policies are understood, and that implementation is supported. It is of importance for the Government of Kenya through its ministries, the communities and other development partners make sure that all the children between the ages 6-13 years have access to education and are retained in schools regardless of their economic, social, cultural and physical capabilities.

With the direct involvement of Government of Kenya on SFP, education then proves to be the only way to get the marginalized groups to be involved in the development of the country in order to bring about equitable distribution of resources and opportunities. This study bridged the gap by emphasizing on the importance of engaging parents, communities, schools and other stakeholders through PM&E in describing and formulating continuous participation and management of the various activities that do enhance the success of SFP.



## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Introduction**

This chapter highlights the methodology employed in this research. It explains the research paradigm, research design, research site, target population, study sample, data collection, data processing and analysis and legal and ethical considerations.

### **3.2 Research Design**

The study adopted descriptive research methodology design which supports the intended action that initiates the appropriate intervention geared towards addressing the plight in this study. Descriptive design describes people's responses to questions about a phenomenon or situation with an aim of understanding respondents' perceptions from which truism is constructed (Kothari, 2004). This design was particularly useful as the study sought to establish the perception of respondents in reference to effects that supports programs. The study employed both qualitative and quantitative approaches; the qualitative was used to generate the non-numerical data while quantitative was used to generate numerical data that explains the relationship between factors and performance.

### **3.3 Research Site**

The research targeted schools in Baringo Central Sub-County, this Sub County has four zones, and this study picked one zone out of the four zones. The study acknowledged the informal settlements in Nairobi and other large urban areas do also experience the same plight but the study focuses only on Baringo Central Sub-County mainly schools in Tenges zone which has 20 primary schools in total (Primary Education Directory of Kenya, 2017).

### 3.4 Target Population

A population is the total target group who in the ideal world might be a subject a researcher is interested with in gaining information and arriving at a conclusion hence a target population represents an aggregate of individuals with similar characteristics in respect to a particular study (Mugenda & Mugenda, 2009). The study targeted the involved subjects who were 83 in number comprising officers from the Ministry of Education who are responsible for the Government-led home-grown school meals programme, officers from the Ministry of Health that conduct inspection of food quality, food safety and guide menu planning, officers from the Ministry of Agriculture who promote access of smallholder farmers to school markets, County officials from the County Government ministries that support the Government in planning, oversight and monitoring, and lastly one school administrator, a teacher and a parent who all represent each school and the community in Baringo Central Sub-County Tenges zone.

**Table 3.1 Target Population**

<b>Categories</b>	<b>Target Population</b>
Ministry of Education	5
Ministry of Agriculture	4
Ministry of Health	3
M.O.E County of Baringo	5
M.O.A County of Baringo	3
M.O.H County of Baringo	3
Head Teachers	20
Teachers	20
Parents	20
<b>Total</b>	<b>83</b>

Source: Researcher (2019)

### 3.5 Study Sample

This section touches on the type of sampling procedure and the sample study including the calculation that was used to arrive at the sample size plus it also includes a table expressing the same.

#### 3.5.1 Sampling Procedure

This study adopted a non-probability sampling mainly the consecutive sampling procedure which main objective is to arrive at a sample that can adequately answer the study's objectives. This type of non-probability sample includes all the accessible subjects as part of the sample. This non-probability sampling technique can be considered as the best of all non-probability samples because it includes all subjects that are available that makes the sample a better representation of the entire population.

#### 3.5.2 Study Sample Size

A survey study was conducted on all the personnel working on the HGSPF programme in the school feeding programme. The study sample size considered the above-mentioned participants from the involved ministries and County Government plus administrators, teachers and parents from different schools in the Tenges zone in the Baringo Central sub-county.

To get a practical sample size of the population, computations were done using the formula by (Yamane, 1967)

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

N = population sample

e = level of precision

This sample size assumed 95% level of confidence translating to level of precision of 0.05.

$$n = \frac{83}{1 + 83(0.05)^2}$$

$$n = 69.1 \quad \text{or} \quad 69$$

**Table 3.2 Sample Size**

Categories	Target Population	Sample Size
Ministry of Education	5	4
Ministry of Agriculture	4	4
Ministry of Health	3	3
M.O.E County of Baringo	5	4
M.O.A County of Baringo	3	3
M.O.H County of Baringo	3	3
Head Teachers	20	16
Teachers	20	16
Parents	20	16
<b>Total</b>	<b>83</b>	<b>69</b>

Source: Researcher (2019)

### 3.6 Data Collection

This section points out all of the data collection tools that were used and how they were developed, administered and employed in the collection of data.

#### 3.6.1 Data Collection Instrument

This study used questionnaires and interviews as a data collection instruments which were organized in such a way that further analysis and interpretation of data was made easier. The study aimed at simplifying and making good analysis of the data collected. Through the use of tables and figures, the data was presented. The type of presentation adopted was efficient in that it was easier to depict data more accurately hence it provided better understanding of human development

and allowed data categorization by witnessing the experience in its natural setting hence using critical judgement to arrive at a conclusion which this study seeks to establish.

### **3.6.2 Pilot Testing of Research Instruments**

Pilot testing is important because it helps one to improve internal validity of the research instrument before embarking on the actual data collection. The rationale behind pilot testing was accessing both the validity and reliability of the research instrument. In this study, questions for the involved stakeholders were adopted. This tool together with content from the involved ministries, county governments, school administrators played part in the piloting testing.

### **3.6.3 Instrument Reliability**

The aim of reliability is to minimize the error and biases of the study. Reliability is a measure of the degree to which a research instrument yields consistent results on repeated trails (Mugenda & Mugenda, 2009). This study adopted test and retest reliability technique where the same test was administered on two separate occasions to the involved participants (McLeod, 2007).

### **3.6.4 Instrument Validity**

The validity instrument is the accuracy and meaningfulness of inferences based on the findings. It further shows the soundness of the research methodology and the results generated, based on the extent to which the research in congruity with universal laws, objectivity, truth and facts. Validity in a research however depends on the ability and effort of the researcher since in most cases the researcher is the instrument (Nayab, 2017). The validity instrument of this study used questionnaires and interviews to generate data and seeks the ability to draw meaningful and justifiable inference from scores in the sample or population.

### **3.6.5 Data Collection Procedures**

Data was collected through questionnaires and interviews administered to the involved stakeholders from different entities and locality to obtain primary data needed in the survey. Quantitative and qualitative were captured in the questionnaires planned hence content from various documents were considered to enable the researcher gain deeper insight on factors that influence the implementation of SFP.

### **3.7 Data Processing and Analysis**

Descriptive statistics through SPSS was used as an analysis technique to show similarities and differences between groups guided by generated questions in the questionnaires and then data analyzed from descriptive statistics was calculated using percentages, frequency, cumulative mean and standard deviation. All data was collected and analyzed, conclusion and recommendations were drawn from the findings in the field using questionnaires and interviews from the respondents selected as sample of the research study. The data was checked for any errors and corrected before presentation through tables and figures.

### **3.8 Legal and Ethical Considerations**

Prior to the beginning of the study, the researcher asked permission from the relevant authorities. A letter of introduction was provided by the University, which explained to the relevant actors the importance of the study. It acknowledged and gave credit to other scholars whose ideas, results were appropriate to the findings of this study. Ethical considerations relating to the study are addressed by observing relevant acknowledgement to the collected data while maintaining high level of confidentiality of the information obtained. The research findings were presented objectively and honestly.

## CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF FINDINGS

### 4.1 Introduction

This chapter analyzes the data, which was collected and presented through tables offering interpretations of the results from the findings collected. This chapter also links the objectives of the study to the results that will be obtained in the study.

### 4.2 Response Rate

The study sought to establish the response rate distribution of the respondents in the study. 69 respondents were able to participate and were issued questionnaires, the findings were as presented on table 4.1 below.

**Table 4.1 Response Rate**

Category	Frequency	Percent %
Responded	69	100
Non responded	0	0
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Researcher (2019)

From table 4.1 above, questionnaires response rate was 100% and 0% were the non-responded. This implies that all 69 questionnaires administered were responded and returned upon completion as required.

### 4.3 Characteristics of the Respondents

The demographic information was necessary in this study to enable the researcher to understand how responses were affected by gender, age education and occupation. In this section, information on the particulars of respondents was presented.

### 4.3.1 Gender Rate of Respondents

The study sought to establish the gender distribution of the respondents in the study and the findings were as presented on table 4.2 below.

**Table 4.2 Gender Rate**

Category	Frequency	Percent %
Male	40	58
Female	29	42
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Researcher (2019)

From table 4.2 above, the male respondents were 58% while the female counter parts were 42%. This further implies that the number of male respondents was higher than of female.

### 4.3.2 Age of Respondents

The study sought to establish the age distribution of the respondents in the study and the findings were as presented on table 4.3 below.

**Table 4.3 Age Respondents**

Age	Frequency	Percent %
20 - 25	4	6
26 - 30	10	14
31 - 35	25	37
36 - 40	20	29
41 and Above	10	14
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Researcher (2019)

From table 4.3 above, 6% of the respondents were 20 – 25 years, 14% were 26 – 30 years, 37% were 31 – 35 years, 29% were 36 – 40 years and 14% were 41 years and above. From the analysis the highest numbers of respondents were aged between 31- 35 years.



### 4.3.3 Respondents Level of Education

The study sought to establish the level of education distribution of the respondents and the findings were as presented on table 4.4 below.

**Table 4.4 Level of Education**

<b>Education level</b>	<b>Frequency</b>	<b>Percent %</b>
Secondary	8	12
College	37	53
University	16	23
Postgraduate	8	12
Others	0	0
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Researcher (2019)

From table 4.4 above, 12% of the respondents had secondary level of education, 53% had college level, 23% had university level, and 12% had postgraduate level and 0% for other education level. From the highest number of the respondents' 53% implied that most had college level.

### 4.3.4 Respondents' Organization Affiliate

The study sought to establish the distribution of the organizations affiliated with the programme. From table 4.5 below, 6% of the respondents were from the Ministry of Education and also from Ministry of Education in the county of Baringo, 3% were from the Ministry of Agriculture, health and also from both ministries in the county level. 24% of the respondents were both from the school administrators, the teachers and the parents. From the table, 24% represent the highest number of the respondents who are the head teachers, teachers and parents. The findings were as presented on table 4.5 below.

**Table 4.5 Respondents' Organization Affiliations**

<b>Organization</b>	<b>Frequency</b>	<b>Percent %</b>
Ministry of Education	4	6
Ministry of Agriculture	4	4
Ministry of Health	3	4
M.O.E County of Baringo	4	6
M.O.A County of Baringo	3	4
M.O.H County of Baringo	3	4
Head Teachers	16	24
Teachers	16	24
Parents	16	24
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Researcher (2019)

#### 4.3.5 Response on Work Experience

The study sought to establish work experience distribution of the respondents in the programme and the findings were as presented on table 4.6 below.

**Table 4.6 Work Experience**

<b>Work Experience</b>	<b>Frequency</b>	<b>Percent %</b>
Less than 2 years	14	20
2 – 5 years	35	50
Above 5 years	20	30
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Researcher (2019)

From table 4.6 above, 20% of the respondents' had less than 2 years of experience, 50% had 2 – 5 years of experience and 30% had above 5 years of experience in the workplace. From the highest number of the respondents' 50%, it's clear that most of the workers in the workplace had 2- 5 years of experience.

## 4.4 Descriptive Analysis

This section includes presentation of the results according to the research questions. Tables are clearly presented so as to show data evidence to support claims per each research questions. The scale adopted was the ordinal scale and data was ranked as 1 = Strongly agreed, 2 = Agreed, 3 = Neutral, 4 = Disagree and 5 = Strongly Disagree.

### 4.4.1 Capacity Building

Capacity building is a factor that supports the successful implementation of School Feeding Programme in Baringo Central Sub-County schools, from the stipulated indicators various questions were formulated to investigate and the findings were as presented on table 4.7 below.

**Table 4.7 Capacity Building**

Statement	SA		A		N		D		SD		Mean	Std.Dev
	F	%	F	%	F	%	F	%	F	%		
Local involvement in policy making process	38	55	16	23	8	12	5	7	2	3	3.88	1.03
Programme implementation process integrated and engaged all the stakeholders.	43	61	14	20	8	11	2	4	2	4	1.77	0.84
Efficiency and effectiveness of policy making in the programme implementation	49	71	9	13	7	10	3	5	1	1	1.90	1.03
<b>Composite Mean</b>											<b>2.52</b>	<b>0.97</b>

Source: Researcher (2019)

**SA = Strongly Agreed, A = Agreed, N = Neutral, D = Disagree and SD = Strongly Disagree.**

The above table show that the respondent strongly agreed and agreed that the locals were involved in the policy making process with a mean of 3.88 and a standard deviation of 1.03. The table also show that respondent strongly agreed and agreed that the programme implementation process integrated and engaged all the stakeholders with a mean of 1.77 and a standard deviation of 0.84 and lastly the respondent strongly agreed and agreed that the programme implementation

process ensured efficiency and effectiveness in the policy making with a mean of 1.90 and a standard deviation of 1.03. The results revealed that capacity building and successful implementation of School Feeding Programme in Baringo Central Sub-County schools was averaged with a composite mean of 2.52 and standard deviation of 0.97.

The above table also indicated statement that sought to investigate whether the respondents agreed that the locals were involved in the policy making process, had a mean of 3.88 and a standard deviation of 1.03, which was higher than the averaged composite mean of 2.52 and standard deviation of 0.97. This therefore pointed out that the statement positively supports the successful implementation of school feeding programme in Baringo Central Sub-County schools. It also sought to investigate whether the statement of programme implementation process integrated and engaged all the stakeholders and it had a mean of 1.77 and a standard deviation of 0.84, which was slightly lower than averaged composite mean of 2.52 and standard deviation of 0.97. This therefore pointed out that the statement negatively supports the successful implementation of school feeding programme in Baringo Central Sub-County schools. Lastly it sought to investigate whether the statement of efficiency and effectiveness of policy making in the programme implementation process was ensured, it had a mean of 1.90 and a standard deviation of 1.03, which was lower than averaged composite mean of 2.52 and standard deviation of 0.97. This therefore pointed out that the statement negatively supports the successful implementation of school feeding programme in Baringo Central Sub-County schools.

The findings show that capacity building does support the successful implementation of school feeding programme when the locals were involved in the policy making process and did not support that the stakeholders were integrated and engaged in the programme implementation

process hence efficiency and effectiveness in the policy making was guaranteed in programme implementation process.

#### 4.4.2 Stakeholders Participation

Stakeholders' participation is also another determiner that supports the successful implementation of School Feeding Programme in Baringo Central Sub-County schools, through the given indicators various questions were formulated to investigate and the findings were as presented on table 4.8 below.

**Table 4.8 Stakeholders Participation**

Statement	SA		A		N		D		SD		Mean	Std.Dev
	F	%	F	%	F	%	F	%	F	%		
Level of community representation is effective to the programme implementation process	45	65	18	26	6	9	0	0	0	0	1.88	0.85
Level of school faculties representation in programme implementation process	31	45	13	19	8	12	10	14	7	10	3.90	1.00
Level of external stakeholders involvement in the programme implementation process	50	73	10	14	9	13	0	0	0	0	1.94	0.98
<b>Composite Mean</b>											<b>2.57</b>	<b>0.98</b>

Source: Researcher (2019)

**SA = Strongly Agreed, A = Agreed, N = Neutral, D = Disagree and SD = Strongly Disagree.**

The above table indicates that the respondent strongly agreed and agreed that the level of community representation is effective to the programme implementation process with a mean of 1.88 and a standard deviation of 0.85. The also shows that the respondent strongly agreed and agreed that the level of school faculties was represented in programme implementation process with a mean of 3.90 and a standard deviation of 0.98 and lastly the respondent strongly agreed and agreed that external stakeholders were involved in the programme implementation process with a mean of 1.94 and a standard deviation of 0.98. The results revealed that stakeholders' participation

and successful implementation of School Feeding Programme in Baringo Central Sub-County schools was averaged with a composite mean of 2.57 and standard deviation of 0.94.

The above table also indicated statement that sought to investigate whether the level of community representation is effective to the programme implementation process, it had a mean of 1.88 and a standard deviation of 0.85, which was lower than the averaged composite mean of 2.57 and standard deviation of 0.94. This therefore pointed out that the statement negatively supports the successful implementation of school feeding programme in Baringo Central Sub-County schools. The table also sought to investigate whether the statement of school faculties are represented in programme implementation process, it had a mean of 3.90 and a standard deviation of 1.00, which was higher than the averaged composite mean of 2.57 and standard deviation of 0.94. This therefore pointed out that the statement positively supports the successful implementation of school feeding programme in Baringo Central Sub-County schools. Lastly the table sought to investigate whether the statement of level of stakeholders involvement in the programme implementation process was fair to all had a mean of 1.94 and a standard deviation of 0.98, which was lower than the averaged composite mean of 2.57 and standard deviation of 0.94. This statement therefore negatively supports the successful implementation of school feeding programme in Baringo Central Sub-County schools.

The findings show that stakeholders' participation does affect the successful implementation of school feeding programme in Baringo Central Sub-County schools when school faculties are represented in programme implementation process and did not support that community and the external stakeholders were represented hence involved in the programme implementation process.

### 4.4.3 Collective Accountability

Collective accountability also does affect the successful implementation of school feeding programme in Baringo Central Sub-County schools, through the given indicators in the conceptual framework various questions were formulated to investigate and the findings were as presented on table 4.9 below.

**Table 4.9 Collective Accountability**

Statement	SA		A		N		D		SD		Mean	Std.Dev
	F	%	F	%	F	%	F	%	F	%		
Community M&E adaptability in the implementation process	28	40	20	30	12	17	5	7	4	6	3.62	1.11
Monitoring and Evaluation process inclusive of all stakeholders	32	46	17	25	9	13	6	9	5	7	2.49	1.07
Accountability and tracking integrity of the programme is utilized by all stakeholders in the implementation process	37	54	11	16	11	16	8	11	2	3	2.20	1.09
<b>Composite Mean</b>											<b>2.77</b>	<b>1.09</b>

Source: Researcher (2019)

**SA = Strongly Agreed, A = Agreed, N = Neutral, D = Disagree and SD = Strongly Disagree.**

The above table indicates that the respondents strongly agreed and agreed that the community adapted M&E in the implementation process with a mean of 3.62 and a standard deviation of 1.11. The table also shows that the respondents also strongly agreed and agreed that monitoring, and evaluation process was inclusive of all stakeholders with a mean 2.49 and a standard deviation of 1.07 and lastly the respondent strongly agreed and agreed that accountability and tracking integrity of the programme is utilized by all stakeholders in the implementation process with a mean of 2.20 and a standard deviation of 1.09. The results revealed that collective

accountability and successful implementation of School Feeding Programme in Baringo Central Sub-County schools was averaged with a composite mean of 2.77 and standard deviation of 1.09.

The above table also indicated statement that sought to investigate whether the community adapted M&E in the implementation process, had a mean of 3.62 and a standard deviation 1.11, which was higher than the averaged composite mean of 2.77 and standard deviation of 1.09. This therefore pointed out that the statement positively supports the successful implementation of school feeding programme in Baringo Central Sub-County schools. The table also sought to investigate whether the statement of monitoring and evaluation process included all stakeholders, it had a mean of 2.49 and a standard deviation of 1.07, which was lower than the averaged composite mean of 2.77 and standard deviation of 1.09. This therefore pointed out the statement negatively supports the successful implementation of school feeding programme in Baringo Central Sub-County schools. Lastly the table sought to investigate whether the statement of accountability and tracking integrity of the programme is utilized by all stakeholders in the implementation process, it had a mean of 2.20 and a standard deviation of 1.09, which was lower than the averaged composite mean of 2.77 and standard deviation of 1.09. This statement therefore negatively supports the successful implementation of school feeding programme in Baringo Central Sub-County schools.

The findings show that collective accountability does support the successful implementation of school feeding programme in Baringo Central Sub-county schools when the community adapts M&E in the implementation process and did not support that stakeholders are included in monitoring and evaluation process hence accountability and tracking integrity of the programme was utilized by all stakeholders in the implementation process.



## **CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter of the study presents the summary of data findings, discussions from the findings and recommendations made. The conclusions, recommendations drawn focused on addressing the objectives upon which study was based.

### **5.2 Discussion**

This section highlighted the findings of each research objective thus the role of capacity building and successful implementation of school feeding programme in Baringo Central Sub-County schools, the importance of stakeholders participation and successful implementation of school feeding programme in Baringo Central Sub-County schools and the importance of collective accountability and successful implementation of school feeding programme in Baringo Central Sub-County schools as stated in chapter one.

#### **5.2.1 Capacity building and Successful Implementation of SFP**

The first statement respondents strongly agreed and agreed that the locals were involved in the policy making process with a percentage of 55% and 23% respectively and also had a mean of 3.88 and a standard deviation 1.03, which was higher than the averaged composite mean of 2.52 and standard deviation of 0.97. This statement was therefore positive since it did support the successful implementation of school feeding programme in Baringo Central Sub-County schools. This statement agrees on the relevance of involving the locals in the policy making, a case study on Aga Khan rural support programme that promoted natural resource management collaboratively worked with village communities in Gujarat, India to develop a watershed management

programme. This programme integrated the community in planning and management that encouraged the involved farmers to be more reflective and conscious on different policy making strategies for improving productivity and managing the programme (Shah, Hardwaj, & Ambastha, 1993).

The second statement respondents strongly agreed and agreed that programme implementation process integrated and engaged all the stakeholders with a percentage of 61% and 20% respectively and also had a mean of 1.77 and a standard deviation of 0.84, which was slightly lower than the averaged composite mean of 2.52 and standard deviation of 0.97. This statement was therefore negative since it did not support the successful implementation of school feeding programme in Baringo Central Sub-County schools. This statement agrees with the schools nutrition and meals strategy for Kenya report that a multi-sectoral planning and intervention was required to coordinate all participating actors in SFP. Synergies among the different sectors were emphasized on the report as an important factor in improving the quality of implementation, utilization of resources and personnel. In this report institutional capacity was also recognized as a key element for the success of programme implementation (MOEST, 2016).

The statement also further agrees with the article on managing transition towards national SFP that emphasized on the importance of policy and legal frameworks in school feeding programme. From their report, the experience from Mali and Kenya shows that the policy making process, consensus building, and extensive consultation are an important part of the programme. Specific activities such as workshops, joint studies, consultations and field visits do facilitate the implementation process and strengthen the consensus and ownership of the programme. The scholars argued on public administration as influenced by other factors in itself as a complex issue since many capacities and systems that involve stakeholders including the locals needed to be

developed at different levels since institutional set-up of programs appears to change and to be strengthened over time in order to foster medium and long term effectiveness on governance, accountability and transparency to the school feeding programme (De lava & Sidaner, 2011).

Lastly the third statement respondents strongly agreed and agreed that efficiency and effectiveness of policy making in the programme implementation process was ensured with a percentage of 71% and 13% respectively and also had a mean of 1.90 and a standard deviation of 1.03, which was lower than the averaged composite mean of 2.52 and standard deviation of 0.97. This statement was therefore negative since it did not support the successful implementation of school feeding programme in Baringo Central Sub-county schools. This statement agrees with the case study on Namibian School Feeding programme that pointed out the relevance of having monitoring and evaluation system in place forms part of the structures of the lead institution that are used for implementation and feedback. The author stated that policy documents serves as effective and efficient parameters for school feeding programmes in Namibia and has become a part of the education sector strategy. This study encourages efficiency and effectiveness in policy making which this research sought to point out its need (Ellis, 2012).

The above statements validate the findings that capacity building as an important factor to be considered when it relates to successful implementation of school feeding programme in Baringo Central Sub-County schools. From the statement of the problem the school feeding programme has been identified with institutional capacity challenges in that inclusivity and participation in policy making process, consensus building, and extensive consultation are seen to be factors affecting implementation of SFPs. This study acknowledged these challenges and advocate for a multi-sector participation and local involvement as from the beginning of the

planning stage in school feeding programme to enhance effective implementation of the programme.

### **5.2.2 Stakeholders Participation and Successful Implementation of SFP**

The first statement respondents strongly agreed and agreed the level of community representation is effective to the programme implementation process with a percentage of 65% and 26% respectively and also had a mean of 1.88 and a standard deviation 0.85, which was lower than the averaged composite mean of 2.57 and standard deviation of 0.97. This statement therefore is negative since it did not support the successful implementation of school feeding programme in Baringo Central Sub-County schools. This statement agrees with the study on community participation in rural Ecuador SFP that pointed out to the relevance of community participation and organizational cohesion in school-based health education with regard to food and nutrition. The study further indicated that meaningful participation of parents and community members in rural schools in low to middle income country such as Ecuador can be linked to an empowered stance towards the SFP which this statement point out (Torres & Simovka, 2017).

Also according to research on the relationship between school feeding programme and school attendance done in Bomet County, the scholar pointed the importance of involving the community and they should be consulted when designing SFP to ensure that they participates fully in its implementation. She further emphasized that 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 plan 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. In addition, all stakeholders should be involved in need assessments. Based on policies governing SFP, it is important to ensure that all components are implemented hence staff trained on skills of implementing units and arrangements for SFP to enhance the sustainability of the programme (Chelangat, 2011).

The second statement respondents strongly agreed and agreed that school faculties are represented in programme implementation process with a percentage of 45% and 19% respectively and had a mean of 3.90 and a standard deviation of 1.00, which was higher than the averaged composite mean of 2.57 and standard deviation of 0.94. This statement is therefore positive since it did support the successful implementation of school feeding programme in Baringo Central Sub-county schools. This statement agrees with research study on improving school feeding through participation that underlines the importance in efficiency and influence of inclusivity within school systems where SFPs is in operation. The findings of this literature were that mostly teachers as managers and administrators of the school systems were not actively involved in the SFP implementation leading to an ineffective delivery hence it acknowledged that there is need to make teachers be in charge of operations at some level in order to improve trust and cooperation that will enhance effective and efficient delivery of SFPs. This supports the current study and acknowledges the need of involving key stakeholders in the process of implementation of the SFPs (Iddrisu, 2018).

Lastly the third statement respondents strongly agreed and agreed that external stakeholders are involved in the programme implementation process with a percentage of 73% and 14% respectively and had a mean of 1.94 and a standard deviation of 0.98, which was lower than the averaged composite mean of 2.57 and standard deviation of 0.94. This statement is therefore negative since it did not support the successful implementation of school feeding programme in

Baringo Central Sub-County schools. Even though indeed various external stakeholders are involved in the SFPs it is indicated in the research done on assessing local production in school feeding in Kenya that the home-grown feeding school programme faces challenges in its implementation mainly in the absence of collaborations with non-governmental organizations that influence positively the programme's implementation process. The research indicated that the lack of external actors in participation and management was a challenge that hinders successful and sustainable implementation of the SFP in urban informal settlements and in ASALs. This points out the relevance of involving key government and non-government actors in the implementation progress of SFP since they play a fair role in the implementation process of the programme (USDA, 2009).

The above statements validate the findings that stakeholders' participation indeed is an important factor to be considered in the successful implementation of SFP in Baringo Central Sub-County schools. The findings put emphasis on the importance of involving stakeholders in the daily operations of SFP. This study acknowledges the need of all stakeholders such as the school managers, community and parents of pre-school children led by County Governments in joining hands in implementing SFP to pre-school children. This further commend the involvement of all stakeholders' should work in harmony to ensure greater responsibility that encourages growth and sustainability of the programme.

### **5.2.3 Collective accountability and Successful Implementation of SFP**

The first statement respondents strongly agreed and agreed that the community adapted M&E in the implementation process with a percentage of 40% and 30% and also had a mean of 3.62 and a standard deviation 1.11, which was higher than the averaged composite mean of 2.77

and standard deviation of 1.09. This statement is therefore positive since it did support the successful implementation of school feeding programme in Baringo Central Sub-County schools. This statement is well elaborated in the article of evaluating social accountability in SFP that considered that participation of the community and downward accountability depends on a system of other actors, institutions, and incentives. In order to ensure that the programme responds to a community problem and essential stakeholders, these existing diagnostic tools such communication, procurement systems and policy framework have to be proper utilized mostly by the community to ensure accountability in the implementation and sustainability of SFP (Johnson & Janoch, 2011).

The second statement respondents strongly agreed and agreed that monitoring and evaluation process included all stakeholders with a percentage of 46% and 25% respectively and also had a mean of 2.49 and a standard deviation of 1.07, which was lower than the averaged composite mean of 2.77 and standard deviation of 1.09. This statement is therefore negative since it did not support the successful implementation of school feeding programme in Baringo Central Sub-County schools. This statement agrees with research study on factors affecting the implementation of SFP which considered M&E as a crucial component towards successful implementation of SFP. The study emphasized on M&E, stressing on the adoption and involvement of all stakeholders in its process when it comes to SFP. The scholar pointed out that M&E was seemingly seen as an accountability mechanism in the SFP and the community are rarely involved in its process which the study points out as a hindering factor to the programme too. The study by the scholar concluded that there's need to involve both the stakeholders and the community members in monitoring and evaluation of the programme to ensure that the programme

objectives are implemented as scheduled and desirable outcomes are delivered accordingly (Kibet, 2017).

Lastly the third statement respondents strongly agreed and agreed that accountability and tracking integrity of the programme was utilized by all stakeholders in the implementation process with a percentage of 54% and 16% respectively and also had a mean of 2.20 and a standard deviation of 1.09, which was lower than the averaged composite mean of 2.77 and standard deviation of 1.09. This statement is therefore negative since it did not support the successful implementation of school feeding programme in Baringo Central Sub-County schools. This is statement agrees with the article on participatory evaluation on the era of accountability that emphasized on integrity need to be embedded in a culture of accountability. Accountability prevails in programmes which occur within a specific context that are either influenced by the economic, political, historical and social forces that shape that context. The article findings suggested that with the need of accountability in today's era, unexpected opportunities for participatory and meaningful evaluation should be created to encourage organizations to use evidence based practices that are deliberate on programme strategy, identifying common outcomes and using accountability measures to create opportunities for capacity building and organizational learning (Chouinard, 2013).

The above study validates the findings that supports the importance of collective accountability on the successful implementation of school feeding programme in Baringo Central Sub-County schools. Indeed M&E should be adopted and include all stakeholders in its process when it comes to accountability in the implementation and sustainability of the SFP. Other factors have been also been considered such communication, procurement systems and policy frameworks



to foster inclusivity among the communities to address the importance of successful implementation of SFP too.

### **5.3 Summary of Main Findings**

The purpose of this study was to establish the role of participatory monitoring and evaluation and the successful implementation of school feeding programme in Baringo Central Sub-County schools. It sought to assess the role of capacity building on the successful implementation of school feeding programme in Baringo Central Sub-County schools, examine the importance of stakeholders participation on the successful implementation of school feeding programme in Baringo Central Sub-County schools and point out the importance of collective accountability on the successful implementation of school feeding programme in Baringo Central Sub-County schools. The study adopted a descriptive design that study sample comprised of 69 people which computations were done using the formula the Yamane method. Questionnaires and interviews were used as data collecting tool and analyzed using tables and figures.

From the findings, the researcher found that capacity building does affect the successful implementation of school feeding programme when locals are involved in the policy making process and more emphasis should be considered in integrating and engaging stakeholders in the programme implementation process. Efficiency and effectiveness should be polished to ensure successful policy making in the programme implementation process. This study quotes that even though public administration together with other factors that involve capacity building do indeed take time, it is however of greater importance to initiate the various elements such as multi-sector planning, participation and local involvement as from the beginning of the implementation stage to ensure successful implementation and sustainability of SFP.

The study findings also expressed that stakeholders' participation does affect the successful implementation of School Feeding Programme in Baringo Central Sub-County schools when school faculties are represented in programme implementation process and more emphasis were that the community should be represented in the programme implementation process and also external stakeholders should be involved in the programme implementation process. This study commends that involvement of all stakeholders such the school administrators and the teachers in general does ensure greater responsibility that encourages growth and sustainability of the programme.

Lastly the findings of the study also indicated that collective accountability does affect the implementation of School Feeding Programme in Baringo Central Sub-County schools when the community adapts M&E in the implementation process. More emphasis is encouraged by this study that stakeholders should be involved more in monitoring and evaluation process, hence accountability and tracking integrity of the programme should also be utilized by all stakeholders in the implementation process by all system of actors, institutions, and incentives. This is important to ensure that the programme responds to community problems and essential stakeholders and study findings establish that M&E should be adopted and include all stakeholders in its process to ensure accountability in the implementation and sustainability of the SFP, other factors such communication, procurement systems and policy framework should be considered in order to ensure that the school feeding programme responds to the community and stakeholders problems who all play a vital role towards successful implementation of SFP.

#### **5.4 Conclusion**

The study examined the role of participatory monitoring and evaluation and the successful implementation of school feeding programme in Baringo Central Sub-County schools. The

following conclusions were made that capacity building plays a vital role on the successful implementation of School Feeding Programme when it relates to successful implementation of school feeding programme in Baringo Central sub-county schools. From the statement of the problem, school feeding programme has been identified with institutional capacity challenges in that inclusivity and participation in policy making process, consensus building and extensive consultation are seen to be factors affecting implementation of SFPs. This study advocated of capacity building which plays a vital role on the successful implementation of School Feeding Programme in Baringo Central Sub-County schools.

The study results also established that stakeholders' participation does favour the successful implementation of School Feeding Programme in Baringo Central Sub-county schools positively when the community is represented in the programme implementation process. The findings put emphasis on the importance of involving stakeholders in the daily operations of SFP. This study acknowledges the need of all stakeholders such as the school managers, community and parents of pre-school children led by County governments in joining hands in implementing SFP to pre-school children which considers the successful implementation of SFP in Baringo Central Sub-County schools.

Finally, the study concludes that collective accountability does affect the implementation of School Feeding Programme in Baringo Central Sub-County schools positively when M&E is adopted and included by all stakeholders in its process and when it comes to accountability in the implementation and sustainability of the SFP. Other factors have also been considered such communication, procurement systems and policy framework in order to ensure that the school feeding programme responds to the community and stakeholders problems which do further play a vital role towards successful implementation of SFP too. The study concluded that the

stakeholders should consider M&E and other factors such communication, procurement systems and policy framework in order to ensure that the school feeding programme responds to the problems that affect successful implementation of SFP.

### **5.5 Recommendations**

This study recommend that conscious efforts need to be made in terms of sustainable participation and sensitization, since it's importance to the school going children should be interpreted and also consider the Government, County Governments, school administrators, NGOs and community at all level of this programme. It also recommends that trainings on the implementation of the school feeding programme to the community should be regular to task them with the responsibility of managing the programme at local level.

### **5.6 Area for Further Research**

The suggested areas of research are in relation to importance of participatory mechanisms to school feeding programme such as the role of Government initiating public participation in the implementation of school feeding programme, contribution of community in the implementation of school feeding programme and lastly the direct effect of County Government in the successful implementation of school feeding programme.

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## APPENDICES

### APPENDIX I: INTRODUCTORY LETTER

15 May 2019

Dear Respondents,

#### **RE: RESEARCH PROJECT**

Kevin Chege Murigia is a current student at Africa Nazarene University undertaking A Post Graduate Diploma in Monitoring and Evaluation. Towards the end, he is undertaking his research on the role of participatory monitoring and evaluation on the implementation of school feeding programme in Baringo Central Sub County schools. He has selected the involved stakeholders more specifically from Baringo County to form part of the respondent for his research proposal. I will appreciate if you could answer the following questions as comprehensively and as truthful as possible.

The research will require you to avail your time to help answer the questions prepared in the questionnaire. The information collected from this proposal will be used for academic purposes only.

Africa Nazarene University will highly appreciate your assistance in this regard.

Yours

Sincerely,

Kevin Chege Murigia

18S03ETME004

## APPENDIX II: QUESTIONNAIRE

I am a student at ANU (Africa Nazarene University) in post graduate diploma in Monitoring and Evaluation. I am doing a research on the role of participatory monitoring and evaluation on the implementation of school feeding programme in Baringo Central Sub County schools.

These questionnaires will be based on the purpose of this study only and assisting in collecting of the data by providing your comments is highly valued. Any information provided in this questionnaire shall be handled within the context of the study only and shall be treated with strict confidentiality.

### Section A (Personal Information)

Please answer the questions in the spaces provided.

(Tick as appropriate)

- |  |                                     |
|--|-------------------------------------|
| 1. Gender: Male [ <input type="checkbox"/> ] | Female [ <input type="checkbox"/> ] |
| 2. Age                                       |                                     |
| 41 and Above                                 | [ <input type="checkbox"/> ]        |
| 36 – 40                                      | [ <input type="checkbox"/> ]        |
| 31 – 35                                      | [ <input type="checkbox"/> ]        |
| 26 – 30                                      | [ <input type="checkbox"/> ]        |
| 20 – 25                                      | [ <input type="checkbox"/> ]        |
| 3. Highest level of Education                |                                     |
| Post-Graduate                                | [ <input type="checkbox"/> ]        |
| University                                   | [ <input type="checkbox"/> ]        |
| College                                      | [ <input type="checkbox"/> ]        |
| Secondary                                    | [ <input type="checkbox"/> ]        |
| Other (Specify) _____                        |                                     |

4. What is your role in the implementation of the School Feeding Programme?

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5. How long have you worked on the programme?

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## Section B

### Capacity Building

Does capacity building affect the implementation of School Feeding Programme in Baringo Central Sub-county schools?

Yes [  ]

No [  ]

If yes to the above, please explain \_\_\_\_\_

To what extent does capacity building affect the implementation of School Feeding Programme in Baringo Central Sub-county schools?

On a scale of 1-5

- 1 = Strongly agreed, 2 = Agreed, 3 = Neutral, 4 = Disagree and 5 = Strongly Disagree.

		1	2	3	4	5
1	Local involvement in policy making process					
2	Integrate and engage all the stakeholders in programme implementation process					
3	Efficiency and effectiveness of policy making in the programme implementation.					

## Section C

### Stakeholders Participation

Does stakeholders' participation affect the implementation of School Feeding Programme in Baringo Central Sub-county schools?

Yes [ ]

No [ ]

If yes to the above, please explain \_\_\_\_\_

To what extent does stakeholders' participation affect the successful implementation of School Feeding Programme in Baringo Central Sub-county schools?

On a scale of 1-5

- 1 = Strongly agreed, 2 = Agreed, 3 = Neutral, 4 = Disagree and 5 = Strongly Disagree.

		1	2	3	4	5
1	Level of local community representation effective in the programme implementation process					
2	Level of school faculties representation in programme implementation process					
3	Level of external stakeholders' involvement in the programme implementation process					

## Section D

### Collective Accountability

Does collective accountability affect the implementation of School Feeding Programme in Baringo Central Sub-county schools?

Yes [  ]

No [  ]

If yes to the above, please explain \_\_\_\_\_

To what extent does collective accountability affect the implementation of School Feeding Programme in Baringo Central Sub-county schools?

On a scale of 1-5

- 1 = Strongly agreed, 2 = Agreed, 3 = Neutral, 4 = Disagree and 5 = Strongly Disagree.

		1	2	3	4	5
1	Community M&E adaptability in the implementation process					
2	Monitoring and evaluation process inclusive of all stakeholders.					
3	Accountability and tracking integrity of the programme utilized all stakeholders in the implementation process					

## Section E

### Implementation of School Feeding Programme

Does successful implementation of School Feeding Programme affect education in Baringo Central Sub-County?

Yes [  ]

No [  ]

If yes to the above, please explain \_\_\_\_\_

To what extent does the successful implementation of School Feeding Programme affect education in Baringo Central Sub-County?

On a scale of 1-5

- 1 = Strongly agreed, 2 = Agreed, 3 = Neutral, 4 = Disagreed and 5 = Strongly Disagreed.

		1	2	3	4	5
1	Successful implementation of school feeding programme increase number of pupils' enrolment.					
2	Stakeholders' role in successful implementation of school feeding programme increase its sustainability					
3	Better implementation process effective on successful implementation of school feeding programme					

The researcher intends to take part in the activities outlined in the table below with the given number of days:

<b>Activities</b>	<b>Time</b>
Collection of data	2 Weeks
Editing of the data	1 Week
Typing	4 Days
Marking	3 Days
<b>Approximate time taken</b>	<b>1 Month</b>



List of the items that will be necessary for the research are as follows:

<b>Items</b>	<b>Cost per item</b>	<b>Total Cost</b>
Computers	Kshs 60,000	Kshs 60,000
Flash Disc	Kshs 500	Kshs 1,000
Pens	Kshs 20	Kshs 200
Books	Kshs 100	Kshs 2,000
Notebooks	Kshs 50	Kshs 500
Papers	Kshs 10	Kshs 300
Credits	Kshs 100	Kshs 1,000
<b>Total</b>	<b>Kshs 60,780</b>	<b>Kshs 65,000</b>