

**CONTRIBUTION OF SCHOOL FEEDING PROGRAMME ON PARTICIPATION OF LEARNERS  
IN BASIC EDUCATION IN RUSIZI DISTRICT-RWANDA**

BY

NIYOMUGABO Modeste

Registration Number: **219014365**



A thesis submitted in partial fulfilment of the requirement of the degree in Education Leadership and Management

October, 2022

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BACHELOR'S DEGREE IN SCIENCE EDUCATION



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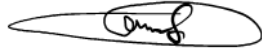
By NIYOMUGABO MODESTE

October, 2022

## DECLARATION

I, NIYOMUGABO Modeste declare that this thesis is the result of my own work and has not been submitted for any other degree at the University of Rwanda or any other institution. It passed through the anti-plagiarism system and found to be compliant.

Names: NIYOMUGABO Modeste



### **Supervisory team**

**Supervisor: Dr. Philothere Ntawiha**

**Co-Supervisor: Dr. Jean Leonard Buhigiro**

## **DEDICATION**

This research is dedicated to the Almighty God for giving me the ability to complete this work and my family and my Supervisor Dr. Philothere Ntawiha as well as my co-supervisor Dr. Jean Leonard Buhigiro for standing with me throughout the entire project.

## **ACKNOWLEDGEMENT**

I first thank the Almighty God who gave me strength to carry out the research. I send my thanks to my beloved wife who strengthen me in every tough situation and my entire family who never get tired of giving me a hand where necessary.

I wish to express my appreciation to my Supervisor Dr. Philothere Ntawiha and Dr. Jean Leonard Buhigiro for his guidance, encouragement and wise suggestions that help me to carry out this work. May God bless them.

## **ABSTRACT**

The Government of Rwanda introduced major reforms of School Feeding Programme (SFP) in the education sector to improve the participation of 9Years Basic Education students.

This study had the objectives of finding out the extent to which the SFP affect the enrolment of learners; to determine the extent to which the SFP contribute to learner's school attendance and to examine the extent to which SFP affect the school retention of learner's in basic education in Rusizi District-Rwanda. It was conducted in this area because for many years there had been massive dropout rate of learners due to poverty as those who fails Primary Leaving Exam (PLE) had to go in private schools which was so expensive to many parents. Hence many learners were forced to go and look for menial job in order to support their parents. This study particularly focuses on the contribution of the SFP on the participation of learners in education as well as the community involvement in the SFP influences learner's participation rate in basic education schools.

The targeted population consisted of 45 head teachers, 3000 parents, 300 teachers and 32800 Learners. The researcher to get sample in this study used purposive sampling.

To collect data in this study the researchers used the tools namely Questionnaires, interview and observation. Those collected data were quantitative and qualitative in nature and they were analysed using Statistical Package for the Social Sciences (SPSS) and the results were presented mainly in tables and figures.

This study has found that SFP increase the enrolment rate of leaners; it increase also the attendance of learners and it increases retention of learners in basic Education in Rusizi-Rwanda, thus this study recommend the parents to be involved in the SFP as it help the learners to learn in the smooth environment which give the school staffs to take fully care of the learners as they stay at school at lunch time ;reduce the drop-out rate as well as to improve their wealth.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

**9YBE:** Nine Years Basic Education

**12YBE:** Twelve Years Basic Education

**AIDS:** Acquired Immune Deficiency Syndrome

**CRS:** Catholic Relief Services

**CFSVA:** Comprehensive Food Security and Vulnerability Analysis and Nutrition Survey

**DR:** Drop-out Rate

**EDPRS:** Economic Development and Poverty Reduction Strategy

**EICV:** Enquête Intégrale sur les Condition de vie des Ménages  
(Households Living Conditions Survey)

**ESSP:** Education Sector Strategic Plan

**FAO:** Food and Agriculture Organisation of the United Nations

**FSA:** Foodbank South Australia

**GER:** Gross Enrolment Rate

**GoR:** Government of Rwanda

**HIV:** Human Immune Deficiency Virus

**IFAD:** International Fund for Agricultural Development

**MDG:** Millennium Development Goal

**MIFOTRA:** Ministry of Public Service and Labour

**MIGEPROF:** Ministry of Gender and Family Promotion

**MINAGRI:** Ministry of Agriculture and Animal Resources

**MINALOC:** Ministry of Local Government

**MINECOFIN:** Ministry of finance and Economic Planning

**MINEDUC:** Ministry of Education

**MINICOM:** Ministry of Trade and Industry

**MINISANTE:** Ministry of Health

**NER:** Net Enrolment Rate

**NGO:** Non-Governmental Organization

**OVC:** Orphans and Vulnerable Children

**PR:** Promotion Rate

**SFP:** School Feeding Programme

**UNAIDS:** United Nations Joint Programme on HIV

**UNDAF:** United Development Assistance Framework

**UNEG:** United Nations Evaluation Group

**UNICEF:** United Nations Children's Fund

**USA:** United States of America

**USDA:** United States Department of Agriculture

**WFP:** World Food Programm

## **Chapter 1: General introduction**

Each individual in order to participate effectively in the development of the country need to be educated. Hence provision of food make education taking place smoothly as the food is the basic need for human beings.

School feeding Programme (SFP) is important and crucial in order to provide food in schools so that education take place effectively and smoothly. Food will sustain good health to the learners. The children from the families in poverty they face ineffective learning as their family cannot provide food to them. SFP can contribute to their learning through enhancing cognitive abilities and eluding hunger

SFP can be used to discourse temporary hunger to make an important contribution in the improvement of effectiveness in teaching and learning. When learners take their lunch at School in this case there is minimization of wasting time as learners may spend much time travelling from school to home for lunch time. Education wastage has been defined by (Nwankwo, 1981) as an incompetent use of educational resources which involves, repeaters, dropouts, misguided types of education, pre-mature withdrawal as well as the unemployment of school leavers.

(Pitan, 2012) defined the education wastage as when an investment doesn't give the results that it was intended to produce at a level considerably lower than it was set for itself. Thus SFP can make easier to control all the mentioned issues once it is introduced in the school, reinforced and implemented in totality in the whole country.

## **1.2. The background of the problem**

School Feeding Programme can be defined as the intervention that give food or snacks to children at school in order to improve their enrolment, attendance, nutritional status and learning outcomes (Kearney,2010).It gives contribution to well-being of learners as well as to education. As revealed by (Fader et al., 2011) a child who is hungry cannot learn well, grow hence she or he can face many problems in terms of health in the future due to lack of skills and knowledge that would have been acquired through education. SFP can helps to bring the learners out of hunger as well as into school especially those from poor families.

School feeding stands directly as a response to the Millennium Development Goals (MDGs) related to hunger eradication, achieving universal primary education and promotion of gender equality and empower women, and indirectly to reduction of child mortality and improvement of maternal health (Mohammed Sulemana, 2013)

Nearly half the world's school children that is more than 310 million, in low-income and middle-income countries eat a daily meal at school. India now feeds more than 100 million children, Brazil 48 million, China 44 million, South Africa and Nigeria each more than 9 million (WFP, 2019).The SFP helps the children to join the schools and stay there it can increase the enrolment of learners by 9%. This report also states that in countries like Bangladesh the fortified biscuits increased the enrolment of learners by 14.2 % and reduced the probability of school dropout by 7.5%. Forty-five studies carried out around all the World show that children who receive a school meal during the entire school year attend school four to seven days more than those who do not receive meals at school (Leser, 2013)

In his study (Leser,2013) reveals that through surveying the region that contained eighteen million learners of different educational levels and ages, the SFP reduces the risks for students drop out. It increases learning as well as to address the issue of poor performance of schools as it prevents the worsening of nutrition deficiency

SFP helps to get learners into school especially girls and keep them there, by reducing absenteeism rate and increasing enrolment rate which are some of the indicators of school participation. SFP contributes to gender equality in education as it promotes access to school for disadvantaged boys, girls and other vulnerable learners(Fader et al., 2011)

In Brazil, SFP started in 1954 to address child hunger and improve school attendance (Chatterjee, 2016). At the beginning, it was about a matter of feeding kids to go to school because some of them were very hungry and this action led them to attend often. In 2003,SFP was made a part of the national Zero Hunger Program to reduce hunger and ensure food security where the estimate of forty four million people that is twenty eight percent of the total population of Brazil, made less than \$1 a day and this program helped to reduce the hunger levels(Chatterjee, 2016).

In the USA, SFP provide the school meals for free, or at a government-subsidized price to the US learners from poor families. Those provide meals have the ability to increase household food security. Thus improvement of learners' health and expansion of education opportunities ( Bartfeld, J. S., & Ahn, 2011). The biggest school meal program in the United States is the National School Lunch Program (NSLP), signed into law by President Harry S. Truman in 1946,which aimed to provide foundation for good nutrition health and fight against malnutrition (Bartfeld, J. S., & Ahn, 2011)

In France some schools have a canteen where students get food for lunch from and local authorities are responsible for the meals of primary school students (Weichselbaum, E., Gibson-Moore, H., Ballam, R., & Buttriss, 2010). In Ireland the Nutrition and Health Foundation (NHF) is a multi-stakeholder organisation that aims to communicate evidence-based information about healthy nutrition in Ireland. This organisation aimed to provide students with healthy nutrition in order to increase school attendance and to improve their daily diet.

The (UNWFP, 2017) state that experts from six Southeast Asian nations have met in Cambodia under the coordination of the United Nations World Food Programme (WFP) to discuss on how best to offer school meals for learners in their countries. The SFP is considered as a crucial program that stimulates equitable access to quality education for learners in poor communities and enables them to continue their education into upper levels. The (UNWFP, 2017) added that the school meals increase learners' school attendance as well as improvement of their performance.

According to FSA (2020) Foodbank South Australia has identified that learners suffering food insecurity often require more than just breakfast if they are to be given an equal start in life. The lack of adequate food has a significant impact on their school day, overall attendance and learning capabilities. The regular provision of healthy and tasty lunches as well as the provision of a nutritious breakfast means that children will leave school having the opportunity to know that good food tastes better than the alternative. They feel better because of eating good food and that they are in a better place physically and mentally to learn and be the best they can (FSA, 2020)

A study conducted by Agence Française de Développement (AFD) and the World Bank in Sub-Saharan Africa show that the school feeding program has a positive impact on children's education particularly in Burkina Faso, Kenya and Senegal (WFPs, 2019).

This study also states that the students' attendance in Madagascar increased from 88% to 98% in the period of two years after the introduction of take-home meals.

In this country, the take-home meals reduced the school dropout rate by over 40% particularly in adolescent girls. The same report add that in countries like Burkina Faso the take-home meals increased the students' attendance by 90% and boosted the girls' enrolment rates to 6%.

Langinger (2011) states that in Kenya, school meals are used to attract student at school in basic education in terms of enrolment, attendance, student retention at school and reduction of school dropout. Schools have become convenient and natural setting for implementing health and education interventions. SFP is just one facet of school health initiatives, as other programs. Additionally, SFP directly addresses MDGs of reducing hunger by one-half, achieving universal primary education, and achieving gender parity in education (World Bank& United Nations World Food Programme, 2013).

In the poorest districts of Rwanda school meals are a lifeline for many families.

A daily school meal provides a strong motivation to send learners to school and keep them there hence it helps reduce the drop-out rate, increase the school attendance and enrolment thus improvement of learning(Sesonga,2019). A school-feeding programme for highly vulnerable districts formerly supplied with food from WFP was moving toward closedown with only about 80 schools covered. In 2012-13 a “white paper” by MINEDUC/WFP outlined, and justified the national “Home Grown School Feeding Programme” (Ministry of Local Government, 2014).

In Rusizi district there is also limited district ownership and low community and parental participation in school feeding and school gardening programmes at the primary level. The learners’ participation in basic education in Rusizi district is not promising. This study aims to find out whether this low participation is due to hunger or other factors at school.

### **1.3. The statement of the problem**

The School Feeding Program is one of the programs that contribute to participation of learners in basic education through providing a strong incentive to send children to school and keep them there, it helps to increase school enrolment and attendance rates, decrease dropout rates, and improve learning (Sesonga, 2019).

However, MINEDUC (2018) reveals that the participation rate of learners aged between 3-6 years (Nursery age group), 7-12 years (primary age group), 13-18 years (secondary age group) and 19- 23 years (tertiary age group) respectively stands at 24.2%, 98.7%, 72.1% and 16.6% This shows that special attention should be taken to increase the participation of population aged between 3-6 years, 7-12 years, 13-18years and 19-23 years. This study aims to find out how the school feeding program contribute to the increase of learner's participation in basic education in Rusizi district-Rwanda.

### **1.4. Objectives of the study**

The aims of this study was to find out the contribution of school feeding programme on participation of learners in basic education in Rusizi district-Rwanda.

The research objectives of this study are the following:

- 1.To find out the extent to which the SFP affect the enrolment of learners in basic education in Rusizi district of Rwanda
2. To determine the extent to which the SFP contribute to learners' school attendance in basic education in Rusizi district of Rwanda.
3. To examine the extent to which school feeding programme affect the school retention of learners in basic education in Rusizi district of Rwanda.

### 1.5. Research questions

This study focused on answering the following research questions.

1. To what extent does the SFP affect the enrolment of learners in basic education in Rusizi district of Rwanda?
2. To what extent does the SFP contribute to learners' school attendance in basic education in Rusizi district of Rwanda?
3. What is the extent to which school-feeding programme affects school retention of learners in basic education in Rusizi district of Rwanda?

### 1.6. Significance of the study

This study is expected to be significant to the policy makers, parents and local community, head teachers, teachers and students in the following ways:

**Policy makers** will get to know the contribution of the SFP to learners' participation in basic education and different success stories of some schools that can help them in elaboration of new policies and amendment of current ones where necessary hence, the results of this study will be evidence based.

**Head teachers:** will understand the contribution of the SFP to students' enrolment, attendance, retention and academic performance of the learners and learn different possible approaches that can be used in order for the SFP to be effective in their respective schools.

**Parents and local community:** will understand their role not only in the school feeding program effectiveness but also in the improvement of the quality of education that their children need and how they can work hand in hand with the school administration and students for the SFP to be effective at school and improve the nutritional status of their children.

**Teachers:** will get to know their role in the SFP and teach learners who are able to acquire knowledge, skills, attitude and values hence students will not be hungry.

**Students:** as the main stakeholders of the SFP, they will understand the importance of going to class when they are not hungry and try to be cooperative to their parents and look for different measures that can be taken in their families for this program to be effective. In addition, they will try to be flexible to whichever approach that can be taken by their parent for the effectiveness of this program.

The findings of this study aimed to guide the educational policy makers to take relevant policies pertaining SFPs. It can also be used by WFP on improvement of their effectiveness and efficiency when arranging their strategies. The results also will assist the school administrators in their administration especially when planning about issues concerning feeding

This study will be a benefit to teachers and learners as well as an enhancement of their understanding and perception of factors promoting effective teaching and learning as well as to determine the best strategies to use for a teacher while teaching. This study also will contribute to inform the status of SFP in Rusizi district so that they can be inspired to improve or promote the SFP in the whole country hence they will be increasing learning outcomes.

### **1.7. Definition of terms**

**Participation of learners:** This term is used in this study to mean the attendance, enrolment rate as well as retention rate of learners.

**Enrolment rates** is the number of children enrolled in school as a percentage of the total learner's population (Clayman & Heritage, 2014)

**Attendance** is a measure of the number of children who attend school and the amount of time they are present (Clayman & Heritage, 2014)

**Investment** is the total budget to school feeding by the government or WFP or an estimation of that budget (Duce1 & España2, 2003)

**Retention** is the children who stay in school until the completion of primary education. (Linda Serra Hagedorn, 2006)

According to (M.Lawson, 2012) **School feeding programme** is programme that provide both health and educational benefits to the most vulnerable children by increasing enrolment of the learners and reducing the absenteeism.

### **1.8. Theoretical framework**

This study was guided by theory of human capital which says that economists have long known that people are an important part of the wealth of nations. Measured by what labour contributes to output, the productive capacity of human beings is now vastly larger than all other forms of wealth taken together (Shultz, 1961) and by the human needs theory of Maslow (1943). According to Maslow theory, there are certain minimum requirements that are essential to decent standards of living. These are known as physiological needs. They include food, shelter, health and clothing. They are primary needs and have to be provided before other needs such as security and shelter, sense of belonging and affection, love, esteem and finally self-actualization are pursued. Maslow proposed that man's drive towards certain direction can be arranged in a hierarchical order according to his needs.

The first level of physiological needs is the needs that everyone needs on a daily basis for survival and includes basic needs like food, shelter and clothing. The second level is that of security of the self and of the physiological needs. The third level is of social need, which is a need to belong to a certain group or association. This includes friendship, love and belonging. The fourth level is that of self-esteem, which a sense of self-respect and self-motivation is. It also includes how one may relate to other people. The last level is of self-actualization, whereby man strives towards a viable experience and personal growth. As earlier stated, according to MINEDUC, (2013) its mission is to transform Rwandan citizen into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education, focusing on combating illiteracy, promotion of science and technology, critical thinking, and positive values.

Therefore, the government and parents need to invest in their children in order to achieve this mission. As it is impossible for the students to learn accurately with empty stomach, so school-feeding program must be taken into account and we do not have to forget that it helps in increasing the enrolment rate and decreases the dropout rate (Shultz, 1961)

As the previous is not enough to support my research, I also use the theory of human capital. For the latter, many paradoxes and puzzles about our dynamic, growing economy can be resolved once human investment is taken into account. More than a half of Rwandans are teenagers and they need to be invested in quality education where SFP is corner stone, in order to have a very well knowledgeable and skilled labour with distinguished attitudes and values that help in the development of our country. If a country expects to develop and reduce poverty, then it has to provide education to its entire people. Investment 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

### 1.8. Conceptual framework

The conceptual framework of this study is illustrated using Figure below showing the relationship between independent variable; the school feeding program and dependent variable; Learners' participation in Basic education. In order to investigate the contribution of s feeding contribute on the participation of the learners in basic education.

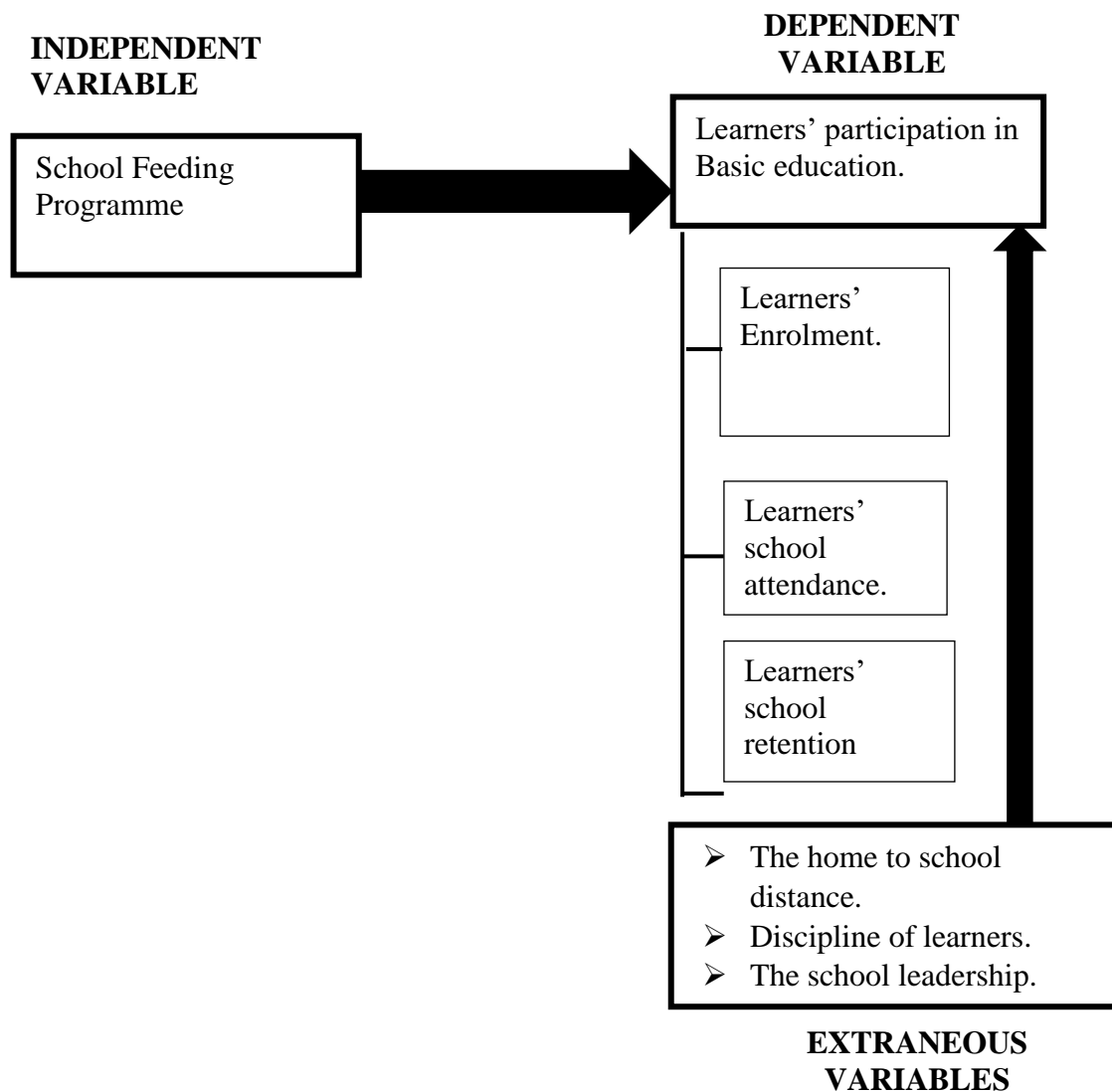


Figure 1: Conceptual Framework

## **Chapter 2: Literature review**

### **2.1. Introduction**

Numerous studies have been undertaken by scholars in an attempt to explain the contribution of school feeding programme on participation of learners in education. Components related to this study are reviewed under the following sub-headings; overview of the school feeding programmes, influence of school feeding programmes on learners' school enrolment, influence of SFPs on learners' school attendance and impact of SFPs on learners' school retention in basic education.

### **2.2. Overview of the school feeding programmes**

As earlier stated the school feeding programme is defined as the intervention that give food or snacks to children at school in order to improve their enrolment, attendance, nutritional status and learning outcomes (Kearney, 2010). For Elijah and Frederick (2015) SFP is defined as the target social safety net that provide both educational and health benefits to the more vulnerable children, thereby increasing enrolment rate, reducing absenteeism and improving food security at the household level.

The elementary education became compulsory in 1870s where many poor school children were to attend regularly the school while underfed and unable to benefit from education (Finch, 2019). In 1906, the British Parliament passed the permissive Education (Provision of Meals) Act allowing Local Education Authorities (LEAs) to provide free meals to elementary schoolchildren funded out of the local rates. Ratepayer funded feeding programmes enabled under-nourished schoolchildren to benefit from the nation's compulsory elementary education (Finch, 2019)

According to the (WPF, 2019) SFP is increasingly recognised as a major investment in both human capital and in local economies which has accelerated country-led demand. It is seen as playing an important role not only in emergency contexts but also in social stability, peace-building and national development.

Re-imagining School Feeding calls for increased investment targeted at the ages of 5-21, where new evidence shows the maximum impact on developing human capital potential. School feeding goes far beyond the plate of food, producing high returns in the critical areas like education and gender equality, health and nutrition; social protection and local economies and agriculture.

The (WPF, 2019) also states that a study by Agence Française de Development (AFD) and the World Bank in Sub-Saharan Africa, found school feeding to be an impactful intervention for boosting student learning; particularly in Burkina Faso, Kenya and Senegal. School feeding programmes can help get children into school and help them stay there; studies have shown programmes can increase enrolment by an average of 9%. As also stated by the World Food program, fortified biscuits in Bangladesh have improved school enrolment by 14.2% and reduced the probability of dropouts by 7.5%. In Madagascar, attendance rates increased from 88% to 98% over two years after the introduction of take-home rations.

According to (I. Torres and V. Simovska, 2017),, the study on health education and health promotion at school by analysing community participation in the SFP in rural schools in Ecuador, they conclude that, in the critical interpretation of the Health Promoting School (HPS) approach, a school that aims at improving both health and education outcomes of children would do well to work with and across the community, including parents, based on school- as well as community-identified priorities related to nutrition, health and well- being. Particularly in small, disadvantaged rural schools in low and middle-income countries, the participation of the community and parents is essential to achieve the health promotion and education goals of both the school and the community.

According to (Gelli, 2015) the SFP has been revealed having a significant increases in enrolment,as he stated that the changes on enrolment varied by gender and modality of school feeding provision.

According to (Cesare, 2009) SFP contributes to well-being of learners and education. It responds directly to the Millennium Development Goals (MDGs) related to hunger and poverty (MDG 1), education (MDG 2) and gender equality (MDG 3), and indirectly to child mortality and maternal health (MDGs 4 and 5).

### **2.3. Influence of school feeding programmes on learners' school enrolment**

According to (Adekunle, Taylor D., Christiana, & Ogbogu O., 2016) in their research carried out in Osun State, Nigeria, they revealed that there has been a steady increase in pupils' enrolment as a result of the school meals; this is because majority of the respondents (78.4%) strongly agreed with this opinion with a mean score of 4.76. They added that the feeding programme encourages punctuality of pupils in school.

According to (Elijah Y. & Frederick D., 2015) assessment on the contribution of the school feeding to learners' enrolment, they had to look at the situation before and after the implementation of the SFP and found that enrolment before the introduction of the SFP stood at 35.8%, but increased phenomenally to 64.2% after the implementation of the programme. They added that the Education Director in the area, a man of 47 years old said that he can confidently say that there is no child of school age in this community who is currently not in school as he speaks, there are even under aged children who come to school because of the food prepared.

According to (Mkanyika, 2014) report, the school feeding program is the key attraction for the children who enrol in primary schools of flood prone areas of Garsen division, Tana Delta district in Kenya. She added that lack of motivation was one of the reasons that keep the student out of the school and one of these motivations was the school meals (Mkanyika, 2014) reported.

According to (Abotsi, 2013) in his study carried out in all schools implementing the school feeding programme in Ghana, he found that that enrolment per ten thousand population increased from 34.98 in 2004/05 to 35.34 in 2005/06 academic year. The figure fell in 2006/07 and thereafter began to increase again.

The school feeding program was introduced in the 2006/2007 and after its implementation; enrolment rate kept rising till in the 2008/09 academic year depicting the positive impact of SFP on pupil's enrolment. However the enrolment per ten thousand populations decreased in 2009/10 academic year after which it went up again in 2010/11. All of the results above show how the SFP positively influenced the students' enrolment in primary schools of Kenya (Abotsi, 2013) declared.

#### **2.4. Influence of school feeding programmes on learners' school attendance**

According to (Adekunle, Taylor D., Christiana, & Ogbogu O., 2016) in their research carried out in Osun State, Nigeria, they revealed that 58.6% of the respondents indicated that the feeding programme has encouraged regular pupils' attendance in schools. Moreover, 44.8% of the respondents strongly agreed that there was an improvement in pupils' retention in school, with a mean score of 4.42.

According to (Elijah Y. & Frederick D., 2015) assessment on the contribution of the school feeding to learners' attendance where they had to look at the situation before and after the implementation of the SFP. They found that before the implementation of the programme, only 22% of pupils attended school throughout the week while 36.7% attended school three times in a week. While after the introduction of SFP, pupils' attendance to school throughout the week increased to (65.4%).

According to (Rosso, 1999) the SFPs are one of several interventions that can address some of the nutrition and health problems of school-age children. SFPs, and other school-based nutrition and health programs, can also motivate parents to enrol their children in school and to see that they attend regularly. Experience shows that properly designed and effectively implemented SFPs can alleviate short-term hunger in malnourished or otherwise well-nourished schoolchildren. This helps to increase the attention and concentration of students producing gains in cognitive function and learning.

A US study showed the benefits of providing breakfast to disadvantaged primary school students. Before the start of a school breakfast program, eligible (low-income) children scored significantly lower on achievement tests than those not eligible. Once in the program, however, the test scores of the children participating in the program improved more than the scores of non-participants. The attendance of participating children also improved (Meyers, 1989).

### **2.5. Impact of school feeding programmes on learners' school retention in basic education.**

According to (Konzabre, 2018) in his study carried out in Ghana, he revealed that the SFP has improved the school retention from 93.02% in academic year 2010/2011 before the introduction of the SFP to 99.3% in 2012/2013 after the introduction of the programme. It reduced the school dropout rates from 6.98% in 2010/2011 to 0.7% in academic year 2012/2013 and the results show that there is a positive relationship between the school feeding program and the school retention.

According to (Chikuni, 2010) the increased community involvement in schools' activities as a school feeding program initiative highly influences pupil's retention in public primary schools. She added that indicators of increased community involvement in schools' activities as a school feeding program initiative that lead to high influence are enumerated as; participation in reducing dropout rate, enhancing pupils' transitional rate. Advocacy on school feeding program encourages all pupils to remain in school until they complete school and create a social pressure for parents to enrol and retain their children to school.

In their research, (Elijah Y. and Frederick D., 2015) noticed that the National School Feeding program increased the learners school retention due to the decrease in school drop-out numbers from 73.8% before the introduction of the programme and 26.2% after the introduction of the NSFP.

They also noticed that the Chi-square test of the hypothesis that there is a statistically significant relationship between the implementation of the Ghana school feeding programme and school dropout rates among pupils. It gave ( $\chi^2=29.767$ ,  $df= 4$ ,  $P=0.000$ ) indicating that the operation of the programme has significantly improved pupils' retention in school compared to the period before the introduction of the programme.

According to (Rosso, 1999) the evaluation of a school feeding program in Burkina Faso found that school canteens were associated with increased school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Abdullahi, 2012)

## **2.6. Rationale of school feeding programmes**

SFP is a tool that nowadays excellently enables hundreds of millions of poor learners worldwide to attend school in developed and developing countries alike (WFP, 2004).

The hungry children who need a help of school meals are even in the most developed nations. In Finland, Japan and United States, millions of school children are benefiting from school feeding. Examples of excellent programmes which have been sustained over several decades (UNESCO, 2010). SFP can enable children to go to school despite of hunger and poverty.

The Sources of finances for SFP to schools may have influence on retention rates and enrolment. This can be viewed in terms of Funds and forms and source of food distributed during SFP.

## **2.7. Funds for SFP on retention rates**

There are various ways through which food may be procured for the SFP. For instance in the United States of America, each fiscal year, treasury releases money to the agricultural secretary, who in turn makes the money available to the states. Then the state agency disburses money to the school food authority that then purchases the food (Russell, 2014). Until recent past (for example in Kenya in 2009) food for these programmes often came from donations from Development Partners in the form of food aid delivered through organizations such as World Food Programmes (WFP). These days emphasis has been on local, that's national or community level procurement for the case of Burkina Faso (Upton, 2012). At local level for example Kenya, the Home Grown School Feeding (HGSF) model was introduced to source as much food as possible from local communities to keep down costs and support agriculture. Funds for food procurement (budget fixed as Kshs 7 per child per day) are channelled directly from Ministry of Education to dedicated school bank accounts and school committees purchase food. Another method of SFP is the purchase of food by the government then it is distributed by the government to school at the beginning of the term (central processing) (MoE, 2009).

Carman et al (2011) argues that with increase in global food and fuel prices and also insufficient rains in countries practicing HGSF may lead into breakages of food disbursement or reduced food purchase. In addition the sustainability of the programme is also a great concern as most countries depend on donor funding.

## **2.9. Forms of SFP on retention rates**

The purpose of school feeding is to provide secure, sustainable and nutritious source of food. There are two forms of SFP which are take home rations and in school feeding. In SFP provides meals to school children on site while Take Home Rations (THR) food mostly dry cereals and oil are provided to children for consumption at home (Lawson, 2012). The benefit of food provided under the in school feeding programme is conditional on the attendance of the child on that specific day.

Thus an advantage of the programme is that it serves as an incentive for children to attend school on a daily basis to receive a meal. On the other hand, THR children need only to attend a specified minimum number of days. SFP where children are served with cooked meals onsite or pre-packaged snack or beverage the programme may need to rely on a functional food processing sector at the regional or national level to meet the needs. Take Home Rations are usually conditional to meeting a minimum threshold of attendance and are usually distributed monthly; for example in Burkina Faso the WFP managed programmes requires 90% for that month to receive the monthly ration (Kazianga, 2008).

This type of programme may be good in targeting specific groups of children or families within a community as the distribution may occur in separate location from the school or may occur outside of regular school hours. In areas where enrollment and attendance for children are lower especially girls, THR may be employed to boost their attendance (thus promote education for girls). In Afghanistan Take-Home-Rations proofed to be more effective due to wheat deficiency and poor household access to markets (State of School Feeding Worldwide, 2013). Some SFP may include both onsite meals and THR, while others apply THR or school meals when children are given pre-packaged foods that can be consumed at home and possibly shared with other family members who will also benefit in terms of the micronutrient. However the purchased the food face a challenge to reach the intended beneficiaries due to inaccessibility of the schools. Most schools are based in remote parts of the country with poor infrastructural networks.

#### **2.10. Frequency and consistence on retention rates**

The meals provided in school should be available throughout the school day to ensure pupils do not miss. In Nigeria enrollment was one of the oldest in the world; therefore, retention rates was next to nil. The WFP assisted by providing three meals a day and when school canteens were closed, immediate high absenteeism and children were withdrawn from school (WFP2004). Therefore, retention requires availability of food in a school on regular basis.

Regular food intake is vital for the continuity of retention of pupils in schools. In Ghana for sustainability of the feeding programme in the schools, agricultural input helped them to develop a culture of self-reliance by the government of Ghana. Also the school self-reliance projects were encouraged by school committees to establish school gardens and rear livestock to help to replace WFP. Therefore some of the schools were able to supplement WFP as they supplied commodities while others were self-reliant and were able to provide meals to higher grades (Afoakwa, 2005).

### **2.13. Summary of the reviewed literature**

The above reviewed literature looked at the works done by different authors especially in the field of education and the contribution of the school feeding program in this field in terms of influencing enrolment, influencing students' attendance and improving the students' school retention. Despite the demographic location and economic level of Rusizi district population, none of the above authors carried out a research on contribution of the SFP on learners' participation. My study aims to find out the contribution of the school feeding program to learners' participation in basic education in Rusizi district of Rwanda hence there is no same study carried out in this respective district.

## **CHAPTER 3: Research design and Methodology**

### **3.1. Introduction**

This chapter gives a description of the procedures used in the study. It focuses on research approach and design, population and sampling frame, research instruments, reliability and validity of instruments, the procedures for data collection, data analysis and ethical considerations.

### **3.2. Design of the Study**

The study aimed at gathering facts, data and views from head teachers and parents in order to analyse and interpret them and get to know how the SFP contributes to the learners' participation in basic education. The correlational research design was degree to which a relation exists between school feeding program and learners' participation in basic education in Rusizi district of Rwanda. I have chosen correlational research type of research method that involves observing two variables in order to establish a statistically corresponding relationship between them. The rationale behind correlational research is to identify variables that have some sort of relationship to the extent that a change in one creates so (Blog, 2020).

Correlational research enables researchers to establish the statistical pattern between two seemingly interconnected variables; as such, it is the starting point of any type of research. It allows you to link two variables by observing their behaviours in the most natural state. Unlike experimental research, correlational research does not emphasize the causative factor affecting two variables and this makes the data that results from correlational research subject to constant change. However, it is quicker, easier, less expensive and more convenient than experimental research (Formplus, 2020).

### **3.3. Location of the study**

The location of the study will be Rusizi District, one of the thirty districts in Rwanda. Rusizi District is located in the western Province of Rwanda with total area of Area of 959 km<sup>2</sup> (370 sqm) and the estimated total population of Rusizi district in 2010 – 11, as provided by the EICV3 survey results, is 417,000. This represents 16% of the total population of Western Province and 4% of the total population of Rwanda. Females comprise 53% of the population of Rusizi district, within a density of 420/km<sup>2</sup> (1,100/sqm).

Most of Rusizi people live on local agriculture basis while others run small trading business in neighbouring countries. In Rusizi district, 45% of population are identified as poor and extreme-poor, ranking the district third within Western Province in terms of the lowest percentage of extreme-poor and poor population categories, after Nyabihu (28.6%) and Rubavu (35.8%). About 55% of the population in Rusizi district is identified as non-poor, 20.5% as poor (excluding extreme-poor) and 24.5% as extreme-poor.

The poverty indicators for Rusizi district are lower than the Western Province average, which is that 48.4% of the population are poor (including extreme poor) (Rusizi, 2012). This district borders with two different countries namely DRC and Burundi where most of the food is exported. This leads to the food scarcity in the area and which affects schooling of the children in basic education and this makes this district fit this study to investigate the contribution of School Feeding Programme on participation of learners in basic education in Rusizi District-Rwanda.

### 3.4.Target Population of the study

According to Rafeedalie (2021) the population is a comprehensive group of individuals, objects, institutions and so forth which have common characteristics that are the interest of a researcher. The research was conducted in 41 basic education schools which were operational in 2022 including 9YBE and 12YBE government aided schools in 18 sectors. Data was collected from school head teachers. Some teachers and parents will be interviewed in order to gather enough information on the contribution of the school feeding program on learners' participation in basic education. The breakdown of the target population was 45 school head teachers.

*Table 1:Target Population*

<b>Category</b>	<b>Target population</b>
Head teachers	45
Parents	3000
Learners	32,800
Teachers	300
<b>Total</b>	<b>36145</b>

**Source:Rusizi district report(2021)**

### **3.5. Sample size and sampling techniques**

A significant sample was chosen to minimize the possibility of sample error. To test the research instruments, I used two schools as piloting study. The researcher to get sample of this study used a purposive sampling in order to get a deep information about the contribution of SFP on participation of learners in basic education, hence he selected a sample of 41 Headteachers, 45 teachers, 82 parents and 300 learners.

In summary, the research study had a sample size of 468 respondents.

### **3.6. Research instruments**

A research instrument is a tool used for collecting and gathering data with the view of answering stated research questions (Oso&Onen, 2009). Research instruments used were two types of questionnaires. The first one was for head teachers and teachers which was utilized for data collection. The second one was an interview schedule for learners and parents. I used also interview guide and observation

#### **3.6.1. Questionnaire**

Questionnaire will help to collect quantitative data from the respondents on the contribution of school feeding on the participation of learners. The questionnaire will be divided into two main parts namely the demographic location of the respondents and both closed and open-ended questions on respondents view about the contribution of SFP on Students enrolment, attendance and retention in basic education. The researcher will distribute himself the questionnaires to the respondents. Each questionnaire was divided into two; Part A based on respondents' demographic information while Part B comprised questions about the contribution of SFP on learner's participation in basic education.

### **3.6.2. Interview guide**

Interview is useful in research in order to find how feeding programme contribute to the participation of learners in Basic Education.

I used interview in order to collect qualitative data by gaining personal view, opinions and feeling of participants (Alshenqeeti, 2014). In this study, teachers and parents were interviewed in order to get deep information on the contribution of SFP on learners participation in Basic Education.

### **3.6.3. Observation guide**

Observation is a method of data collection in which researchers observe within a specific research field (Crosby et al., 2006). Participant observation was used to collect data where by the observation tool place in the selected schools to see how feeding programme contribute to the participation of the learners. This has been done to find out how students participate and motivate to take food at school. The researcher used observation note regularly on the contribution of the feeding programme on the participation of the learners.

### **3.6.4. Pilot testing of the research instrument**

The pilot study was conducted in two schools with school feeding program in a period of three days. The purpose of piloting was to check the clarity and relevance of the research tools so that any necessary amendment can be done if necessary in preparation of the main study. These two schools were not be included in the final study to guard against respondents becoming too familiar with the study questions.

After conducting the piloting study of the research instruments, the research adjusted the questionnaire by making it clear and removing the complicated words.

### 3.6.5. Validity of the instrument

When researchers measure behaviours, they are concerned with whether they are measuring what they intended to measure (Drost, 2011). In other words, the term validity refers to the degree to which an instrument is measuring what it was supposed to measure. The content validity was utilized to establish the degree to which the data gathering instruments was truly well constructed to measure what is intended to be measured.

The instruments to be used in this research was validated in three ways. Firstly, they were validated by the experts from University of Rwanda-College of Education Rukara Campus who was given to read through and offer direction on this research. The second way, the researcher conducted piloting study of the instruments among some teachers, Head Teaches and Parents from two selected schools namely GS Gihundwe-B and GS GS Gihundwe-B. Thirdly, I used Cronbach's coefficient.

The pilot study was necessary as it exposes deficiencies of the measuring instruments and corrections will be made before conducting the main study. This process leads to refinement of the instruments and identification of other unforeseen hitches (Bless & Higson, 2000)

$$\alpha = \frac{k \times \check{c}}{\check{v} + (k-1)\check{c}}$$

k refers to the number of scale items

$\check{c}$  refers to the average of all covariances between items

$\check{v}$  refers to the average variance of each item

The resulting  $\alpha$  coefficient of reliability ranges from 0 to 1. If all of the scale items are entirely independent from one another (i.e., are not correlated or share no covariance), then  $\alpha = 0$ ; If all of the items have high covariance, then  $\alpha$  will approach 1. The test/Questionnaire is reliable if  $\alpha \geq 0.7$

It has been found that there is school feeding programme can increase the participation of learners in the basic Education. The validity and reliability will be proven.

### **3.6.6. Reliability of the instruments**

Reliability is concerned with the consistency, stability and repeatability of the information it requires researcher to use the same and comparable methods in order to obtain the same or comparable results (Bapir, 2010). For the research to be reliable it must prove that if it was done on a similar group of respondents in a similar context the similar results would be found and this was insured while piloting. In order to ensure reliability of this research before intervention the research was piloted in the other school which had same characteristics of the schools under the study. The reliability coefficient was calculated by using Split-Half Reliability, and was 0.755. Using multiple methods including interviews observation and achievement test ensured reliability due to the fact that, the greater the number of methods used the more accurate the findings are. In order to ensure reliability of the research instruments, a pilot study was carried out and the researcher used a test retest technique.

### **3.7. Data analysis procedures**

In this study, both qualitative and quantitative analysis were used to analyse data. Qualitative analysis was collected from observations and interviews. The descriptive statistics was used. The SPSS (Statistical Package for Social Sciences) programme was used for data analysis. Data were grouped into frequency distribution to indicate variable values and number of occurrences in terms of frequency. Frequency distribution table were used to summarize the data from the respondents. Pie charts and graphs were used to present the collected data for easy understanding and analysis. The researcher conducted multiple regression analysis in order to determine the contribution of the School Feeding programme on learners' participation in basic education.

### **3.8.Ethical considerations**

I obtained introductory letter from University of Rwanda College of Education which will be send to Rusizi District in order to get authorization letter from Rusizi district to go to the selected schools. I obtained consent form for all participants that were involved in research. I gave letter to all participant and agree voluntary to participate in the research. The consent form contained with information on key elements of research such as purpose, procedures, time, benefits, way of storing information and a clause stipulating that participation is voluntary and the participants have the right to withdraw from the study. Participant signed voluntary consent form and agreed to participate in the research.

I then assured respondents that the information collected from them was purposely for this study and would not be used for any other purpose. This was done to ensure that they confidently answer all the necessary questions for this research without fear of using it for other purposes other than that of academic research. Also I ensured the principle of anonymity to be respected so as to guarantee the confidentiality of information that was collected. All participants got equal chance to participate in the research.

All consent forms, questionnaires, observation checklists and students' records were stored clearly labeled in a safe place at UR-CE. The typed data was needed to be backed up regularly and secured by the PI because of likely problems with viruses and hardware in our country. This was done though the regular email sharing between different investigators, so that up-to-date versions are stored in different computers as well as on Google drivers.

The data generated from this project was published in international journals and shared through trainings, seminars and workshops. They were also online on UR website and dedicated to the financially funding Institution to allow accessibility for further studies

## **CHAPTER 4: Presentations of findings, interpretation and Discussion**

### **4.1 Introduction**

This chapter gives a detailed analysis of the research findings on the contribution of school feeding programme on learner's participation in Basic Education in Rusizi-Rwanda. Presented are the findings from the field.

The findings are based on the objectives set;

- To find out the extent to which the SFP affect the enrolment of learners in basic education in Rusizi district of Rwanda.
- To determine the extent to which the SFP contribute to learners' school attendance in basic education in Rusizi district of Rwanda.
- To examine the extent to which school feeding programme affect the school retention of learners in basic education in Rusizi district of Rwanda.

### **4.2 Instruments return rate**

A total of 41 Head teachers and 41 teacher's questionnaires were distributed. Besides, question guided interviews were used by the researcher to capture responses from 82 parent. All questionnaires given to Head teachers and Teachers were all returned completed with the required information as well as all 82 question guide interview for parents were also completed. Therefore, this represent 100% return rates for head teachers, teachers questionnaires and Parents question guided interview. The return rate was considered reliable for the purpose of study because it was above 70%. The data collected was tabulated as per the questionnaires and question guided interviews for parents systematically covering all the items as per the research objectives.

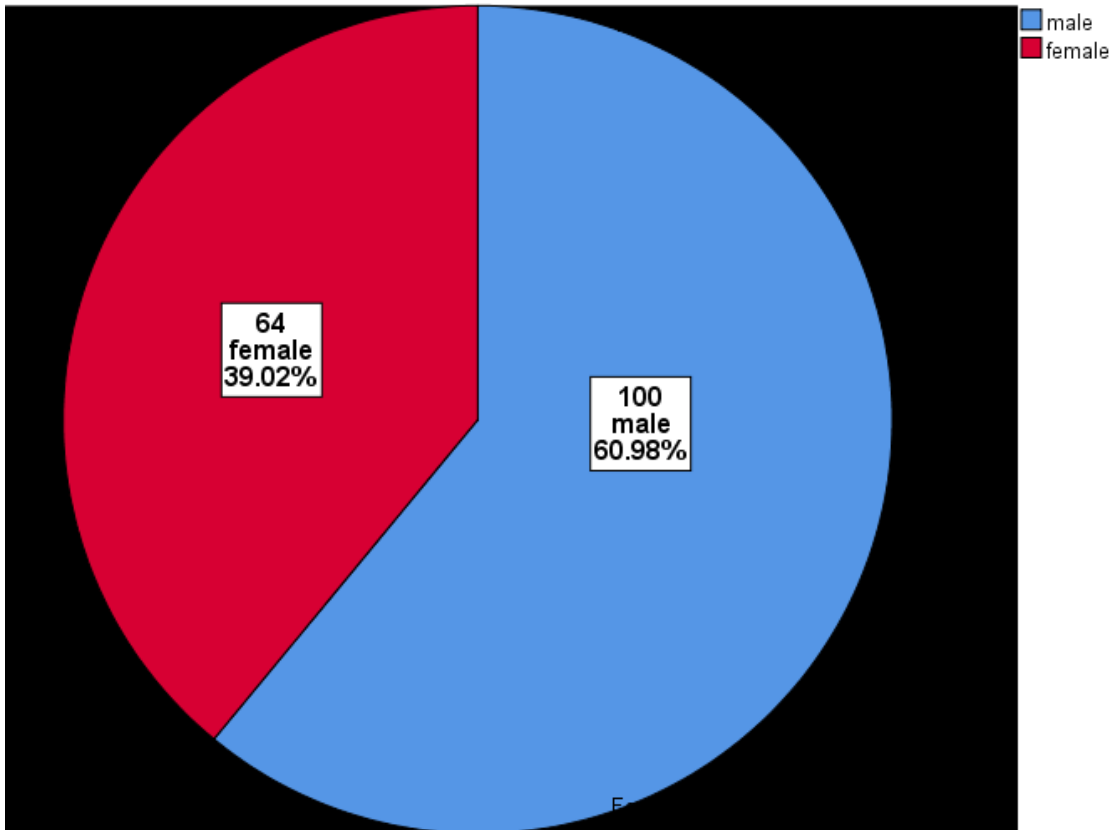
### **4.3 Demographic data of the head teachers, teachers and learners**

In this study, the researcher found that it is essential to collect also data on teachers, head teachers and parents background in terms of age and gender. The teachers and head teachers' professional and academic qualifications were also analysed.

These variables would directly or indirectly on contribution of school feeding on the participation of Learners in basic Education in Rusizi-Rwanda. The obtained data were summarized as the follow:

#### **4.3.1 Gender of the head teachers, teachers and parents**

Gender was considered important in this study because it could directly or indirectly influence the contribution of school feeding on the participation of Learners in Basic Education. Head teachers, teachers and parents were, therefore, required to indicate their gender and data collected was tabulated in Graph 4.1 showing frequency, Sex and percentage

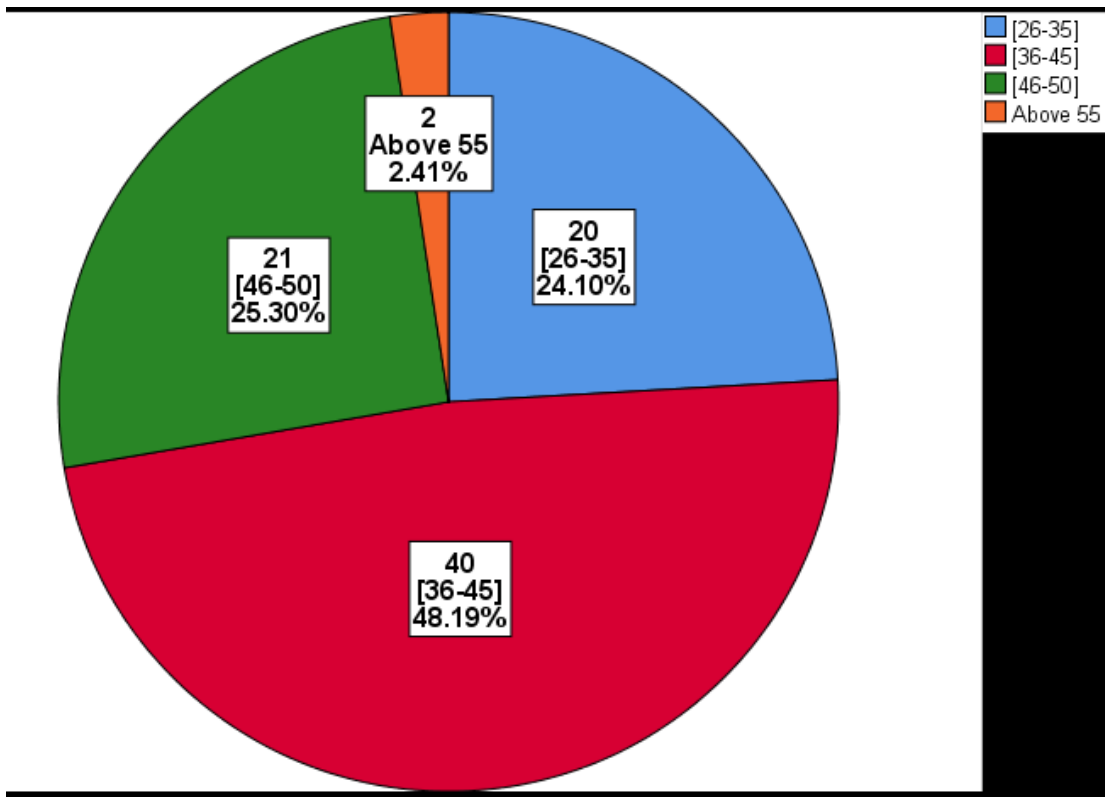


*Figure 2: Frequency and percentage of sex of the Headteachers, Teachers and Parents*

From figure 3: shows that the respondents for this study were predominantly male. Out of 164 respondents, 60.980% were male head teachers, teachers and parents. One gender dominating in a given school can affect learners in one way or another especially when it comes to matters of availability of food in a school on regular basis for the continuity of retention of learners in schools.

#### **4.3.2 Head teachers' and teachers' age**

Head teachers and teachers were also asked to indicate their age range in bracket and the data collected are in Graph 4.2. showing the frequency, age range and percentage

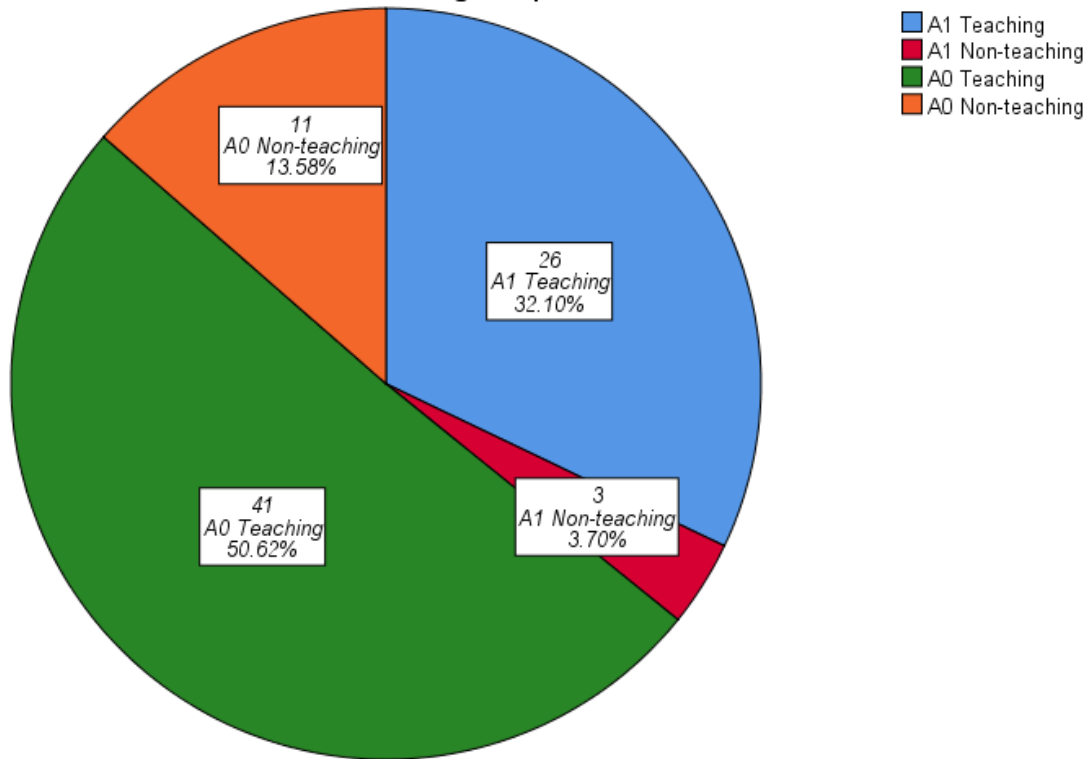


*Figure 3: Frequency and percentage of age of Headteacher and Teachers*

From figure 4, the results indicate that a majority of head teachers and teachers were in the age range of 36-45 year which represents 48.19%. The age of head teachers and teachers indicate that they have good experience, knowledge and understanding when it comes to planning, organizing, coordinating and controlling feeding programmes to enhance retention in schools.

### **4.3.3 Professional and Academic qualifications for head teachers and teachers**

The data obtained on professional and Academic qualifications are shown in the below figure 5.



*Figure 4: Frequency on Academic and professional qualifications for head teachers and teachers*

Results from figure 5 show that the majority of the head teachers and teachers (50.62%) were A0 teaching holders. Another percentage of head teachers and teachers (32.1%) had A1 teaching.

#### **4.3.4. Headteacher's experience**

The Head teacher experience is another key that can facilitate to engage the community, parents and learners in School feeding Programme which can contribute to the participation of learners in Basic Education. The results of the Head teachers' experience was shown in the below graph.

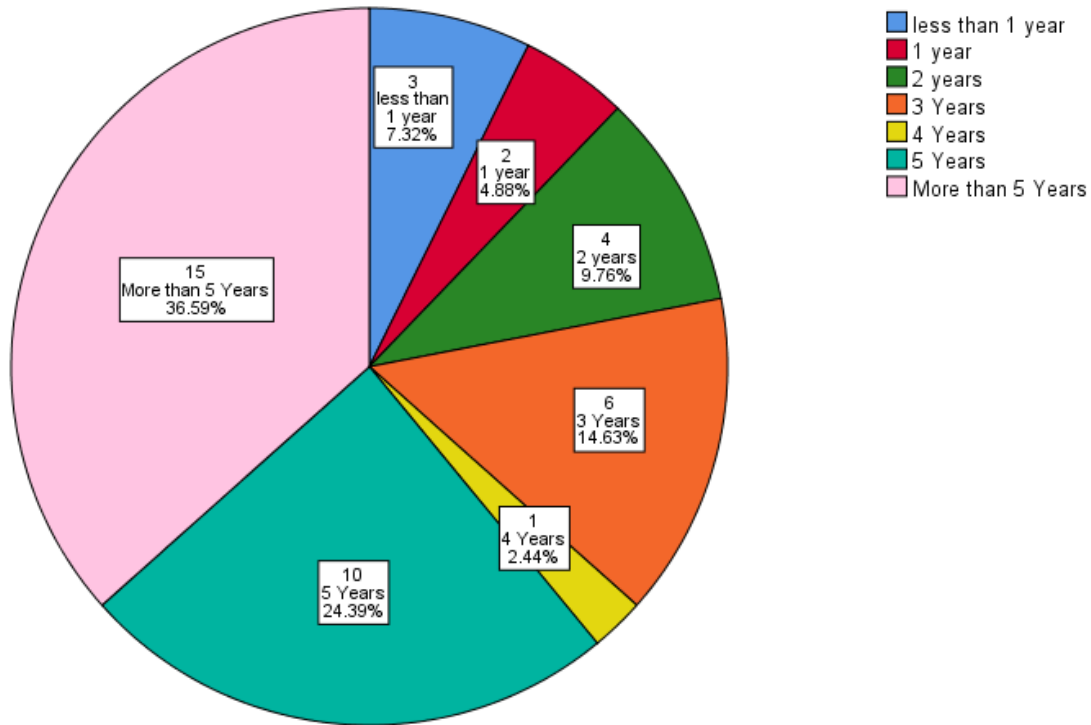
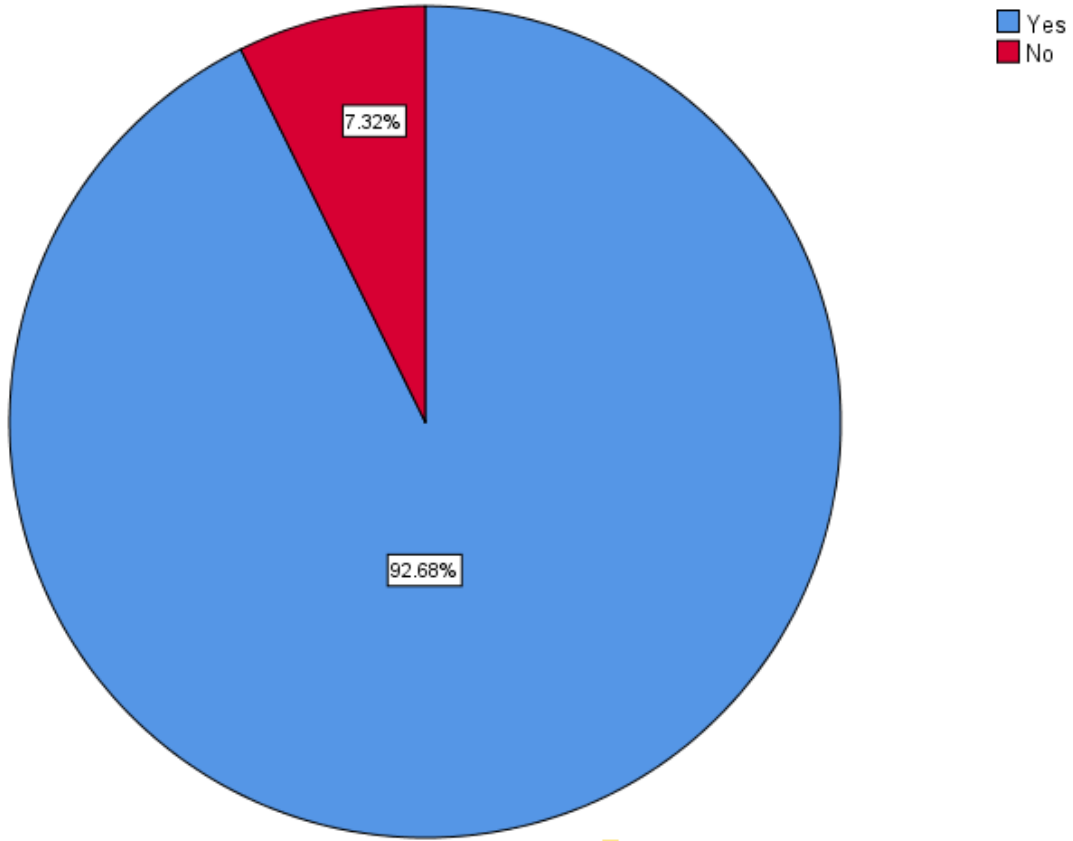


Figure 5: Frequency on Headteacher's experience

The results below revealed that the majority of Headteachers, 15 Head teachers out of 41 Head teacher which represents 36.59% have an experience of more than 5 years, and 10 head teachers out of 41 which represents 24.39% have 5 years of experience; 14.63% with 3 Years of experience; 9.76% have 2 years; 7.32% with less than 1 year of experience; 4.88% with 1 Year experience.

#### 4.3.5. Learners take meals at School

The majority of the school, their learners take meals at School as it is shown in the below graph, where in 41 schools understudy 28 schools's learner take meat and only 3 schools where the learners do not take meal at school.



*Figure 6: Frequency on Learners take meals at School*

### 4.3.6. Contribution of SFP on enrolment

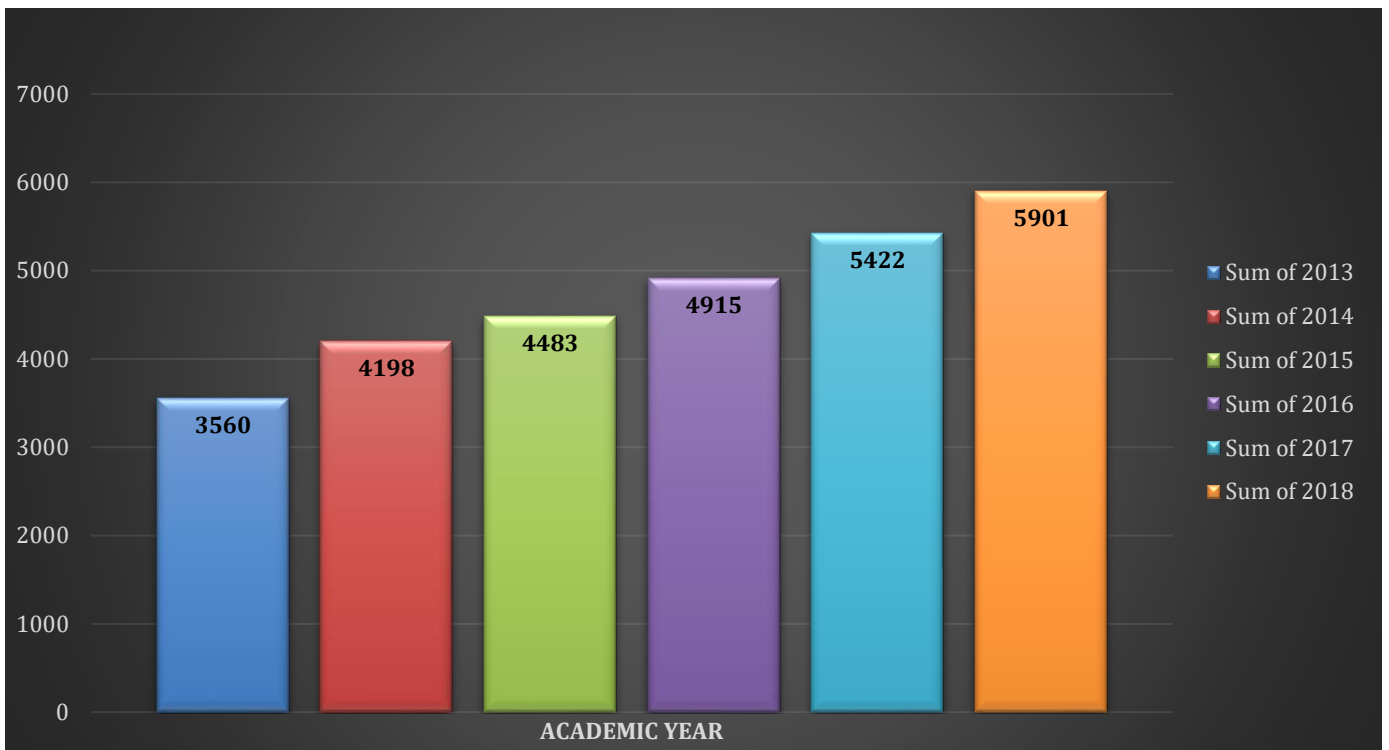
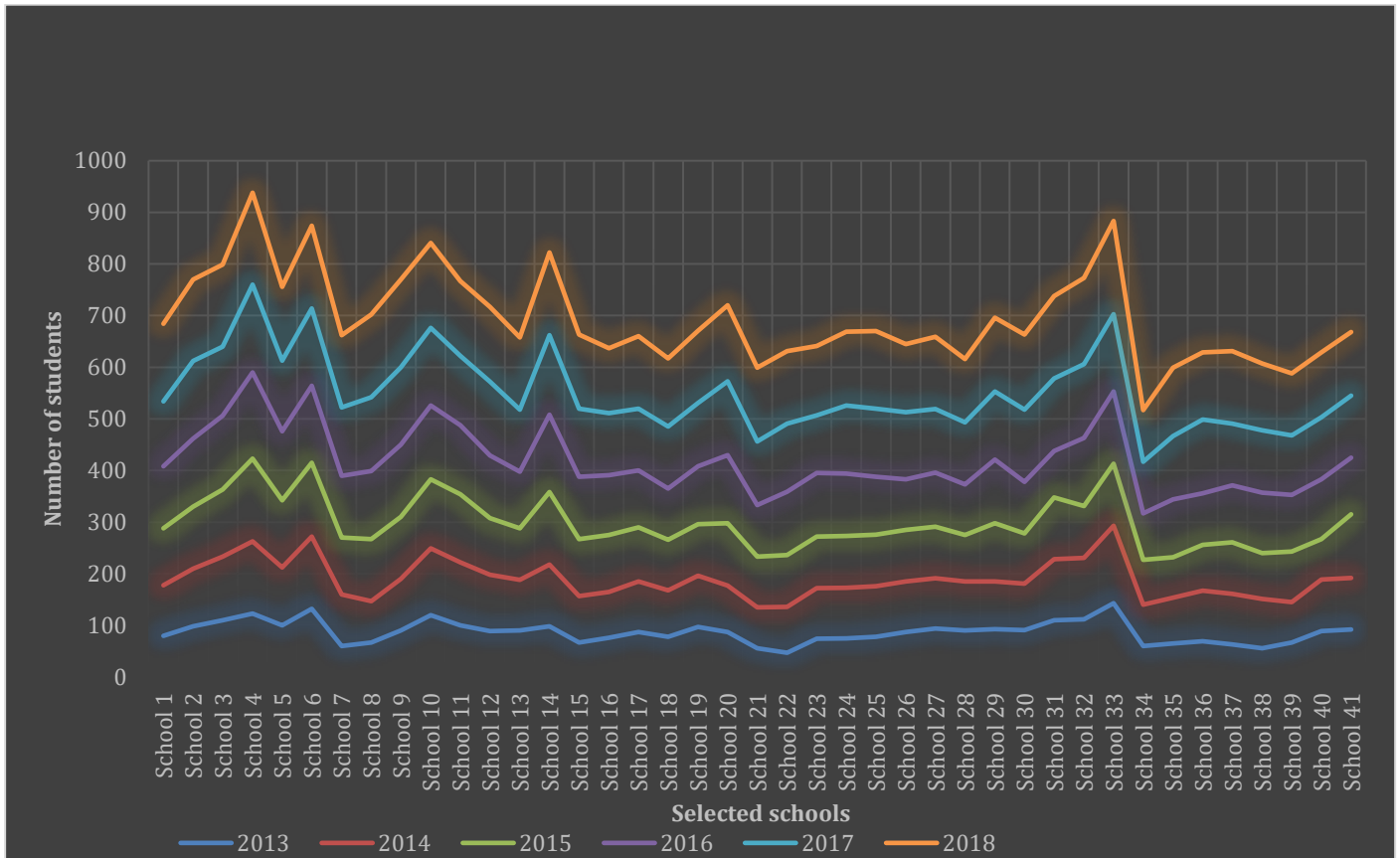


Figure 7: The number of enrolled students in the 41 selected schools

The results from this figure 8, showed that there is an increase in the enrolment of students from 2013 to 2018. The researcher to know the cause of this increase he asked Head teachers and Parents, teachers and students. According to the respondents, the increased enrolment from both the free primary education and the SFP has led to a strain in the school resources, including the SFP itself.

Head teacher 1 said *"this increase is cause by the SFP because after the introduction of this program in my school, it seems that there is reduction of drop out and those students who left the school now they are joining as by taking the meal at school, there is an improvement of the discipline at school so many parents want to send their children here and also some children enjoy the to take the meal as it is served on time and help them to improve their health compared to when they travel at lunch to go home to take the meal where they may never find it or miss some classes because of the travel. Generally, SFP has increased the enrolment of the students"*

Parent A said *"now it is better as we are sure that our children will get the meals at school, as SFP helped us to motivate our children to love the school. To get involved in SFP as parents it help us to take part in the education of our children so that even they do not travel a long distance to come home for lunch time. And when they know that they will take lunch at school she or he cannot miss the class for non-understandable reason"*

According to one of the head teacher, *"previously, we would comfortably cater for all the pupils within the budget provided. However, increased enrolments from FPE and SFP have led to a strain on the existing resources. We have since introduced food rationing to ensure the little we have is available to all"*.

Student X said that *"after the implementation of SFP she cannot miss the class, for example I used to miss the class the day of market but now I cannot miss because I know I will get the food and not taking long travel to home during lunch time"*

#### 4.3.7. Contribution of SFP to retention

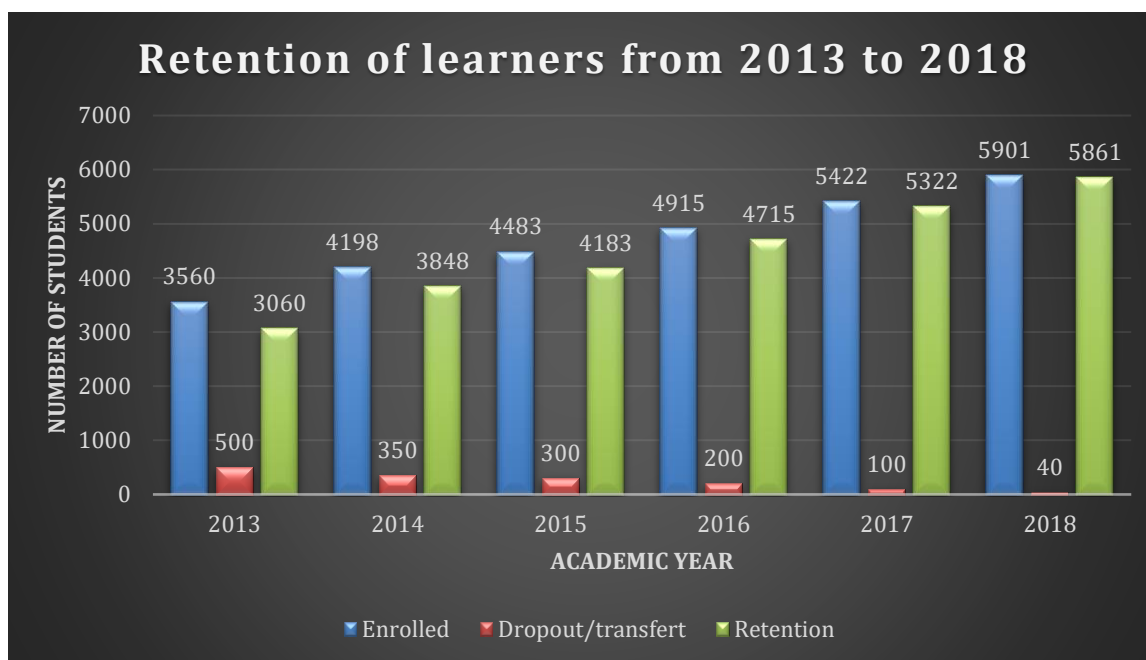


Figure 8: Retention rate in 41 Selected Schools from 2013 to 2018 Academic Year

According to the results shown on figure 9, it seems that the retention rate has increased across the years. To know the cause of this increase, the researcher asked the Head teachers.

Head teacher 1 said that “After the introduction of SFP in this school, the retention rate is being increased as the dropout rate is being reduced as the students are now motivated to learn. In the last year before SFP, many students did not attend the class in the afternoon because they might go for lunch and do not find what to take at home, hence they or he may start preparing the food or sometimes parents can give them many activities in the afternoon, and finally you found that the students are no longer interested in school. But now, as parents are involved in SFP, and the students are taking lunch at school, this is motivating the learners to love the school, and also SFP has helped us, as a school, to maximize the time of teaching as the students do not delay in the afternoon compared to previous years before the introduction of SFP.”

#### 4.3.8. Contribution of SFP to attendance in basic education in Rusizi District-Rwanda

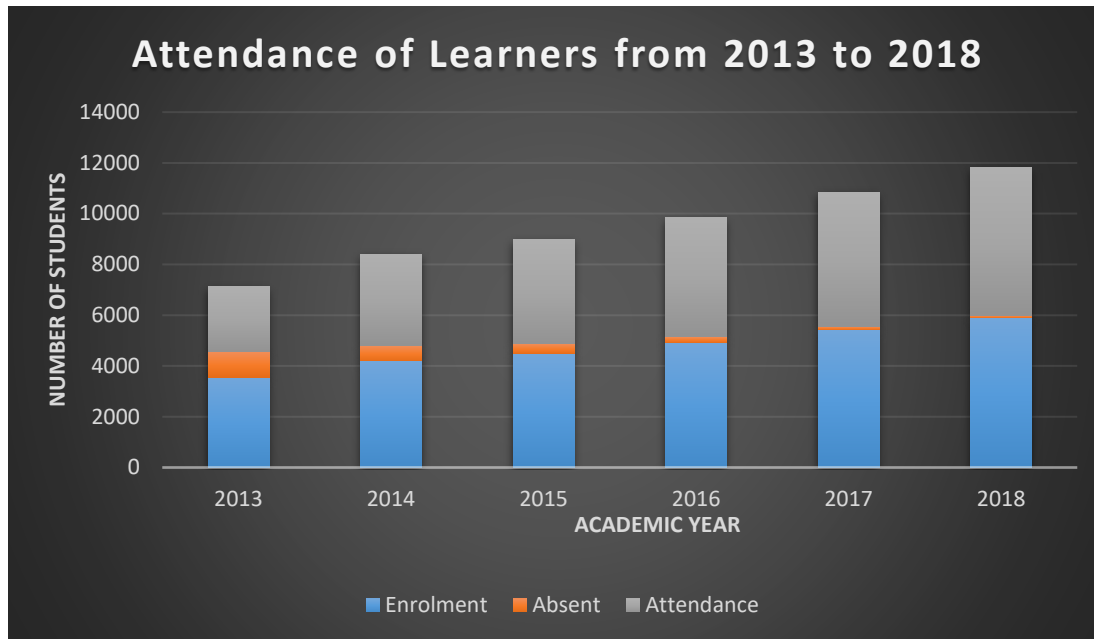


Figure 9: Effect of SFP on learners' attendance from 2013 to 2018 in 41 selected schools

According to the results of on the effect of SFP on the learners' attendance it seems that there is an increase of learners' attendance from 2013 to 2018 for the 41 selected schools. To know deeply the cause of this increase the researcher asked the teachers, Head teachers, learners and parents.

Head teacher 3 said *“that this increase is the positive effect of SFP because now learners are motivate to learn and as the government, parents are involved in this program this make the reduce of drop out and absenteeism. Hence increase of learners' attendance”*

Teacher 3 said *“that now the attendance has increased because now because of the SFP, the learners are motivated to learn and during lunch time they do not travel to home where they used to miss some lessons of the afternoon because of long travel”*

Learner 3 said *“Now the attendance is mandatory as the parents also are now involved in our daily education so that you cannot miss the class for no reason as we take the meal at school and we enjoy sharing the meals with our colleagues this has improved many things in our collaboration too”*

Parent 3 said that *“the child cannot miss the school for no reason nowadays as I know that they will take meals at school so me also I get the time to finish my tasks and do not worry on what to cook at lunch time. And as parents we are aware now of the importance of attendance of our children hence we motivate them to attend regularly”*

## **CHAPTER 5: Summary, Conclusion and Recommendations**

This study has found that the SFP has a positive impact on learners' participation in learning as it increases the learner's attendance; enrolment as well as the retention rate. This findings are aligned with that of (Gelli, 2015) his study revealed that SFP have a significant increases in enrolment, attendance and retention rate.

This study also has found that the parents are well involved in the SFP so that they take part of the education of their children. SFP also has helped the learners to do not travel a long distance at lunch time so this has a positive impact on the enrolment rate and attendance and on retention of the learners because the SFP help to build a strong school where the enrolled family choose to stay and the new ones join. This findings are in line with that of (Chikuni, 2010)the increased community involvement in schools' activities as a SFP initiative highly influences pupil's retention in public primary schools. She added that indicators of increased community involvement in schools' activities as a school feeding program initiative that lead to high influence are enumerated as; participation in reducing dropout rate, enhancing pupils' transitional rate. Advocacy on school feeding program encourages all pupils to remain in school until they complete school and create a social pressure for parents to enrol and retain their children to school.

### **5.1 Summary of the study**

The main purpose of the study was to assess the contribution of SFP on Learners' participation in basic education at Rusizi district-Rwanda country. To get the answers of the research questions, head teachers, teacher, parents and learners were targeted to respond.

This study has found that the SFP increase the enrolment this is due to the fact that the parents are well involved in the education of their children and the children are well taken care in terms of health hence the learning environment is so smooth and enjoyable. The parents being engaged in the education of their children this make the enrolled family to stay and the new ones to enrol their children in that school because there a strong school.

The SFP has been found in this study to increase the attendance as there is no more long travel that the students make from home to school and vice versa during the lunch time, and before the implementation of SFP in schools, the children especially those from poor families were not motivated to attend the school where during the market day they do not attend but with the help of the SFP nowadays those students also are motivated to attend the class hence there is increase of the attendance.

This study also has found that the SFP increase the retention as it reduces the dropout. SFP in most basic education schools in Rusizi district incorporate some form of parental or community contribution. Head teachers and teachers indicated that community involvement has a positive impact on learners' participation in basic education schools in Rusizi district-Rwanda country.

Finally, the findings showed that increased enrolment as a result of the introduction of free primary education and the SFP had significantly constrained the capacity of schools to adequately manage the meals programmes. According to the respondents, previously they would be able to cater for all the pupils under the programmes within the financial and non-financial resources available. However, with increased enrolment, the schools have been compelled to resort to adverse measures such as rationing of food served to pupils as well as increasing demands on the supportive materials that the communities (parents) ought to provide. For instance, in some of the schools, typical contributions requested include firewood, water, cash for cooks' salaries, and salt.

## **5.2 Conclusion of the study**

From the findings of the study, several conclusions were arrived at:

- Increasing the enrolment rate requires to build a strong school where the old enrolled families choose to stay and the new families enrol their children at that school
- For better providing the transformative education to children, the attendance is crucial so that the children acquire the skills and knowledge.
- Retention requires availability of food in school on regular basis. Therefore regular food intake is vital for the continuity of retention of learners in schools
- In-school-feeding should be used as an incentive for children to attend school on a daily basis.
- Community involvement has a positive impact on pupils' retention rates in most basic education schools. It brings about harmony among the community, teachers and pupils, hence smooth learning.
- Every basic education school in Rusizi district-Rwanda country to implement SFP to raise learners' participation and attendance in education.

### **5.3 Recommendations of the study**

According to the findings and conclusion, the researcher recommends the following points.

- The parents should be engaged in the SFP so that there is increase of the enrolment of the new children where the new families choose to enrol their children at that school. Basic schools should be equipped with basic needs necessary for learners' participation and achievement at school. The Government of Rwanda should collaborate with World Bank, World Health Organization and World Food Programmes to ensure that basic needs are provided to learners.
  
- Head teachers and teachers and the surrounding communities should be on the forefront to ensure that SFP policy is implemented in school.
- There should be a team at district level to ensure the quality and quantity of the meals provided to learners and to follow on how the parents are being involved in the education of their children because it has been found that SFP help to reduce the dropout rate and reduce the rate of the children to be affected by malnutrition.

### **5.6 Suggestions areas for future research**

The researcher suggested the following areas for the future research:

- The influence of SFP on the pupils' achievement final examinations
  
- The influence of provision of basic needs on learners' participation in primary schools education in other hardship areas in Rwanda

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# APENDICES

APPENDIX A: Questionnaire for head teachers on influence of school feeding programme on the participation of learners in basic education in Rusizi District-Rwanda

## A Questionnaire

### Introduction

Hi, my name is Modeste Niyomugabo and I am a Master's student at the University of Rwanda-College of Education. I am interested in learning more about the influence of School Feeding Programme on the Participation of Learners in basic education in Rusizi District of Rwanda. I am conducting this research as part of academic requirement to be awarded a Master's Degree in University of Rwanda and so I am happy to involve you in this process. You have been selected to participate in the filling of this questionnaire because you are the headteacher of this school, and are aware of the Influence of School Feeding Programme on the participation of learner in basic education. It is important to let you know that your objectivity and truthfulness are highly appreciated. Anything you write will be kept confidential, which means that your name will not be used and only those involved in this research project will see the information you give us. A report will be prepared at the end of the research, but your names and any personal information about you will not be included.

### SECTION A: DEMOGRAPHIC INFORMATION

[ ] Tick (✓✓) or fill in the appropriate response(s)

1. Indicate your Gender:
  - a. Male [ ]
  - b. Female [ ]
2. Indicate your age group in bracket
  - a. 18 – 25 [ ]
  - b. 26 – 35 [ ]

- c. 36 – 45 [ ]
  - d. 46 – 50 [ ]
  - e. Above 55 [ ]
3. What is your highest qualification?
- a. A2 [ ]
  - b. A2 Non-teaching [ ]
  - c. A1 Teaching [ ]
  - d. A1 Non-teaching [ ]
  - e. A0 Teaching [ ]
  - f. A0 Non-teaching [ ]
  - g. Masters Degree [ ]
4. What is your experience as a Head Teacher?
- a. Less than 1 year [ ]
  - b. 1year [ ]
  - c. 2years [ ]
  - d. 3years [ ]
  - e. 4years [ ]
  - f. 5years [ ]
  - g. More than 5 years [ ]
5. Do children take meals at your school?
- a. Yes [ ]
  - b. No [ ]
6. Indicate the amount of money to support the SFP in your school given by?
- a. Government [ .....Rwf ]
  - b. Parents [ .....Rwf ]
  - c. Donors [ .....Rwf ]
  - d. Others source(eg: Income generating projects, ,...) [ .....Rwf ]

**SECTION B: INFORMATION ON INFLUENCE OF SFPs ON PARTICIPATION  
OF LEARNERS IN BASIC EDUCATION  
SFPs AND ENROLMENT**

7. Indicate the number of students enrolled in your school from 2013 to 2018 in the table below.

<b>Class of enrolment</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Senior one</b>						
<b>Senior Two</b>						
<b>Senior Three</b>						
<b>Senior Four</b>						
<b>Senior Five</b>						
<b>Senior Six</b>						

8. Indicate the number of students enrolled in your school according to their age, from 2013 to 2018 in the table below.

9.

<b>Class of enrolment</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Senior one (less than 13 Years )</b>						
<b>Senior Two (14 Years old)</b>						
<b>Senior Three (15 Years old)</b>						
<b>Senior Four (16 Years old)</b>						
<b>Senior Five (17 Years old)</b>						
<b>Senior Six (18 Years old)</b>						

#### I. SFPs AND ATTENDANCE

10. Are there children's absenteeism at your school?

a. Yes [ ]

b. No [ ]

11. What are the frequent reasons do they give on return?

a. Hunger [ ]

b. Family issues [ ]

c. Sickness [ ]

d. Quality of served food at school [ ]

e. None [ ]

12. Indicate your school attendance expectation in the school year 2013 to 2018.

	<b>EXPECTED LEARNERS' ATTENDANCE</b>					
<b>School Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Number of Learners</b>						

13. Indicate your school attendance in the school year 2013 to 2018.

	<b>LEARNERS' ATTENDANCE</b>					
<b>School Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Number of Learners</b>						

## II. SFPs AND LEARNERS' SCHOOL RETENTION

Indicate the number of learners who completed the academic year 2013 through 2018 in Senior 1, 2, 3, 4, 5 and 6 in your school.

	<b>LEARNERS WHO COMPLETED THE SCHOOL YEAR</b>					
<b>School Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>

<b>Senior 1</b>						
<b>Senior 2</b>						
<b>Senior 3</b>						
<b>Senior 4</b>						
<b>Senior 5</b>						
<b>Senior 6</b>						
<b>Total Number of Learners</b>						

**Thank You.**

## Research recommendation letter from UR CE



UNIVERSITY of  
RWANDA

COLLEGE OF EDUCATION

### RESEARCH AND INNOVATION UNIT

Rukara, 11<sup>th</sup> April 2022  
Réf: 03/DRI-CE/049/EN/gi/2022

The Mayor  
Rusizi District  
Western Province  
Rwanda

**Re: Research recommendation letter for Mr. Modeste Niyomugabo**

On behalf of the University of Rwanda-College of Education (UR-CE), I am pleased to introduce **Mr. Modeste Niyomugabo**, a post-graduate student at the School of Education of UR-CE. Mr. Niyomugabo is writing his thesis on the: **“Contribution of school Feeding Programme on participation of learners in Basic Education in Rusizi district-Rwanda”** to complete his Master of Education in Educational Leadership and Management.

He wishes to analyze the contribution of the school feeding program on learners' enrolment & attendance and school retention of learners in Basic Education. Thus, he is requesting permission to collect data from Headteachers of 9 and 12 Years Basic Education (9 and 12 YBE) operational in 2013, teachers and learners' parents from some selected 9YBE and 12YBE of Rusizi district.

Mr. Niyomugabo's research project passed successfully through an internal collegial ethical process. Thus, the University of Rwanda-College of Education: Directorate of Research and Innovation confirms that this research adheres to ethical standards and principles. Therefore, we kindly request you to accord him your cooperation in this research.

We very much hope to get your usual cooperation.

Yours sincerely,



Digitally signed by  
UR (Rukara, Directorate of Research &  
Innovation)  
Date: 2022.04.11  
Time: 10:55:06 +2'00

**Assoc. Prof. Eugene Ndabaga**  
Director of Research and Innovation  
University of Rwanda-College of Education  
E-mail: [ndabagav@yahoo.ic](mailto:ndabagav@yahoo.ic)  
Mobile: +250788308862

Cc:  
- Principal, UR-CE  
- Postgraduate Program Coordinator, School of Education  
- Dr. Philothere Ntawihwa

EMAIL: [dri.ce@ur.ac.rw](mailto:dri.ce@ur.ac.rw)

P.O. Box: 55 Rwamagana

WEBSITE: [www.ur.ac.rw](http://www.ur.ac.rw)

Permission from District to conduct the research in Rusizi District.

REPUBLIC OF RWANDA



WESTERN PROVINCE  
RUSIZI DISTRICT  
TEL. 0788868429/ 0788660191  
[www.rusizi.gov.rw](http://www.rusizi.gov.rw)  
[rusizidistrict@rusizi.gov.rw](mailto:rusizidistrict@rusizi.gov.rw)  
P.O BOX 253 RUSIZI

Rusizi, ... 14 Ju 2022 .....  
N° 0328.../03.06

Mr. NIYOMUGABO Modeste  
PHONE NUMBER: 0787203660  
E-MAIL: [niyomod@gmail.com](mailto:niyomod@gmail.com)

Dear Sir,

**Subject : Permission to conduct research in RUSIZI District**

Reference is made to your letter of 26/04/2022 applying for permission for conducting research in RUSIZI District, and considering the recommendation letter from UNIVERSITY OF RWANDA;

I am pleased to inform you that the permission you have requested for is granted to you. The data you are allowed to collect are only those related to your topic entitled "*Contribution of School Feeding Programme on participation of learners in Basic Education in RUSIZI District- Rwanda*". Please note that all data collected should be only used for academic purpose, and findings of your research should be shared with the management of RUSIZI District. The focal point in this activity is the Director of Education Unit.

Sincerely,

**MUTESI Priscah**  
Executive Secretary of RUSIZI District



**Cc :**

- The Mayor of RUSIZI District
- The Vice- Mayors (All)
- The Ag. Corporate Services Division Manager
- The Director of Human Resources and Administration
- The Director of Education

**RUSIZI**

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### Turnitin Report

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