

**AN ASSESSMENT OF HEAD TEACHERS' MANAGEMENT OF HOME-GROWN
SCHOOL FEEDING PROGRAMME IN SELECTED PRIMARY SCHOOLS IN
CHIPATA DISTRICT, ZAMBIA**

BY

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**A dissertation submitted to the University of Zambia and Zimbabwe Open University
in partial fulfillment of the requirements for the award of the degree of master of
education in educational management.**

THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY

LUSAKA

2018

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DECLARATION

I, Elina Njovu do hereby declare that “An assessment of head teachers’ management of Home-Grown School Feeding Programme in public primary schools in Chipata District, is my original work and has not been submitted for a Master’s degree at this or any other University.

Signature.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation of Njovu Elina is approved as fulfilling part of the requirements for the award of the degree of Master of Education by the University of Zambia and Zimbabwe Open University.

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DEDICATION

To my dear husband Bright Siyunda, my son Joshua and family members whose support and encouragement in my education will forever inspire me.

ABSTRACT

This research study sought to assess head teachers' management of Home-Grown School Feeding Programme in selected primary schools in Chipata District. The study was guided by three objectives: To determine head teachers management of HGSFP in primary schools, to establish strategies used by head teachers in resource mobilization for HGSFP and to examine challenges faced by head teachers in management of HGSFP. Data was collected using, interviews, and observation check list. Data was analyzed thematically. The study sample was 46, comprising 15 head teachers, 15 SHN coordinators, 15 parents and 1 District school feeding manager. All the respondents were purposively sampled because they were privy to study information. The study findings showed that head teachers manage HGSFP by: initiating structures, spearheading community sensitization, community mobilization for participation and programme monitoring and evaluation. The study further revealed that head teachers established good strategies in resource mobilization for HGSFP. The strategies were: employment of permanent cooks, engaging in income generating activities, asking parents to buy feeding utensils for their children and incorporation of parents in the school feeding committee. Lastly, the study established that head teachers were faced with five major challenges in management of HGSFP which were: pupils leaving feeding utensils at home, poor quality of fire wood, absenteeism by voluntary cooks, parents' negative attitude toward the programme and time management. The study concluded that head teachers deployed good practices and strategies in management of HGSFP which has led to the attainment of the desired benefits of the school feeding programme in the district.

Based on the findings, the study made the following recommendations: the government should ensure that there is proper and regular Home-grown school feeding programme in all public primary schools in Chipata District. Government must also supplement the efforts of the donors so that when they are no more school feeding continues to run. The efforts of the donors must also be appreciated and complimented. School management should support the programme by coming up with several ideas such as setting out income generating activities that would keep the programme running in an event when there is delayed funding from the donors. The Local community should educate parents on the importance of sending the children to school and the importance of the programme itself. Parents should support the feeding programme by providing labour in cooking, providing fire wood, supplying their children with clean plastic cups for meals, sending their children to school so that food is not put to waste and also by helping to pay the cooks. Donors should step up the brands of food by introducing more than what is there i.e. introducing other meals other than the porridge being provided, introduce other forms of fuel other than firewood. Lastly, the spirit of volunteerism among beneficiary communities must be encouraged by way of attaching an incentive to the work the volunteers do.

ACKNOWLEDGEMENTS

I wish to acknowledge with appreciation the help of those without whom, the start and completion of this work could not have taken place.

I am grateful to my supervisor Dr. E. Mbozi and my course coordinator Dr. G. Masaiti for providing me with academic guidance, suggestions and necessary advice that has helped me shape this work.

I am also grateful to my head teacher and members of staff at St. Anne's primary school for their moral support during my study.

I am also grateful to my beloved husband for allowing me pursue this challenging but quite fulfilling degree course.

Finally I wish to thank the Almighty God for giving me strength and wisdom to overcome the challenges which I have been encountering while trying to balance between my studies, work and family.

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LIST OF ABBREVIATIONS AND ACRONYMS

CRS	Catholic Relief Services
CSB	Check Sock Balance
ERS	Economic recovery strategy
FAO	Food Agriculture Organisation
GES	Ghana Education Service
HEPS	High Energy and Protein Supplement
HGSFP	Home- Grown School Feeding Programme
MOE	Ministry of Education
MM	Mary's Meals
MDGs	Millennium Development Goals
MHTF	Millennium Hunger Task Force
NSFP	Namibia School Feeding Programme
NEPAD	New Partnership for Africa Development
PRRO	Protracted Relief and Response
SFP	School Feeding Programme
SNFSP	School Nutrition and Food Security Programme
SIR	Scottish International Relief
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USDA	United States Development of Agriculture

WFP	World Food Programme
SHN	School Health Nutrition
SOS	Save Our Soul
UNZA	University of Zambia
LDC	Least Developed Countries

CHAPTER ONE

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

1.1. Background to the study

Education makes an important contribution to alleviating human suffering by improving people's ability to take advantage of the opportunities that can improve their well-being. (Economic recovery strategy 2003-2007). This noble exercise however, can easily be hampered by poverty. Poverty is defined as the deprivation of common necessities that determine the quality of life, including food, clothes, shelter, safe drinking water, and may also include the deprivation of opportunities to learn, to obtain better employment to escape poverty. Participation in education therefore by children from families struck by absolute poverty is affected especially if the family cannot afford to provide food to the children. This has made the World Food Programme (WFP) to come up with tentative measures which include 'The School Feeding Programme'. (SFP). Past studies have reviewed that a healthy and well-balanced meal can help school pupils' mental alertness. Nevertheless, this can only happen if they have access to such a meal.

Basic education is one of the most effective investments in improving economies and creating literate, self-reliant, and healthy societies. World Bank (2006) holds the view that, access to primary education has improved significantly in many parts of the world. However, 77 million children of primary school age, 49% of them in sub-Saharan Africa, are not in school, and 57% of them are girls UNESCO (2006).

Zambia is one of the many African countries that is still rated Least Developed Country (LDC) despite it attaining a middle income status. In this regard, successive governments have been working very hard to develop the nation. One of the vehicles that the Zambian government has identified as an effective and efficient tool of development is education.

Education is defined as the transmission of something worthwhile in a morally acceptable manner. One of the MDGs that Zambia has committed itself to attain by 2015 is the attainment of Universal Primary Education which is a right to every Zambian. Nevertheless, Zambia just like other Least Developed Countries face huge challenges to provide quality education to its citizens mainly due to high poverty levels. This has prompted the Zambian government to come up with a number of interventions. Among main interventions the Zambian government has put in place after studies established that many children go to school hungry is 'The School Feeding Programme' (SFP). UNESCO (2010) asserts that it is hard to think about, but the reality is, millions of children around the world commonly go to school on an empty stomach. Beyond the common result of chronic low-level malnutrition, this makes it difficult for them to concentrate on their lessons or participate in activities.

School Feeding is defined by FAO (1993) as the distribution of food to primary day-school children. It is an intervention that can prevent short-term hunger and improve school enrolment, attendance and performance. It is an organized program that aims at alleviating hunger while supporting education, health and community development. Dreze and Goyal (2003) assert that school feeding program need urgent attention. This is owed to its benefits especially to developing countries. SFPs are said to have 3 major impacts (Bennett 2003; Hall 2007). The 1st impact is the improvement of the nutritional status of school-going children and the reduction of malnutrition rates. The 2nd includes the improvement of school enrolment, school attendance and cognitive performance, also reducing the gender gap herein. The 3rd impact is the effect of school feeding on the demand for locally produced foods.

The afore-mentioned benefits have been proved by past researchers. In India for example, an evaluation of the country's school feeding programme found out that girls in schools with SFP had higher chances of completing school compared to their counter parts in schools that do not have SFP (WFP 2005). In Pakistan, introduction of SFP saw 48 percent of parents take their children to school. The findings therefore established that the effect of SFP had a greater impact in terms of enrollment, attendance and completion of school (WFP 2006).

Another study conducted by Ahmed (2004) on the Impact of Feeding children in school in Bangladesh, revealed that school meals increased pupil's enrolment, reduced drop-out, increased attendance and improved performance. SFPs provide meals or snacks to be eaten during school hours or distributed as dry take home food rations to pupils at the end of each day, month or school term. According to WFP (2004), SFPs are implemented with the aims of improving nutritional status, alleviating short-term hunger, improving school attendance and class concentration, and improving household food security. Bundy (2000) also observed that Short-term hunger is common in children who do not have anything to eat before going to school, and this result to difficulty in concentrating and performing complex tasks at school.

The long-term objective of the School Feeding Program is to assist in the promotion of Universal Primary Education to the socio-economically disadvantaged and nutritionally vulnerable children especially girls in pre-primary and primary schools in targeted areas. On the other hand, the short term objectives are to increase enrolment, prevent dropout, stabilize attendance and assist primary schools to improve the attention span and ultimately the learning capacity of students by relieving short term hunger. (WFP, 2003).

In Africa and around the globe, school feeding programme, has undergone a transition and it is now called 'Home-Grown School Feeding Programme' (HGSFP). Songa 2011 says the need to transit from SFP to HGSFP was after the quest for reduced costs, a more sustainable feeding programme, provision of predictable market for local farmers, boost local development and to enhance local ownership of school meals programme.

Home-Grown School Feeding Programme was introduced by African governments in (2003) with the aim to restore agricultural growth, food security, adequate nutritional levels and rural development in the continent. (WFP, 2017). Home-Grown school feeding is a school feeding programme that provides food produced and purchased within the country to the extent possible so as to increase enrolment, attendance and academic performance of the learners. (WFP, 2011). The core idea about HGSFP according to WFP was to maximize benefits for small holder farmers, by linking schools to local production, strengthening the capabilities of small holder's farmers and communities and to promote a sense of ownership among communities and farmers involved.

WFP (2011) outlines the following as the benefits of Home-Grown School Feeding Programme:

- **Provides Child protection:** This helps protect children from the risk of child labour and other harmful activities.
- **Promotes equal access to education and learning:** through increased access to education by enhanced enrolment, attendance and completion.
- **Improves learning:** through increased children's ability to concentrate and learn, thereby enhancing educational achievement by addressing short-term hunger common in children who do not eat breakfast before going to school.
- **Provides Gender equality:** serving as an incentive to send girls to school and keep them there.
- **Provides a Platform for wider socio-economic benefits:** School feeding has potentially significant economic development outcomes when integrated with other school health and nutrition, environment and water and sanitation interventions. In addition, complementary activities to bring greater awareness on sexual and reproductive health and HIV and AIDS issues, environment awareness and specific activities like tree plantation, water conservation systems and renewable energy sources use.

The perceived benefits of HGSF prompted the New Partnership for Africa's Development (NEPAD) to identify it as having an immediate impact on food security in Africa, with the potential to contribute to long-term development goals. The United Nations 2005 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 for rural areas facing the dual challenge of high chronic malnutrition and low agricultural productivity (World Summit Outcome, 2005), (UN Millennium Project, 2005).

Finally, the African Union Special Food Summit, in December 2006, reaffirmed the HGSF initiative and resolved that the implementation of HGSF must be expanded to reach at least

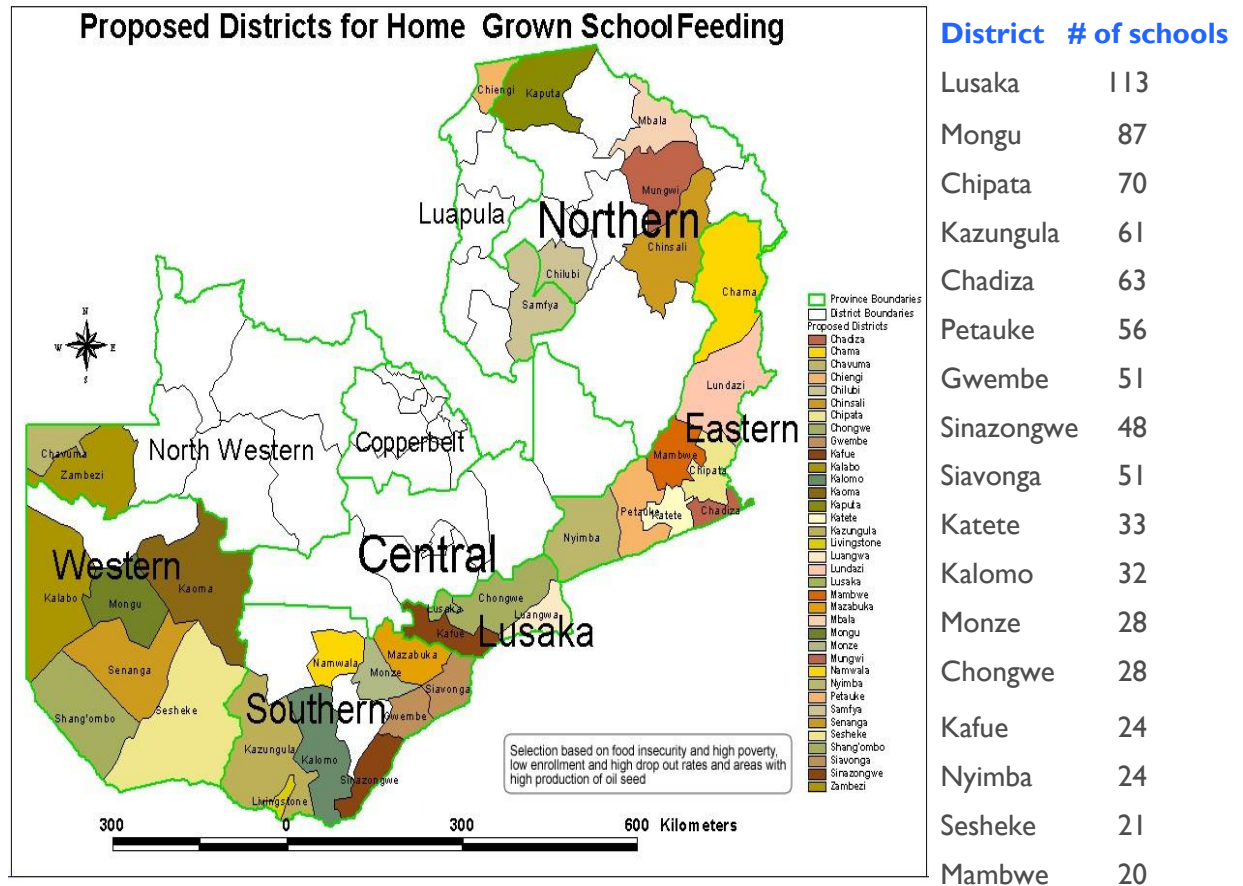
20 percent of member states by The Millennium Project report investing in Development, which was published in 2005 as a practical plan to achieve the MDGs. One of the quick win and ambitious recommendation was the expansion of the school meals programmes to cover all children in hunger stricken areas (UN Millennium Project, 2005). Motivated by that recommendation, NEPAD, the United Nations World Food Programme (WFP) and the Millennium Hunger Task Force (MHTF) launched a pilot Home-Grown School Feeding and Health Programme (HGSFHP) designed to link school feeding to agricultural development through the purchase and use of locally and domestically produced food. NEPAD and WFP signed a Memorandum of Understanding to enhance cooperation on HGSF, among other things. Twelve pilot countries (Angola, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Nigeria, Senegal, Uganda and Zambia) were invited in the implementation of the novel programme.

In Zambia, WFP has been active since 1967 and is committed to providing food assistance to more than 900,000 people. (WFP, 2013). WFP activities in Zambia operate within the framework of the country's programme and a Protracted Relief and Response operation (PRRO) which is in its phase-out stage. The CP aims to support social protection for vulnerable households, while the (PRRO) provides food assistance to refugees in need. All WFP activities in Zambia are implemented as an integral and in line with the Delivering part of the United Nations Development Assistance Framework (UNDAF) and in line with 'Delivering as One' mechanism under which UN agencies have pledge to work together to ensure a more coordinated and effective level of action in areas of development, humanitarian assistance and environment.

In 2003 World Food Programme (WFP) in conjunction with the Ministry of Education joined hands to address the issue of low rates in school enrolment, attendance and pupil's academic performance. Upon realizing that Many Zambian children go without a meal in the morning, walk long distances, arrive, at school hungry and restless finding it difficult to concentrate on learning, the two bodies introduced Home-Grown School Feeding Programme. (WFP, 2011). The purpose of the school feeding therefore, was to improve school enrolment, attendance and performance in the most drought prone and insecure areas with low educational indicators. It was believed that this would event short-term

hunger, encourage children to continue attending classes and enhance their concentration and academic performance. It was estimated that close to 90% of pupils in the 18 worst drought-affected districts in Zambia were attending school irregularly or staying away from school during periods of hunger (WFP, 2001).

Current school Meal Support



Source: WFP 2011 Livingstone 19

Home-Grown School Feeding Programme therefore, demands that a hot nutritious meal of high energy and protein supplements be provided to school going children in targeted schools. Immediately after its launch, a pilot project was commenced in 30 schools in three most drought-affected districts (Sinazongwe, Siavonga and Gwembe) in Southern Province. Furthermore, in September 2003, the programme was expanded to include 10

schools in Livingstone, Southern Province and Chadiza District in Eastern Province. (WFP, 2011).

The WFP Zambia in cooperation with the MOE expanded the provision of hot nutritious meals of High Energy and Protein Supplement (HEPS) to over 280 000 children in 829 schools situated in the most drought prone and food-insecure areas with low educational indicators. These were: Sesheke and Mongu (Western Province), Kazungula, Kalomo, Gwembe, Livingstone, Sinazongwe Siavonga, and Monze (Southern Province), Lusaka, Kafue and Chongwe (Lusaka Province) Children in the afore-mentioned districts received porridge upon arrival at school. At times, pupils were allowed to take the food home to share with their families. This was meant to encourage household to host orphans and vulnerable children and send children to school. (WFP, 2003).

In 2014, WFP in collaborations with Mary's Meals rolled out Home-Grown School Feeding Programme in Chipata District Eastern Zambia. Mary's Meals is a registered charity, formerly known as Scottish International Relief (SIR), which sets up school feeding programmes in some of the world's poorest communities, where hunger and poverty prevent children from gaining education. It was founded in 2002 and has grown from its first feeding operation of 200 children in Malawi, to a worldwide campaign, providing free school meals in hundreds of schools and feeding more than one million children daily. Mary's Meals is named after Mary, the mother of Jesus, by its founders, who were inspired by their Catholic faith, although the charity is not a Catholic organization. (Mary's Meals Monitoring and Evaluation, 2014-2017).

Mary's Meals provides one nutritious meal every day in a place of education for vulnerable children in some of the world's poorest communities. It is currently feeding over one million children every day who attend school in 12 countries around the world. Since its inception in 2002, Mary's Meals has gained considerable experience and expertise in the effective delivery of community-based school feeding programmes and, over this time, has continuously developed and refined its approach in order to reach as many children as possible, in the most efficient and sustainable way.

By providing a daily meal at school, Mary's Meals meets the immediate needs of hungry children and encourages them to go to school to gain an education that can, in the future,

be their ladder out of poverty. Mary's Meals aims to make lasting positive changes in children's lives, believing that providing meals at school increases access to education and improves engagement and progression within education by reducing classroom hunger. Its experience is that child health and well-being and community support for education also improves and by purchasing local food wherever possible, Mary's Meals aims to contribute to the national economy and improve local livelihoods. The long-term goal of the organisation is the support and replication of effective school feeding programmes by national governments.

The organisation takes its school feeding programmes in schools with the following:

- Enough toilets
- Plenty of water,
- SHN committee
- Gazetted school with permanent teachers.

The organisation works with the school management and the community to bring hope to vulnerable children.

In Chipata District, Mary's Meals is currently working with 117 primary schools and is targeting to extend its hand of charity by adding other schools to the programme. This year, their goal is to feed hundred thousand pupils. (Mary's Meals Chipata). Mary's Meals believes that every child has a right to education as education allows children to develop key skills and knowledge, and improves their opportunity to gain employment and provide for themselves and their families in future. The organisation provides a free vitamin-enriched corn soya porridge called 'Likuni Phala' which is served in plastic mugs to learners from pre grade to grade nine. The purpose of Mary's Meals school feeding programme is to provide one good meal to the pupils in a place of learning, with the view to drawing them into classroom where they can receive an education that could one day free them from poverty. (<https://www.marysmeals.org.uk>)

Khonat (2015) observed that providing a daily meal in a place of education is a simple solution to hunger but it means so much more than simply filling a belly. It creates

community spirit, inspires dreams, feeds hope and is empowering individuals to a better future. She outlines six objectives of the feeding programme which include:

1. Reduce hunger for children living in poverty who attend school.
2. Increase access to primary education of children living in poverty.
3. Improve engagements in primary education for children living in poverty.
4. Improve health and well-being of children living in poverty.
5. Increase progression within primary education by children living in poverty.
6. Increase support for education with vulnerable communities.

Home-Grown School Feeding therefore, must have certain relevance to the development of education in Chipata District in particular. However, from the time Mary's Meals rolled out its school feeding programme in the district, it is not clear on how the programme is managed in primary schools by head teachers, hence the prime purpose of the research.

1.2 Statement of the problem

The government of Zambia has come up with a number of initiatives to address the issue of access to education. One such initiative was the introduction of Home-Grown School Feeding Programme in public primary schools. WFP (2011) argues that HGSP promotes equal access to education and learning through increased access to education by enhanced enrolment, attendance and completion. It is therefore, worth acknowledging that Home-Grown School feeding programmes has the potential to increase access to primary education, reduce dropout rates, particularly in the lower primary school grades, and improve academic achievement of pupils. The programmes therefore needs to be effectively managed so that it leads to these desired benefits. Past studies conducted in Zambia by Sitali (2011) in Mongu and Phiri (2017) in Serenje looked at the impact of school feeding programme on pupil's enrolment, attendance and academic performance. It is therefore not clear on how Home-Grown School Feeding Programme is managed in Chipata District. This study therefore, sought to assess head teachers' management of HGSP programme in selected primary schools in Chipata District.

1.3 Purpose of the study

The purpose of the study was to assess head teachers' management of Home-Grown School Feeding Programme in selected primary schools in Chipata District.

1.4. Objectives of the study

1.4.1 General objective

The general objective of the study was to assess head teachers' management of Home-Grown School Feeding Programme in selected primary schools in Chipata district.

1.5.2. Specific objectives

1. Determine how head teachers manage Home- Grown School Feeding Programme in primary schools.
2. Establish the strategies used by head teachers in resource mobilization for Home-Grown School Feeding Programme.
3. Examine challenges head teachers face in management of Home-Grown School Feeding Programme.

1.6. Research questions

1. How is Home-Grown School Feeding Programme managed at school level?
2. Which methods are used by primary school head teachers to enhance resource mobilization for School Feeding Programme?
3. What are the challenges faced in the management of Home-Grown School Feeding Programme in primary schools?

1.7. Significance of the study

The study may be significant to the government, development partners, public primary school managers, school feeding programme committee members and the community in

that to the government, the study would provide data on the management of Home-Grown School Feeding Programmes. Such data could be used to improve programme implementation hence meeting the stipulated goals more effectively and efficiently. The study would serve as a form of monitoring and evaluation tool for development partners, notably World Food Programme, and Mary's Meals school feeding programme. Findings of the study could also help to analyze challenges faced in management of HGSFP which would in turn provide solution towards the attainment of the desired benefits.

To primary school head teachers and the school feeding programme committees, the study would be useful in that findings could be used to provide information to the donors on effective management of HGSFP. In addition, the overall benefit of an improved Home-Grown School Feeding Programme is to the community who would gain from the benefits accruing from investing in human capital. Community members may also learn from the study findings the importance of the role they play in promoting sustainability of school feeding programmes. Lastly, the study could also add to the body of knowledge on management of Home-Grown School Feeding Programme which will in turn led to the identification of more areas of research that could be carried out in future by researchers.

1.8. Limitations of the study

Limitation of the study is defined by Kombo and Trump (2006) as a section that indicates challenges anticipated faced by the researcher during the study. This study focused on head teacher's management of Home-Grown School Feeding Programmes in selected primary schools in Chipata District. The study was only conducted on those schools within twenty kilometers radius from Debs office. So out of hundred and seventeen schools that are feeding, fifteen schools were within that radius and the researcher did conduct the study on them. The researcher took that route due to limited time. The findings therefore, cannot be generalized to all primary schools that are implementing Home-Grown School Feeding Programme in the district.

1.9. Delimitations of the study

The study was restricted to public primary schools implementing Home-Grown School Feeding Programme in Chipata District. Out of hundred and seventeen schools that are feeding in Chipata District, the study was delimited to only fifteen schools. The study was also delimited to head teachers, SHN coordinators, School feeding programme committee members (parents) and the District School Feeding Manager.

1.10. Assumptions of the study

The following assumptions guided the study

- i) All public primary schools have sound and established school administration and SHN committee members who are dedicated to their duties in day to day running of the institution.
- ii) Respondents were honest and truthful as far as school management and coordination of Home-Grown School Feeding Programme was concerned.

1.11. Operation definitions

In order to assist the reader and avoid ambiguity, various key concepts used in this study are clarified below:

Home-grown school feeding programme- targeted social safety nets that provide both education and health benefits to the most vulnerable children, thereby increasing enrolment rate, reducing absenteeism and improving food security at the household level.

Initiating structures- refers to the various ways that head teachers use to ensure that food programmes is well managed. This includes having a committee that operates SFP.

Management- refers to mobilization and directing of human, material and financial resources for the purpose of effectively and efficiently achieving organizational goals.

Primary school management- refers to organisation and coordination of all the activities of a school in accordance to the stipulated guidelines of the Ministry of General Education.

Ration – the amount and types of food specified per person and it is assumed to meet the basic daily food requirement.

Short term hunger refers to the temporary condition of pupils who have not had an adequate meal for many hours before coming to school.

Strategy- refers to the course of action or a plan educational managers undertake in order to achieve a desired educational goal.

Take-home rations– amount of food given to pupils to take home. This provides an income transfer to the families of primary school children thus acting as an incentive for them to enroll and keep their children in school.

Transition rate- refers to the number of pupils able to move from one grade to the next after one academic year.

Vulnerable children-These are children whose state of living and upkeep is hampered due to poverty.

1.12. Theoretical Framework. Source: (Robbin and Coulter, 2000)

According to Kombo and tromp (2006) a theoretical framework is a collection of interrelated ideas based on theories. It is a reasoned set of prepositions, which are derived from and supported by data or evidence. A theoretical framework accounts for or explains phenomena. The study was guided by Henry Fayal's Administrative Theory of Management. Lang (1992) and Huczynski (1989) say Fayal proposed that managers perform five functions which include; planning, organizing, commanding, coordinating, and controlling.

➤ **Planning**

This involves selecting objectives and the strategies, policies, programmes and procedures for achieving these objectives.

➤ **Organizing**

This involves establishing a structure of tasks which need to be carried out in order to achieve the goals of the organization. These tasks are grouped together to form jobs for individuals. Jobs are grouped together to form sections and departments. Authority is

delegated to carry out the jobs and provide systems of information and communication and co-ordinate the activities within the organization.

➤ **Commanding**

This involves giving instructions to subordinates to carry out the tasks for which the manager has authorized.

➤ **Co-coordinating**

This is the task of measuring and correcting the activities of individuals and groups to ensure that their performance is in accordance with plans.

➤ **Controlling**

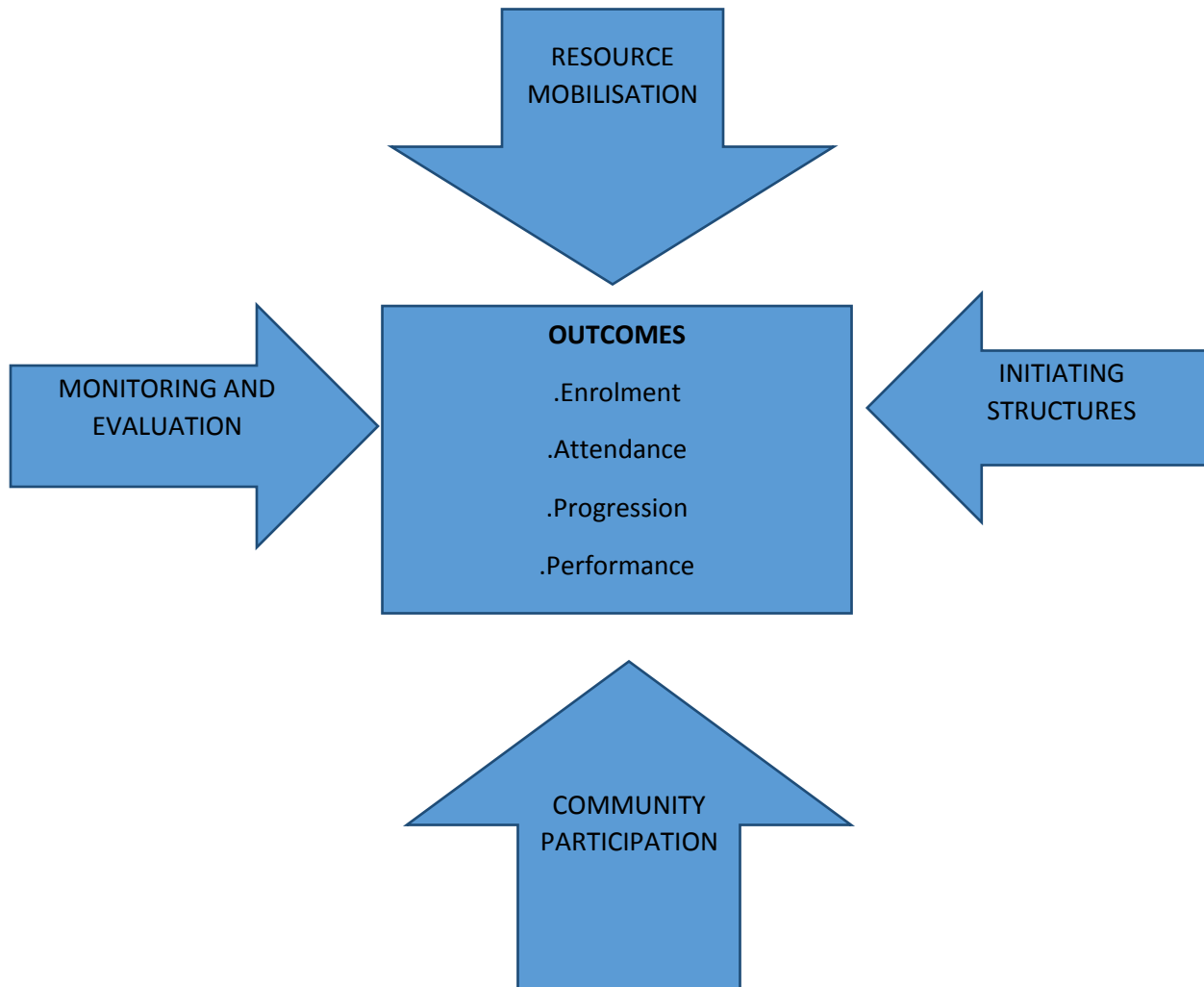
This involves comparing the actual performance of the organisation with the desired performance level and checking if there is need for improvement and when deviation is found, implementing the necessary changes to improve the performance.

In this study therefore, the researcher found this theory to be suitable because in managing the affairs of an institution, head teachers ought to apply all the five functions in order to attain the desired benefit. The researcher therefore, attempted to apply the theory so as to assess head teachers management of HGSFP.

1.13. Conceptual Framework

Kombo and Tromp (2006) define conceptual framework as a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this based on observations or experiences. It is researcher's own position on the problem and gives direction to the study, showing the relationships of the different constructs that a researcher wants to investigate (Neumann, 2000).

Management of Home-Grown School Feeding Programme (HGSFP)



Source: (Author 2018)

The conceptual framework for the study presents the relationship between the independent and dependent variables. The conceptual framework shows that good management of

Home-Grown School Feeding Programme, which has been denoted includes; programme monitoring, initiating structures, community participation and resource mobilization. The independent variables of the study determine effectiveness of the school feeding programme. Effective management of HGSFP leads to pupil participation which in turn foster enrolment, progression rate, attendance, access and retention.

1.14. Summary

Chapter one gave the background of School feeding Programme and its transition to Home-Grown School Feeding Programme across the globe, in Zambia and Chipata District in particular. The chapter further looked at the objectives of the study, statement of the problem, research questions, purpose of study, limitation of the study, delimitation, and assumption of the study, conceptual and theoretical framework. Key terms in the study were also defined. The next chapter will review literature on the subject.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature about the history of school feeding programme (SFP) both at the globe and at national level. The chapter will also review literature related to the School Feeding Programme with special emphasis on the management of Home-Grown School Feeding Programme. Lastly, the researcher will show the knowledge gap based on reviewed literature.

2.1. History of school feeding programme

School feeding was introduced in a number of European countries to ensure positive growth of their people and to reduce nutrition deficiencies. It has its origins in the 1930s when the programme was introduced in the United Kingdom (UK) and in the United States (US). It was done with the explicit objective of improving the physical growth of children (Richter et al., 2000:16). For instance, in the United Kingdom a programme that subsidized milk for school children was initiated in 1934 and milk was provided free from 1944 onwards (Baker et al, 1978). In the late 1960s and early 1970s, this benefit was withdrawn from all except for those children considered to be particularly needy. Gunderson (2011:11) pointed out how the United States of America established the National School Lunch Act, which was passed by Congress in 1948 and how it is the legislative forerunner of all child nutrition programmes in existence today. The Act signed into law by President Truman in 1946 brought into being the National School Lunch Programme (NSLP). This act was established to provide assistance to the United States of America in the establishment, maintenance, operation, and expansion of school lunch programmes, and for other purposes.

Gunderson (2011:15) further states that the programme is hereby declared to be the policy of Congress, as a measure of national security to safeguard the health and well-being of the children in the United States of America. It also encouraged domestic consumption of nutritious agricultural commodities and other food. The United States Department of Agriculture (2003:12) states that, in pursuant of this Act, the Department of Agriculture

provides states within America with general and special cash assistance and donations of foods. These provisions help schools in serving children with nutritious lunches each school day. In Brazil after the Second World War in 1945, Swartz (2009) observed that School Nutrition and Food Security Programme (SNFSP) in schools was introduced. In implementation of this programme, Brazil adopted a decentralization approach as a strategy to manage the programme. Brazil also introduced the local school meals councils, which involved representatives from the government, teachers, parents and civil society organizations (WFP, 2009).

2.2. School feeding programme in selected African countries.

Africa like the other continents of the world has areas that are adversely affected by drought and famines occasionally. These include the eastern, southern central as well as western region. This has indeed prompted WFP to give food assistance to schools in 29 countries in Africa. In most African countries, providing school meals play a critical role in ensuring that children learn once they are at school. Many children cannot afford to bring food from home to eat during the day and this has barred children access to education. This syndrome of hunger has been seen to affect children's cognitive functions and to a large extent make them lose interest in schooling (UNESCO, 1999).

2.2.1. School feeding programme in Morocco

Morocco is one of the African countries where education favors the male folk and urban areas. SFP has been used to bridge the gap. In 1998 only 52percent of school age girls in rural areas attended primary schools compared to 72 percent of boys, whereas in urban areas, 81 percent and 87 percent of girls and boys attend respectively. In rural areas, four out of ten girls used to drop out of school before reaching grade five. This was due to strong sociocultural tradition against girls' education (UNESCO, 1999). In January 2000, WFP initiated SFP in Arusha, Dodoma and Singida, three of the Tanzanian's poorest twenty regions. The programme was very successful in boosting enrolment in the first two years (WFP, 2002).

2.2.2. School feeding programme in Namibia

In Namibia, school feeding was introduced in 1991, with funding from the WFP as a drought relief project. In 1996 the Government took over full ownership in terms of administration and funding (WFP, 2012). The management of the program is being carried out by MOE officials both at national and regional levels (MOE, 2012). These officials are also responsible for monitoring and evaluation of the programme. Over the years, the program has expanded to all primary school going children and it was feeding more than 250 000 learners country wide in all the 14 educational regions of the country by 2012 (MOE, 2012). The main aim of the NSFP is to provide meals that add nutritional benefits to nonregistered grant-receiving orphans and vulnerable children in primary schools in all the regions of the country. Additionally, the programme is aimed at increasing enrolment and school attendance of orphans and vulnerable children (MOE, 1997).

2.2.3. School feeding programme in Mali

The Malian School Feeding Programme has been documented by Diallo (2012). The programme started in the 1990's, where canteens were introduced at schools to feed the learners. The programmes were initiated by the World Food Programme (WFP) and the Catholic Relief Services (CRS) as a strategy to reduce poverty. At a later stage, the WFP signed an agreement with the government to manage the operations of the programme. In 2009, a national policy on school feeding was adopted, after that it was developed for a duration of three years. The policy's main aim was to provide the necessary support to schools, in order to curb hunger and keep the learners in school. This policy was a comprehensive programme document that linked the feeding programme with other programs and interventions such as the agricultural sector, health (nutrition, hygiene and HIV/AIDS) and the environment (Diallo, 2012). After the adoption of the national school feeding policy, the National School Feeding Programme was launched in 2011, coordinating all the existing School Feeding Programmes and activities. At this stage, more than 1500 schools were benefiting from school meals, especially learners from vulnerable and food insecure families / communities. Learners were provided with hot

meals, consisting of mainly cereals and legumes in the afternoons. Benefiting girls were also eligible for take-home rations (Diallo, 2012).

In Mali, the biggest challenge is lack of access to water for schools (Winch, 2009). Without water, one cannot run a feeding programme as this is a barrier to both food preparation and sanitation. In addition, a lot of schools in Mali do not have toilets that serve as basic sanitation for learners. Hygiene is one of the basic and important requirements for implementing a nutritional programme such as school feeding. Furthermore, the Malian School Feeding Programme was faced with lack of coverage of schools (Diallo, 2012). This problem could be attributed to lack of access to schools due to bad roads (Winch, 2009) or because of poor logistical management. The activities for the feeding programme were also not well coordinated at all administrative levels. Diallo (2012) further stated that the programme lacked a defined food basket (menu variety) for the learners and irregularities in the deliveries of the food consignments to schools. Moreover, there were no proper monitoring systems in place to track the activities of the programme at national level.

2.2.4. School feeding programme in Kenya

Kenya introduced School Feeding Programmes in the 1980s in different districts in varying degrees (Langinger, 2011), which aimed at increasing school enrolment and retention of rural girls in schools. Rural girls are usually not allowed to attend school due to early marriage, performing house hold chores or simply because women were not considered as equal to men. In 2009, the Kenyan government introduced ‘The Home Grown School Feeding Programme’ that had the intention of curbing malnutrition among school learners, increasing access to education and reducing social pressure that keeps girls away from school (Langinger, 2011). The programme was supported financially and operationally by WFP. In Kenya, the biggest challenge is lack of stable funding for the feeding programme (Buhl, 2010).

The programme is dependent on foreign aid to purchase food and for technical assistance. With foreign aid, there is no stability in ensuring that funds are available as required. In addition, there is lack of uniformity in standards and meal provisions and weak

implementation of the programme at institutional level. Each area or school is implementing the programme differently, the guidelines are not followed. Furthermore, the schools are overcrowded and without additional facilities provided to cater for the needs of the learners. These schools therefore require additional supplies and staff members in order to adhere to the existing school feeding standards. Buhl (2010) adds that the Kenyan schools lack dining space and hand washing facilities for learners participating in the feeding programmes.

2.2.5. School feeding programme in Malawi

The Malawian government started a free Primary Education Programme in 1999 (Tomlinson, 2007). The programme which was funded by the WFP aimed at improving school attendance of girls and orphaned learners, reduce short-term hunger which is the main cause of poor classroom concentration and cognitive function and to narrow the gap in dropout rates between boys and girls (Tomlinson, 2007). Learners were served with a morning maize meal (porridge). In addition to that, girls were given take home rations every month (WFP, 2009)

The Malawian School Feeding Programme is faced with key challenges of programme sustainability and transfer of learners from non-targeted schools to targeted schools (Kamlongera, 2009). In addition, the ever increasing food prices places a burden on the overall funding of the programme. There is also a challenge of community perception towards the school meals and their voluntary involvement. The communities see the programme as a food aid and for them it means they should benefit directly. Kamlongera (2009) further added that the communities do not take ownership of the programme as they see it as a donor or government owned programme.

2.2.6. School feeding programme in South Africa

South Africa introduced the School Feeding Programme for mixed race and white Schools in the 1940's (Sibanda, 2012). In 1994, the South African government introduced the Primary School Nutrition Program, aimed at improving the health of school going learners and their attendance and learning (Tomlinson, 2007). The main goal was to enhance the

quality of education through the provision of school meals to learners. However, Tomlinson (2007) had indicated that the program faced some challenges, such as poor coverage and high costs and inconsistencies in meal provision amongst others. According to Buhl (2010), the South African feeding programme has no uniformity when it comes to menus, mealtimes and the number of feeding days for schools.

Another challenge is that officials do not follow the targeting directives which were put in place. In addition to this, monitoring and evaluation systems are not followed, causing differences in School Feeding Programme procedures and outcomes. She further stated that the decentralization of school feeding caused uneven implementation because each province does it differently. There is also a problem of school learners not receiving meals as planned and there are great variances between commodities received by rural schools and urban schools in terms of quality and quantity (Buhl, 2010: Tomlinson, 2007). Moreover, there is theft of food and corruption within the administration of the School Feeding Programme.

2.2.7. School feeding programme in Zambia

In Zambia, WFP has been active since 1967 and is committed to providing food assistance to more than 900,000 people. (WFP, 2013). WFP activities in Zambia operate within the framework of the country's programme and a Protracted Relief and Response operation (PRRO) which is in its phase-out stage. The CP aims to support social protection for vulnerable households, while the (PRRO) provides food assistance to refugees in need. All WFP activities in Zambia are implemented as an integral and in line with the Delivering part of the United Nations Development Assistance Framework (UNDAF) and in line with 'Delivering as One' mechanism under which UN agencies have pledge to work together to ensure a more coordinated and effective level of action in areas of development, humanitarian assistance and environment (WFP, 2013).

Past studies have revealed that many Zambian children go to school without a meal in the morning. They walk long distances and when they finally arrive, they are hungry and restless. They find it difficult to concentrate on learning. Many other children cannot enroll at all, they are forced to work, look for food, or help with family chores. School therefore

becomes less of a priority. Even when they do enroll, many are frequently absent; reducing their learning capacity and academic performance. This led to the introduction of Home-Grown School Feeding Programme. Home-Grown School Feeding Programme was introduced in 2003 by WFP in the aftermath of food and drought crisis of 2002. The programme targeted both the community and centers, and each school was asked to select its own parent's community school committee (PCSC), which was responsible for the overall management and running of the school. The main objectives was to improve enrolment and attendance levels in target community schools. Kate et al (2005).

2.2.8. Related literature on school feeding programme

Various studies across the globe and Zambia in particular have been conducted with regards to school feeding programme. In Burkina Faso, an evaluation of the school feeding programme was carried out and the findings showed that school canteens were associated with increased school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates, and higher success rates on national exams, especially among girls. Moore and Kuntze (1994).

Muriithi in Kenya also carried out a study in (2014). The purpose of the study was to investigate the influence of head teachers' school feeding programme in public primary schools in Siakago Division, Mberere. The study was a descriptive design and targeted primary schools in Siakago division. Questionnaires, interview guides and focus group discussion were used as instruments of data collection. The head teachers, teachers and pupils were the main respondents. Descriptive statistics, mainly frequencies and percentages were used to analyze data. Data analysis revealed that head teachers play managerial role in the School Feeding Programme. He/she ensures that the food is cooked in a hygienic environment and also supervises cooking, serving and eating, monitoring and supervision, ensures that food is fairly shared among the pupils. The head teacher is also placed with the responsibility of ensuring that food is kept safely in the store by mobilizing parents to provide a good store, treating the food against pests and guarding against theft. He/she implements Government policy on School Feeding Programme by ensuring that food is in good condition, and also seeing to it that right rations are cooked.

In Namibia in (2015) Hamupembe carried out a study to investigate the administration of the School Feeding Programme at school level. The school principals and the teachers were the main respondents. The study aimed at finding out how administration is being carried out, the attitudes of the teachers towards the School Feeding Programme and the challenges that schools are facing with the implementation of the programme. The study used a qualitative descriptive design and targeted two public primary schools in Namibia. In his study Hamupembe used observation checklists and focus group discussion as instruments of data collection.

The findings of the study were that Namibia School Feeding Programme (NSFP) is administered by school principals and teachers, with the help of parents in communities in which the schools reside. Food is supplied by the Ministry of Education and is mainly in the form of maize meal. The following were found to be the roles of school principals; communicating with the regional education directorate, sourcing cooks from the community, ordering the maize meal and overall administration of the programme. Teachers were mainly responsible for record keeping, issuing of ingredients such as sugar, salt, maize meal and cooking oil to the cooks, monitoring of meal taking times, monitoring and induction of cooks. Each school had a School Feeding Focal Person who assisted the school principal to coordinate all of the school feeding activities at school level. On a daily basis, cooks arrive at the schools and start with meal preparation activities, which mostly involve cleaning the cooking shelters, pots and other utensils. The responsible teachers hand the cooks the ingredients for meal preparation. The cooks prepare the meals well before the school break time. During break, the learners are served by the cooks. The volunteer cooks are also responsible for cleaning the utensils and the cooking facilities after meals are served. Since the cooks are participating in the programme on a voluntary basis, commitment to the programme is in some cases is unreliable, which puts the programme at risk.

Another evaluative study was conducted by Mohammed Abdul- Kudus (2011) in Ghana, and the purpose of the study was to evaluate the extent results of the Catholic Relief Services (CRS) school feeding programme on the academic performance of pupils of Savelugu / Nanton District in Ghana. A single subject design was used. The study used

questionnaires and interview guides as instruments for collecting data. Teachers and pupils were the main respondents. The study used both computerized and manual methods and data was analyzed using Statistical Package for Social Scientists. The study also used qualitative analysis to explain opinions, views, reasons, causes as well as suggestions. The study findings revealed that feeding programmes have impacted positively on enrolment and retention figures in Savelugu/Nanton District basic schools.

The feeding programme has a relationship with the academic progression of the pupils as it has enhanced the cognitive development and academic progression of the pupil. The findings also established that school feeding programmes have enhanced the enrolment and retention of the girl child in the beneficiary schools. Lastly, the feeding programme has positive external economic effects on the household and parents in particular. Parents make savings as households benefit from the take-home rations given to pupils.

In Kenya, another study on management of HGSFP was conducted by Machochi (2011). In his study, the researcher used a descriptive survey design and the purpose of the study was to assess management of HGSFP and its implication on access and retention in primary schools. The objectives of the study were; to determine the impact of HGSFP on education access and retention in public primary schools, to assess issues and challenges experienced in the management of HGSFP and to suggest strategies that can be employed to improve the management of HGSFP in the district. The study used questionnaires, interviews and observation schedules as instruments for collecting data. The findings established that the criteria for determining schools to benefit from HGSFP was unfair, since all the schools in Kathonzi District deserve to benefit in the programme. The findings of the study revealed that the biggest challenge facing the implementation of HGSFP was the rising cost of food commodities. The study established that the community members participated actively by providing water, firewood, labour and construction of stores. Proper management of Home-Grown School Feeding Programme in targeted schools helped to meet its intended objectives.

On the impact of Home-Grown School Feeding Programme on education access, it was discovered that HGSFP had a positive impact on access to education of pupils in schools.

This was because the schools with HGSFP registered a rising enrolment of pupils over the years as opposed to those schools without. On retention of pupils, the study established that HGSFP had a positive impact on the retention of pupils in schools since schools with HGSFP registered little or no dropout rates over the years, and pupils were able to complete the primary school education cycle. It emerged that the chief cause of drop outs was hunger which, when addressed by the HGSFP, would check the dropout rates and help to improve education standards in the district.

In 2012 another study was carried out by Njuki in Kenya. The researcher used a descriptive survey design and the purpose of the study was to establish the influence of head teachers' practices in management of school feeding programme on primary school retention. The objectives of the study sought to determine the extent to which head teachers' implementation of Government School Feeding Programme influences pupils' retention in primary schools, to establish the strategies used by primary school head teachers in resource mobilization for School Feeding Programme, to determine the influence of head teachers' implementation of Non-Governmental Organizations' Initiatives on pupils' retention in primary schools and to examine the challenges head teachers face in management of School Feeding Programme in primary schools. The findings of the study revealed that Head teachers' Management of school feeding programme has contributed significantly to pupils' enrolment, reduced dropout rate and enhanced retention in primary schools. The study also established that School Feeding Programme is a valuable instrument for stimulating enrolment and stabilizing attendance as well as reducing drop outs in primary schools.

Kadenge and Orodho (2000) also conducted a study in Kenya. The study used a correlative design and the purpose of the study was to assess Home-grown school feeding theory in Kinango and Kwale Kenya. The researcher used a mixed method. The findings revealed that HGSFP had not achieved its objectives in Kinango. The study revealed that instead of the programme benefitting the local farmers, it has benefited the bigger business people who do not reside among the locals but operate their business in the urban centers and townships.

In Zambia, a number of studies have been conducted with regards to school feeding programme. A study conducted in Zambia showed that the enrolment of children in basic schools increased from 11.1 per cent of the total enrolment in 2002 to 20.1 per cent in 2004, after subjecting learners to school feeding programme. Other studies conducted showed that school feeding activities were increasing access and attendance while simultaneously improving health, nutrition and learning.

(MOE, 2007).

In 2017, Phiri and Chisala conducted an evaluation study of the school feeding programme in Kapiri Mposhi. The study used a non- experimental (design case study design). The evaluation study established that the school feeding programme plays a vital role in the school attendance and learning outcome of pupils. The study also recognized that good nutrition is fundamental for the pupils' current and future health as well as their development and learning.

Sitali (2015) also conducted a study in Mongu, on the impact of school feeding programme, the researcher used a descriptive survey design. Data was collected using questionnaires and interview schedules. Findings showed that there was an increase of enrollment, attendance and performance by children receiving meals/food at schools.

2.5 The Knowledge Gap from Reviewed Literature

There are various studies on the SFP which have been done in many nations worldwide and Zambia in particular. Some of the studies took a general approach, while others have focused on specific areas. In the reviewed literature, school feeding had assumed an important role in solving the issue of low enrolment, poor attendance and performance. A number of studies show an increase in school enrolment, attendance and performance after school feeding started and yet high enrolment and attendance do not necessarily translate into high rates of achievement for children.

In general the above reviewed literature provide valuable information about the impact of the school feeding programme on school enrolment, attendance and performance but failed to give a comprehensive picture of the effectiveness of the head teachers in the

management of Home-Grown School Feeding Programmes across the globe because they were limited in their scope, therefore, in Zambia, and Chipata District in particular it is not clear on how primary schools manage HGSFP hence the purpose of the study.

2.6. Summary

This chapter gave a critical review of existing literature on the history of School Feeding Programmes in various countries and its impact on learner attendance and performance. The chapter further reviewed literature with regards to management of Home-Grown School Feeding Programme in Africa and around the globe. The chapter closed by showing the knowledge gap. In the next chapter, research methodology will be outlined, the type of research and the methods used for this study.

CHAPTER THREE METHODOLOGY

3.0. Introduction

In this chapter, the researcher provides the methodology that was used to collect data in the study. It presents the study area, research design, study population and sampling techniques adopted to carry out the research. It further describes the procedure that was used to collect and analyze data.

3.1. Study area

The study area chosen for this research was Chipata District. The District is located in the eastern part of Zambia, and it is the provincial capital of Eastern province which shares borders with Malawi. It has a population of about 450,000. Around 87% of the people make a living in agriculture, mainly as small-scale subsistence farmers. Poverty levels in the District remain high with over fifty (50%) of the population living in extreme poverty, unable to meet basic needs such as sufficient food or clean drinking water. The situation in rural areas is particularly severe, and less than one per cent of the population are estimated to be non-poor or rich. There are three hundred and thirty two school in the district. Out of these, 117 public schools are feeding. The research is focused on public schools because that is where HGSFP is implemented. (SOS, 2011)

3.2. Research methodology

The study adopted a qualitative research paradigm which is a form of research that involves description.

3.3. Research design

A research design is a programme designed to guide the researcher in collecting, analyzing, interpreting observed facts and specifies which of the various types of the research approach to be adopted. (Moore and McCabe 1989). The research design that was used in this study is the descriptive survey. Orodho (1969) defines descriptive survey as a

method of collecting data by interviewing or administering questionnaires to sampled individuals. Therefore, this design suits best for the study as it is aimed at collecting information from respondents on their attitudes and opinion in relation to head teachers in the management of Home-Grown School Feeding Programme in selected primary schools in Chipata District. The research used both primary and secondary data. Primary data was obtained through, interview schedules and observation check list while secondary data was obtained through journals and school records.

3.4. Target population

Best and Khan (2003) define population as any group of individuals who have one or more characteristics in common that is interested to the researcher. The target population for the study was 117 public primary schools in Chipata District that are implementing Home-grown School Feeding Programme.

3.5. Sample size

A sample is a part of a population from which information is to be gathered. In this study, the sample comprised 46 respondents; 15 head teachers, 15 SHN coordinators, 15 HGSEF committee members (parents) and 1 district school feeding manager.

Table.1 .Gender distribution in the study

SEX	FREQUENCY	PERCENTAGE
Male	15	33
Female	31	67
Total	46	100

Source: field work 2018

3.6. Sampling procedure

Kombo and Tromp (2006) define sampling as the procedure a researcher uses to gather people, places or things for the study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of

the characteristics found in the entire group. In another view, Kothari (2009), defines sampling techniques as the process of obtaining information about an entire population by examining only a part of it. Sampling is indispensable and inevitable when the population contains infinitely many members. In this study, two sampling techniques were used. Random sampling was used to select Home-Grown School Feeding school committee members (parents) while purposive sampling was used in the selection of head teachers, SHN coordinators and also during interviews with the District School Feeding Manager because they were the rightful respondents relevant to the study.

3.7. Research instrument

The research instruments that were used in the study for data collection were interview guides and observation checklist. Interview guides according to Kaonde (2013) refers to a written list of questions or topics that need to be covered by the interview. Interview guides were used to collect data on all the respondents i.e. the head teachers, SHN coordinators, Home-Grown School Feeding committee members (parents), district school feeding manager. An observation checklist is a tool that provides information about actual behavior. (Kasonde, 2013). For the observation, a checklist that consisted of five areas of observation was designed. These were: cooking facilities, food preparation, meal taking, clean up, water and sanitation. Under each of these areas, there were sub-items that the researcher used to record during the observations. In addition, the researcher made notes of general observations that are not necessarily featuring under the predetermined areas. The researcher observed meal preparation, serving of meals, the facilities used for the School Feeding Programme and the sanitation facilities at the schools. With regards to management of HGSFP, the observation checklist aimed at capturing the actual situation at each of the schools under study pertaining to facilities available for management of HGSFP and the daily activities.

3.8. Data collection procedure

Data collection refers to gathering specific information for the research problem and aimed at proving or refuting some facts. It involves administering a questionnaire, interviews and focus group discussions. According to Orodho (2009), the most

commonly used instruments in education and social science research are questionnaires, interviews and observation forms. The process is preceded by adequate preparation in terms of developing a question, instruction guidelines, making appointments in a case of some interviews. Data collection is important in research as it allows for dissemination of accurate information and development of meaningful programmes. The researcher used semi structured interview to collect qualitative data. This enabled the researcher to ask broad questions in any order considered appropriate. Questions also gave the respondents room to answer freely and amplify the responses. The respondents were interviewed in their work places. The observation checklist was used to collect data with regards to school feeding resources and facilities. Secondary data was also obtained through school records.

3.9. Data analysis

According to LeCompte and Schensul (1999), data analysis is the practice of reducing huge amounts of collected data to make sense of them. In this study, data was analyzed using qualitative method. Qualitative data was sorted out by creating categories and checking for uniformity and consistency as collected from respondents as well as counting the number of responses from the respondents.

3.10. Research ethics

Before the commencement of the study, the researcher obtained an authorization letter from the University of Zambia's Post Graduate Studies Committee to carry out the field work of the study. The letter was then presented to the District Education Board Secretary (DEBS) and Mary's Meals school feeding manager. In addition to the University letter, permission was requested from the District Education Board Secretary Ministry of Education. The researcher made appointments with each head teacher and explained the intention of the study. Appointments for interview sessions were arranged according to the availability of the respondents.

3.11. Validity

Meriam (1998) mentioned that it is imperative for researchers conducting a qualitative research to ensure that the findings of their research are valid and present insights that are true to educators, policymakers and other researchers. Before the commencement of the study, research instruments were first reviewed by the supervisor to determine validity before they were administered for data collection. The researcher therefore had time to rectify and came up with good and reliable instruments that could ensure credible results. Mugenda and Mugenda (1999) holds the view that validity of the instruments ensures accuracy and meaningfulness of results obtained from the analysis of data on the phenomena.

3.12. Trustworthiness

The researcher had to depend on respondents to provide truthful information.

3.13. Ethical consideration

The study was conducted in an ethical manner. The purpose of the research was explained to all the respondents and an assurance was made that the information given would be treated as confidential and their names would not be divulged. Informed consent was sought from all participants that participated. A research approval was also sought. The researcher personally conducted the interviews.

3.14. Summary

This chapter highlighted the study area, research design, population sample and the sampling technique used for the research. The chapter also explored how data was collected and analyzed. Validity, trustworthiness and research ethics have also been explained.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0. Introduction

This chapter presents the research findings on head teachers' management of HGSFP in public primary schools in Chipata District. The presentation of the findings address three research objectives. The research objective were:

1. To determine how head teachers manage Home-Grown school feeding programme in primary schools.
2. To establish the strategies used by head teachers in resource mobilization for Home-Grown school feeding programme in primary schools.
3. To examine the challenges head teachers face in management of Home-Grown School Feeding Programme.

The study used self-administered interviews and observation check list as instruments for data collection. Head teachers, SHN coordinators, HGSFP committee members (parents) and DSF manager were the respondents.

4.1. Management of Home-Grown School Feeding Programme at school level.

In order to appreciate and have a holistic understanding of how head teachers managed Home-Grown School Feeding Programme in Chipata District, the research applied semi-structured interviews with the head teachers, the SHN coordinators, the school feeding committee and the District School Feeding coordinator. All the participants were familiar with the school feeding programme hence they were asked to provide information on how HGSFP was managed at school level. Information established from the interviews indicated that management of HGSFP at school level was done by head teachers and Mary's Meals School Feeding Manager. The respondents reported that head teachers managed HGSFP by; initiating structures, spear heading communitysensitization, community mobilization for participation and programme monitoring and evaluation.

4.1. a. Initiating structure

On the issue of initiating structures, the respondents reported that there were two structures that were put in place to ensure that HGSFP runs smoothly. These were; the SHN committee and HGSFP committee. The findings established that the establishment of the SHN committee in schools was one of the requirements of the Ministry of Education as well as the donors of the school feeding programme. (Mary's Meals). In Zambia, School Health Nutrition Programme (SHN) is the sum total of all health and nutrition activities that go into promoting the physical, social and the mental well-being of the child. Poor health, due to diseases among learners, retards their physical and mental development. The guiding principle of this policy is that optimum health and nutritional status of children is a determining factor for effective learning. (MOE 2006). In management circles, the role of the head teachers is policy implementation. In management of HGSFP, the study established that head teachers ensured that the SHN committee in school was in place and members are actively involved in all the activities pertaining to the smooth running of HGSFP.

The findings also established that the SHN committee comprised teachers only who were responsible for the daily activities of the feeding programme and these were; calculating the school feeding ratio, recording of the stock balance, ensuring that the correct ratio was given to each child and compiling of monthly returns. The role of the head teachers as per findings was to ensure that the guidelines for the SHN committee are adhered to. The school feeding committee professed that:

“The head teacher makes sure that the daily activities of the school feeding programme are well performed by the committees in charge.”

Apart from the SHN committee, the findings established that head teachers formed the HSFP committee. The committee comprised the SHN coordinator and the parents. The purpose of the HGSFP committee was to connect the school to the community and also ensuring that community participated fully in the implementation of the programme by providing labour in cooking, supplying fire wood and feeding utensils to their children.

The role of the head teachers was that of ensuring that the committee carried out its duties diligently.

4.1. b. Spear heading community sensitization.

On the issue of community sensitization, respondents professed that community sensitization for HGSFP was done by the District School Feeding Manager from Mary's Meals and the role of the head teachers was that of spear heading the process. The findings established that sensitization programme took place before the commencement of the programme. During the sensitization meeting, parents were educated by the donors on the importance of the school feeding programme and the need to support it so that the desired benefits are attained. All the 15 head teachers reported that they played a role of reminding the parents on the benefits of the perceived HGSFP each time they had Annual General Meetings. (AGM). The study further established that the head teachers had also asked teachers to remind parents during open day to support the programme. One head teacher had this to say:

“Remind the community every time we have annual general Meeting to support the programme by bringing their children to school.”

4.1. c. Community mobilization for participation

On community mobilization for participation, the respondents reported that head teachers played a role of mobilizing the community for participation in HGSFP. The study established that head teachers worked hand in hand with the Parent Teacher Association (PTA), HGSFP chairperson and the village headmen in mobilizing the community to offer human resource. The study further revealed that Parents were actively involved in HGSFP, and that made the work of the head teachers and the attainment of the desired benefits easier. One head had this to say:

I mobilize the community for participation by asking them to provide fire wood for preparing meal, supply their children with plastic cups for the porridge, providing salaries for cooks, provide labour in cooking, preparing meals for the learners, cleaning of cooking

utensils and the kitchen as well as serving meals during feeding time. Some parents are part of the team that forms the HGSFP committee.

Table 2. Community participation by Gender

GENDER	ACTIVITIES
MEN	<ul style="list-style-type: none"> • Molding of blocks • Ferrying of building materials • Building cooking shelters and store rooms
WOMEN	<ul style="list-style-type: none"> • Providing fire wood • Providing labour in cooking • Cleaning of cooking utensils and the kitchen • Serving meals • Fetching water

Source: field work data

Table 2 clearly shows that the community actively participated in HGSFP by providing human resource. The findings however, revealed that most of the activities with regards to Home-Grown School Feeding Programme were done by the women.

4.1. d. Programme monitoring and evaluation.

On programme monitoring and evaluation, the findings established that all schools under study had three monitoring instruments. These were; The Attendance register, a Big Book and the Check Stock Balance sheet (C S B.) which were supplied by the funders of the SFP except for the attendance registers which was supplied by the school. The registers were marked on a daily basis by class teachers, the SHN coordinators made records of the stock in a ‘Big Book’ every day, and at the end of the month he / she compiles records on the C. S. B and submits the returns to the donors (Mary’s Meals).

The findings established that head teachers made sure that the attendance registers were marked on a daily basis by class teachers to determine the number of pupils who had fed. Head teachers made sure that the enrolment, school feeding ratio, stock issued and the balance were well entered by the SHN coordinator in a Big Book on a daily basis. Lastly, the study established that it was the duty of the head teachers to see to it that all the information in the Big Book is recorded on the Check Stock Balance every month by the SHN coordinator and the returns be submitted to the donors (Mary's Meals). Out of fifteen head teachers, eight reported that they monitored the health of the cooks as it was one of the demands of the council. One head teacher professed that:

I delegate work by asking the SHN coordinator to ensure that food stores were clean and disinfected monthly in order to prevent pests from attacking the food and ensuring that cooking utensils and the kitchen are clean.

The School Feeding Manager also added that: *“schools that are feeding in the district are given monitory and evaluation tools.”*

Besides head teachers being involved in the management of HGSFP, the findings revealed that the District School Feeding manager from Mary's Meals had a role to play. The respondents reported that the District School Feeding Manager monitored the management of the programme by visiting schools that were feeding twice a week. The incense was to check on the Check Stock Balance Sheet (SCB), storage facilities, existence of the SHN committee, cleanliness of the environment where meals were prepared, accuracy of monthly returns and also to monitor whether the programme was running smoothly and leading to the attainment of the goals.

Head teachers were also asked to state patterns of enrolment since the commencement of HGSFP. Their responses are shown in the table below.

Table.3. Patterns of enrolment after the introduction of HGSFP.

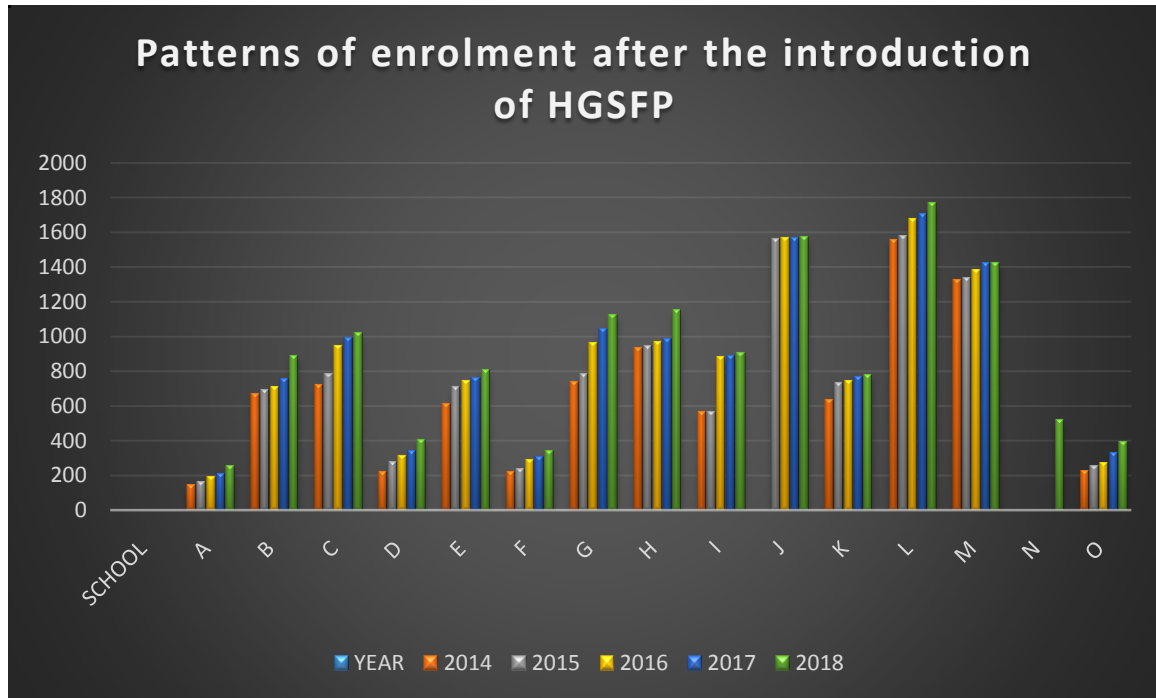


Table.3. Patterns of enrolment after the introduction of HGSFP.

The findings in the table shows an increase in enrolment after the commencement of HGSFP. Head teachers were asked to describe the increase in enrolment since the commencement of HGSFP. Out of 15 head teachers, 14 indicated that enrolment pattern had increased after the introduction of HGSFP, while one responded that he was yet to confirm since the programme was recently introduced. When asked to state the reason behind massive enrolment increase, one head teacher responded that:

“HGSFP has motivated parents to enroll their children in school because they are really sure that their children will be saved with a hot nutritious meal at school than at home where the chances of staying hungry are high”

Furthermore, SHN coordinators were asked to state their position with regards to increased enrolment since the commencement of HGSFP. Out of 15 SHN coordinators, 14 from sampled schools reported that there was an increase in school enrolment after the introduction of HGSFP. They further stated that an increase in enrolment was attributed to the introduction of HGSFP. One of the SHN coordinators had this to say:

“Parental involvement in management of HGSFP has motivated them to enroll their children without being forced by the school management.”

Also during interviews with parents, most of Participants reported that HGSFP was a good programme that had encouraged them to enroll children in school where they can read and write rather than engaging them in income generating activities.

The District School Feeding Manager (DSFM) also acknowledged the fact that there was an increase in enrolment since HGSFP was introduced in Chipata District. Therefore, an increase in the patterns of enrolment as reported by the majority of the respondents is an indication that the good practices deployment by head teachers in management of HGSFP had a positive impact on education access in Chipata District as more children were enrolled in school.

As regard to the first objective that aimed at establishing how HGSFP was managed at school level, the researcher took some time to observe a number of issues so as to have an in-depth understanding of HGSFP. The observations were carried out on the available facilities and equipment used for the school feeding programme. During observation, the researcher was accompanied by the School Feeding Focal Person (SHN coordinator). The results presented for the schools under study are therefore based on the facilities, equipment and actual daily school feeding activities.

Table 4. Observation checklist as recorded and reported by the researcher

Observation item	Adequacy/ condition	Comments
Storage facilities	Permanent stores	Clean and well maintained
Food availability Preparation of food	Adequate food was available	Food was in good condition
Firewood	Poor quality of fire wood	Inadequate
Food ratio per child	67 g per day	Adequate
Water/ sanitation	Bore holes/ tap water	Adequate
Human resource	<ul style="list-style-type: none">• Cooks,• PTA• HGSFC• SHN coordinators	PTA is very supportive and works hand in hand with the committee in charge of HGSFP.

Source: field work data

4.3.1. Storage / cooking facility

The researcher observed that all schools implementing HGSFP had well ventilated storage and cooking facility made out of iron sheets and bricks. The store-room and kitchen that were used for meal preparation were lockable and kept clean. The cooking facilities had two store rooms. One for keeping bags of '*Likuni Phala*' (corn soya blend) and the other one for keeping cooking utensils and fire wood. The kitchens had four stoves made out of concrete and used firewood as fuel for preparing meals. The researcher also observed that bags of the corn soya blend were kept in a clean environment and well stuck. There was no water inside the facility which means that during meal preparation, the cooks resorted to collecting water from a water point outside the cooking facility. Schools had a recipe for preparing meals. The researcher observed that the corn soya blend was added to cold water first then the cooks proceeded to making the fire. In some schools, the researcher observed

that the head teacher did some inspections with regards to how meals were prepared and if the correct ratio was being followed.



Figure. 1. Cooking facility

The figure above shows the cooking facility built by the community through the help of the donors. The facility has three rooms the kitchen where meals are prepared, store room for keeping cooking utensils and firewood and also a room for keeping bags of the corn soya blend. The rooms were kept clean so as to prevent pests from attacking the food.



Figure. 2. Store rooms

Figure 2 shows two different stores where cooking utensils and bags of corn soya blend were kept. The rooms were locked so as to avoid cases of theft.



Figure.3. Bags of corn soya blend

Figure 3 shows bags of corn soya blend well stacked and kept in a clean environment.

4.3.2. Preparation of food

The study established that meals were prepared by volunteers. The SHN coordinator issued the ingredients (corn soya blend) equivalent to the enrolment number to the cooks in the morning session before meal preparation and locked the store room where the corn soya blend were kept. The researcher also observed that six schools had two volunteer parents from the community who were responsible for preparing meals and that nine schools had employed permanent cooks to be preparing meals for the pupils. The cooks started at 7:00 with cleaning of the surrounding and cooking utensils before preparing meals. The utensils were washed with soap on running water. The SHN coordinator responsible for handing out the corn soya blend kept the store-room keys. These prevented the cooks from having access to the storage facility. It was observed further that the SHN coordinator recorded the dry ration of corn soya given to the cooks in a document called 'Big Book'. Meals for all the sessions were prepared only once. Meals for the mid and afternoon sessions was kept near the fire to keep it warm. Pupils took the meal during break time. Ingredients like sugar salt and cooking oil were not added to the meal as the corn soya blend was already fortified. There was a recipe available at the school to be followed by the cooks when preparing meals. Cooks were also provided with aprons: One school feeding committee member professed that:

“Cooks have a specific attire which they wear during meal preparations. Cooks are also provided with aprons.”

4.3.4. Meal taking time

The researcher observed that the morning session meal was taken during break time at 09:35. Food was obtained according to grades. The meal was taken outside the cooking shelter. Schools did not have either a dining hall or any specific place when taking the porridge. As a result pupils would take their porridge in any place. The cooks served the meal in a plastic cup that each child carried from home. Class teachers also helped to maintain order during meal time. The daily number of learners taking the meal was recorded by class teachers and information was submitted to the SHN coordinator. The researcher also observed that some pupils did not have feeding utensils as a result, they

were forced to pick any bottle and use it for porridge. Only a few pupils had spoons to use during meals. Those without spoons drank the porridge using cups they brought from home. Some pupils washed the cups after using them while others packed them in their bags without washing them. In some schools, the head teacher took a snap check of how the meals were prepared and served. Nevertheless, the researcher observed that the time allocated for the meals was not enough hence pupils were forced to take the meal in class. This forced the class teachers to give learners extra time to finish eating their meal.

During meal time, learners were asked to queue up so that they could receive the meal. The SHN coordinator and class teachers helped in making sure that every pupil was in a queue and had a clean feeding utensil.

4.3.5. Clean-up

During morning, mid- morning and afternoon sessions, the cooks swept the surrounding and cleaned the utensils right after meals. The cooks used a cleaning detergent provided to them by the funders of the school feeding programme (Mary's Meals). Thereafter, the cooking utensils were put inside the store room and the shelter was locked and the keys returned to the School Feeding Focal Person. (SHN Coordinator).

4.3.6. Water and sanitation

There was clean water available in all schools under study for both teachers and learners. Some schools had bore-holes while others had tap water where learners could drink and wash hands after eating. The toilets also had water points for learners to wash their hands after using and also before taking the meal (porridge.)



Figure. 4. Ablution blocks

The figure above shows an ablution block with plenty of running water. Inside the ablution block, pupils were provided with soap to wash their hands after using the toilet. The observations made also indicated that the ablution blocks had plastic drums for storing water in case there was no water supply.



Figure.5. Pit latrine

The figure above shows a pit latrine which the study established as the only facility which pupils in rural schools used. The pit latrine were kept clean.



Figure. 6. Tap water

Schools in urban areas had tap water for learners to use before eating, after eating as well as after using the toilet. All the water points had a bar of soap tied to it. This clearly shows that learners washed their hands before taking porridge and after using the toilet.



Urban water reserve.

Rural water reserves.

Figure. 7. Water reservoirs

School feeding programme needs plenty of water for both food preparation and sanitation. The findings established that schools implementing HGSFP had water reserves. Schools in urban slum had water tanks while those in rural areas had water reservoirs.

The observation checklist filled by the researcher therefore revealed that all the facilities and resources necessary for the management of HGSFP were adequate. Meals were cooked in a well-ventilated kitchen. The cooks cleaned the facility before and after preparing meals. However, some schools did not take keen interest in ensuring that the resources and

facilities for GHSFP are well utilized by the pupils. For instance, the school administration provided soap for the learners to use before taking porridge but some pupils did not wash their hands. The findings based on observations also established that schools that had asked parents to be bringing firewood as they come to prepare meals had a challenge as parents supplied poor quality of fire wood.

“At times parents would not bring fire wood at all.”

4.2. Strategies used in resource mobilization for HGSFP in primary schools.

Having presented on how head teachers manage Home-Grown School feeding programme in schools, the researcher found it fit to add value to the body of knowledge by bringing into perspective the strategies used in resource mobilization for Home-Grown School Feeding Programme in primary schools in Chipata District. The findings revealed that five major strategies were deployed by head teachers. These were: employment of permanent cooks, incorporation of parents in the HGSF committee, asking parents to buy feeding utensils, engaging in income generating activities and use of Malaina branches as firewood.

4.2. a. Employment of permanent cooks.

Out of fifteen head teachers, eight reported that they employed permanent cooks to be preparing meals for the learners and have asked parents to contribute a certain amount of money as payment towards the cooks. The head teachers added that the decision was arrived at after experiencing cases of absenteeism by voluntary cooks. One respondent had this to say:

“We have asked parents to contribute K2 per term as payments for the parents employed to be preparing the meals for the learners.”

4.2. b. parents buying feeding utensils for their children

Under this strategy, respondents lamented that parents were actively involved in Home-Grown School Feeding Programme. The findings revealed that when donors rolled out their feeding programme in schools, they bought cups for the pre grades and grade ones only. This prompted head teachers to come up with the strategy of asking parents to

provide feeding utensils for the learners. However, the finding established that some pupils had a tendency of leaving feeding utensils at home such that when it was time for feeding, they were forced to pick any bottle they found and use it for feeding.

4.2. c. Income generating initiative

Out of fifteen head teachers, two reported that they had set out income generating activities such as growing maize and soya beans so as to supplement the efforts of the donors. Other respondents reported that the school involved the community and the learners to grow and harvest the products. It was further reported that it was the duty of the community to offer security so that the products are not stolen. Pupils were also actively involved during harvest time. One SHN coordinator said that:

“As a school, we grow maize, soya beans and cotton and use the money to buy cooking utensils. “We also engage the community to provide security services to the crops grown.”

4.2. d. Formation of HGSFP committee

The findings established that apart from the SHN committee which was already active in schools, all the fifteen head teachers had come up with HGSFP committee. The committee comprised parents and the SHN coordinator. The essence of the SFC was to connect the school to the community. The committee made sure that parents and the community were actively involved in the school feeding programme by providing human resource.

“The head teacher has appointed a committee comprising parents and the school feeding focal person to be working with the community in the school feeding programme.”

4.2. e. Use of Malaina trees as firewood

Other respondents reported that their schools had come up with an initiative of pruning Malaina branches, leave them to dry and use them as firewood for the meals instead of buying or asking parents to supply firewood. One respondent had this to say:

“We do not ask parents to contribute any amount of money towards the purchase of fire wood or to supply fire wood instead, we cut down branches of malaina trees and leave them to dry and finally use them as fire wood.”



Figure. 8. Pruned Malaina trees

4.3. Challenges head teachers face in management of HGSFP.

After excavating on how head teachers manage Home-Grown School Feeding Programme and the strategies used in resource mobilization for Home-Grown School Feeding, the study further quizzed on challenges head teachers face in management of HGSFP. Chelangat (2011) established that there are several factors that affect the implementation of the SFP in schools. Some of these factors include; lack of adequate financial resources to sustain the programme, lack of parental and community participation and problems associated with the policy and regulatory framework in charge of the SFP implementation. The study findings established five major challenges as shown in the table below.

Table. 5. Challenges to HGSFP.

CHALLENGES	FREQUENCY
Absenteeism by voluntary cooks	3
Lack of feeding utensils	16
Time	14
Lack/poor quality of fire wood	9
Parents' negative attitude towards the feeding programme	3

Source: Field work data

Data in table 5 Shows that the major challenge to Home-Grown School Feeding Programme was failure by parents to supply cups for their children to use during meal time. The head teachers reported that when donors (Mary's Meals) rolls out its school feeding programme, it buys cups for those learners in pre grade and those in grade one. It is therefore the duty of the parents to buy feeding utensils for the remaining grades. Another challenge reported by the majority of the participants was time. The study established that the twenty minutes break allocated for feeding the learners was not enough. Learners are expected to feed during break time as a result, pupils were forced to go in class with their cups of porridge and feed from there. This disturbs the lesson that follow as teachers try to give extra time in order for the learners to finish feeding.

Out of fifteen head teachers, two reported absenteeism by voluntary cooks as a major challenge in management of HGSFP. Schools that depended totally on volunteer cooks had cases of volunteers not coming to prepare meals for the learners. Poor quality of fire wood was also noted as a challenge in management of HGSFP. Schools that depended much on parents to be bringing firewood had experiences of receiving poor quality of fire wood from parents. At times, parents did not supply. This made the cooks to start looking for fire wood before they could get down to work. One SHN coordinator had this to say:

“Some parents are not cooperative they bring poor quality of firewood which makes it difficult to prepare meals on time and forces the cooks to start looking for firewood.”



Figure.9. Quality of fire wood.

The figure above shows the quality of firewood which was sometimes supplied by parents. The quality of firewood as reported by the majority of the respondents contributed to the delay in the preparation of meals.

In addition, all the fifteen head teachers cited lack of feeding utensils as a major challenge. The findings established that pupils had a tendency of leaving cups for porridge at home such that when it was time for feeding, the pupils in question picked any bottle and used for feeding.

“Some pupils leave cups at home and when it is time for meals they pick any object and use it for the meal.”

Out of fifteen head teachers two cited parent’s negative attitude to school feeding programme as a challenge.

“Some parents discourage volunteer cooks from taking part in preparing meals for the pupils.”

4.4. Summary

The chapter presented the findings of the research study. The researcher presented the results collected through self-administered interviews and observations from fifteen primary schools in Chipata District. The information was presented in themes, emanating from the three research objectives. The study concluded that head teachers employed four practices in management of HGSP which resulted into the programme being effective and leading to the attainments of its desired benefits. Head teachers initiated structures for HGSFP, mobilized the community for participation, spear headed community sensitization for participation and deployed good monitoring and evaluation strategies. On the second objective that sought to establish strategies head teachers used in resource mobilization for school feeding programme, the study concluded that head teacher deployed good strategies which motivated the pupils to attend lessons regularly. The strategies also created a cordial relationship between the school and the community. The strategies employed by head teachers discussed in the chapter were; Incorporation of parents in the school feeding committee, use of Malaina branches as fuel, employment of permanent cooks, engaging in income generating activities and asking parents to buy feeding utensils for their children. The study also found that head teachers had challenges in management of HGSFP. The challenges were; time management, pupils leaving feeding utensils at home, absenteeism by cooks, poor quality of fire wood and parent's negative attitude towards the programme. Lastly the study found that there has been an increase in enrolment since the commencement of the school feeding programme. Chapter five will discuss results of the findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Introduction

This chapter discusses findings from interviews and observations. The discussions of the findings will be done in different themes that emanated from the research objectives. The objectives were:

- 1 To determine how teachers manage Home-Grown School Feeding in primary schools.
- 2 To establish the strategies used by head teachers in resource mobilization for Home-Grown School Feeding Programme in primary schools.
- 3 To examine challenges head teachers face in management of Home-Grown School Feeding Programme.

The discussion will also be linked to the literature reviewed, the theoretical frame work and the current situation in Zambia. In comparison with chapter four (presentation of results), the themes in chapter five are rather few and combined and not done according to each school. The few themes provides a better discussion on the results, ensuring that some issues in chapter four are combined rather than discussed separately.

5.1. Management of HGSFP at school level

The first objective sought to determine the management of Home-Grown School Feeding Programme in primary schools. The findings revealed that head teachers deployed four practices in the management of HGSFP. These were; initiating structures, spear heading community sensitization, community involvement for participation and programme monitoring and evaluation. The afore-mentioned practices of managing HGSFP as reported by the majority of the respondents has the potential to increase enrolment, access, retention and reduce dropout rate. On initiating structures, the findings established that two structures were put in place to help manage HGSFP. The SHN committee and HGSPF committee. This was a brilliant practice deployed by head teachers as it helped in the attainment of the desired benefit of the programme which is increasing enrolment, attendance, performance and drop out. HGSPF committee for example acted as an inter-

mediator between the community and the school by ensuring that community members contributed in the implementation of HGSFP by providing labour in cooking, supplying firewood and buying feeding utensils for the learners.

The findings on initiating structures therefore are in line with Muriithi (2011) who conducted a study on the influence of head teachers' school feeding programme on pupil participation. The findings revealed that initiating structures such as school feeding committees had an influence on pupil participation in schools

On programme monitoring and evaluation, the findings revealed that head teachers delegated work to the class teachers by asking them to mark the registers on a daily basis with the view to checking the number of pupils who have fed. The SHN coordinators were also tasked to be recording the dairy ration and to be compiling monthly returns for the district. The findings on head teachers working together with the class teachers and the SHN coordinator were consistent with the works of Hamupembe (2016) who conducted a study in Namibia on the administration of the school feeding programme and found that teachers and the school feeding focal person helped the principals to coordinate all the activities of the school feeding programme.

The study findings further disclosed that the donors of Home-Grown School Feeding Programme in Chipata District (Mary's Meals) had their own monitoring schedules. They frequently visited schools benefiting from their school feeding programme twice a week. The findings revealed that their monitoring schedules was aimed at finding out whether schools were following the correct ratio, if records were correctly entered into a 'Big Book' and also establishing how meals were prepared. This showed some aspect of mistrust on the part of the administration because if schools were given monitoring instruments, there was no need of visiting schools twice in a week. Further, the findings revealed that the donors (Mary's Meals) submitted the reports to their offices and not the District (Ministry of Education) for evaluation purposes.

The study revealed that monitoring tools were also provided by the donors and each school submitted the monthly returns to the donors. The frequent monitoring by the District School Feeding Manager however, prevented cases of schools running out of stock and misappropriation of the food stuff. The District school feeding manager made sure that

schools were supplied with new stock on time. The finding on programme monitoring and evaluation by donors (Mary's Meals) contradicts the critics made by Abdul(2011) who established that the school feeding programme which is donated by the Catholic Relief Service (CRS) in Ghana was closely monitored by both the donors (Catholic Relief Service) and Ghana Education Service (GES) who looked at physical compliance issues, record keeping and food stock against issuance.

In addition, the findings established that the community was actively involvement in Home-Grown School Feeding Programme as they were able to supply fire wood, provide labour in cooking and buying feeding utensils for the learners. Nevertheless, the study established that there was gender inequality. Women did most of the work as compared to men. Men constructed cooking shelters and store rooms. Men also offered security of the crops in those schools that had ventured in income generating initiatives like; growing maize and soya beans.

Another gender inequality established was that only women were employed as cooks. The aspect of employing women to provide labour in cooking can be attributed to what traditional education believed to be the role of women. In pre-colonial social systems, women and girls were relegated to subordinate roles. (MOE, 2000). Apart from providing labour in cooking, women also provided firewood for preparing meals, cleaned cooking utensils and the surrounding. The findings on community mobilization for participation therefore, are in line with Brinkman (2007) who conducted a study in Ghana and established that community involvement and responsibility provide the means to ensure ownership of the school feeding intervention, and the facilities provided for cooking and feeding, water and sanitation. The essential methodology for school and community level programme promotion and execution supported by ownership and sustainability is community participation. This takes place to varying degrees in all phases of the implementation cycle. Ownership is key to sustainability of the programme and this has been demonstrated by several communities around the globe.

The findings also adds to Bundy (2000) who postulate that school feeding programmes can increase the cost of schooling by requiring that communities provide fire wood for cooking as well as other items such as fresh- fruit, vegetable and condiments. From the

findings, it can be deduced that to a little extent Home-Grown School Feeding Programmes can increase the cost of schooling by requiring that communities provide firewood, feeding utensils and labour in cooking. HGSFP demands much from the community reducing the net benefits.

HGSFP therefore has led to an increase in patterns of enrolment. Majority of the respondents reported that an increase in school enrolment for the past four years except for one school where HGSFP was recently introduced is attributed to the good practices deployed by the head teachers. It was mentioned that due to high poverty level in the community, school feeding encouraged parents to enroll their children with the hope that their children will be served with a hot nutritious porridge once in school, unlike keeping them at home. This was supported by the interviews with the HGSF committee members. The findings revealed that many children at lower level opted to be enrolled in schools where food was given.

The findings are similar to the research conducted by WFP (2000), which showed generally, that the provision of food to pupils at school encouraged those not in schools to be in school. It helped those who came to school on empty stomach to have something to eat. It also enabled even those pupils from poor families to enroll as they were assured of food at school. Robbins and Coulter (2000) explains that Abraham Maslow's 'Basic Need Theory' emphasized that there are certain minimum requirements that are essential to a decent standard of living such as food. Pupils who lack meals / food are unable to express interests for higher needs. At school level, the application of the Basic Need Theory can be observed when children enrolled in school.

The study findings are also similar to the research carried out in Pakistan where donors started to address the problem of lower enrolment amongst the girls by provided food such as snack of rice to pupils from poor families. It was recorded that parents' response was overwhelming and led to enrolment of girls to be doubled. (WFP, 2003).

The findings of the study based on the first objective can also be linked to the theoretical framework that guided the study. Robbin and Coulter (2000) postulate that Henry Fayal's Administrative Theory of Management proposed five functions that a manager must apply

so as to attain the desired goals of an organisation and these are; planning, organizing, commanding, coordinating, and controlling.

Under Planning, the head teacher selects objectives and the strategies, policies, programmes and procedures for achieving the objectives. The study revealed that head teachers had put in place structures and facilities for easy implementation of the policy. The structures that the study established were; the school feeding committee comprising parents and the SHN coordinators and the SHN committee comprising teachers only. All the resources and facilities needed for HGSFP to run smoothly were put in place by head teachers. The aspect of head teachers putting in place structures that would foster the implementation of the SFP is clearly linked to Henry Fayal's first management function which is planning.

Just like planning, on organizing the head teacher establishes a structure of tasks which need to be carried out in order to achieve the goals of the organization. These tasks are grouped together to form jobs for individuals. Jobs are grouped together to form sections and departments. Authority is delegated to carry out the jobs and provide systems of information and communication and co-ordinate the activities within the organization. The study established that the head teachers clearly explained the role that each committee was supposed to play. The SHN committee was in charge of the daily activities of the school feeding programme while the school feeding committee connected the school to the community.

On commanding, the head teacher gives instructions to subordinates to carry out the tasks for which he/she has authorized. Henry Fayal's third function of management can be linked to the study finding which established that head teachers delegated work to the SHN coordinators and class teachers. Class teachers were tasked to be marking the registers during meal time and also to guide pupils during meal time. The SHN coordinators on the other hand were tasked to calculate and record the daily ratio. The head teachers also asked the SHN coordinators to compile monthly returns and submit to the district for evaluation.

Coordinating as the fourth function of management postulated by Fayal can also be linked to the study finding in that the study established that the aspect of measuring and correcting the activities of individuals and groups to ensure that their performance is in

accordance with plan was observed during the study. Head teachers monitored how the serving of food was done and if meals were prepared in a conducive environment. Head teachers also monitored the health of the cooks so as not to put their lives (cooks) and that of the pupils at risk. This was good because the type of fuel (firewood) used to prepare meals can pose a danger to the people if exposed for a long period of time. The feeding ratio was also monitored so that schools do not run out of stock.

The last function of management can also be linked to the study findings. According to Robbin and Coulter (2000), controlling involves comparing the actual performance of the organisation with the desired performance level and checking if there is need for improvement and when deviation is found, implementing the necessary changes to improve the performance is done. Head teachers made sure that returns were submitted to the district for evaluation.

In this study therefore, the researcher found this theory to be suitable because in management of HGSFP, head teachers must apply all the five functions in order to attain the desired benefit. The researcher therefore, found this theory suitable in assessing head teachers management of HGSFP.

The researcher also through observation noted that all the fifteen schools had all the facilities needed for HGSFP to run smoothly. For example, all schools had cooking shelters, running water, toilets, store rooms, the SHN committee and School feeding committee. Nevertheless, the study findings established that it is the policy of the donors that schools must have the afore-mentioned facilities if they were to benefit from the school feeding programme. Mary's Meals School Feeding Manager reported that only schools with the following benefited from their programme:

- The school must be gazetted.
- It must have a SHN committee which is active.
- It must have running water and enough toilets.
- It must have permanent teachers.

It is therefore the demand of the donors that schools put in place necessary resources and facilities if they were to benefit from the programme.

On cooking facilities and store rooms, the study revealed that schools had well build kitchens and store rooms. The kitchen and store rooms were built by the community with the guidance of the donors. All the fifteen schools had kitchens that were attached to the store room. Schools under study had similar cooking and stores facilities prescribed by the donors (Mary's Meals). Parents in charge of meal preparation were giving formal training on food preparation and hygiene as prescribed by Mary's Meals Feeding Manual. This was good because hygiene is one of the basic and important requirement for implementing a nutritional programme. SHN coordinators were also taught how to calculate the food ratio to be taken by each child. This prevented cases of misappropriation of the food stuff.

Some head teachers monitored the health of the cooks to ensure that health guidelines are adhered to. Parents who were pregnant and those that did not meet the stipulated health standards were not allowed to prepare meals for the learners. This practice was good as it was in line with the health guidelines. The study further revealed that schools that had parents who volunteered to be preparing meals for the learners did not put much emphasis on who qualified to prepare the meals and who did not. The argument here is that the head teachers had no say because there was no incentive attached to the work they do. Therefore, one would argue that the act of monitoring their health would make them shun the whole idea of participating in the programme. This however, is against the policy of the councils which holds the view that people who prepare meals must be certified to be health.

In terms of meal preparation, the researcher established that fifteen schools under study had four jikos (stoves) used to prepare meals for the learners. There were no other forms of fuel apart from firewood. At times, this made it difficult for the cooks to prepare meals on time more so on instances where parents did not supply quality firewood. Schools heavily depended on firewood as the only source of fuel. This clearly shows that schools that depended entirely on the community to be providing firewood had a challenge. It was however observed that despite some schools having poor quality of fire wood, the cooks tried by all means to prepare the meal and served it on time. This shows how committed the community was in ensuring that the desired benefits of HGSFP are attained.

During meal taking, the researcher observed that children from the nearby community would also queue up so as to receive the porridge. This shows how poverty stricken the district is. The donors should therefore extend the school feeding programme to other schools so that other pupils can also benefit. The researcher observed that clean-up activities were strictly followed in schools. The cooks started the day by cleaning the surrounding before preparing any meal, and cleaning of the utensils after the meals. This practice was a good one as it is in accordance with the guidelines set in the School Feeding Manual (1997).

On water sanitation and hygiene, one can argue that water is a basic necessity for life and thus its presence in schools is necessary. Results have shown that there was clean water available in schools under study. Learners were provided with clean water to wash their hands and cups before and after meals and also after using the toilet. This is good for both food preparation and sanitation. The findings however contradicts the critics by Buhl (2010) who found that the Kenyan schools lacked dining space and hand washing facilities for learners participating in the feeding programmes.

The findings further reviewed that despite Mary's Meals providing soaps for the learners to use before eating and after using the toilet, some learners did not wash their hands with soap. According to MOE (2006), hands should be washed with soap so as to kill any bacteria that might be present. The soap is used to ensure that germs are eliminated and are not consumed with the food. It is therefore unhygienic that the learners don't wash their hands with soap as this practice threatens their health.

As regards to water, sanitation and hygiene, results from the observation checklist indicated that schools had enough toilets for the learners. Some schools had both water borne toilets and pit latrines while others had pit latrines only. This was good and hygienic because in cases where there was no water supply, pupils would still use pit latrines. Some schools provided soap for the learners to use after using the toilet but some learners were seen leaving the toilets without washing hands. This poses a danger to such children especially with the cholera epidemic that swept through Lusaka district in January leading to the delayed opening of both public and private schools in the country.

5.2. Strategies used in resource mobilization for HGSFP.

The second objective sought to establish the strategies used in resource mobilization for Home- Grown-School Feeding Programme in primary schools. The findings revealed that head teachers deployed four strategies in resource mobilization for HGSFP. These were: employment of permanent cooks, incorporation of parents in HGSPF committee, asking parents to buy feeding utensils for their children, engaging in income generating activities and use of Malaina branches as fire wood. The strategies deployed by head teachers helped in the attainment of the desired benefits of HGSFP. The strategy of incorporating community members in the SFP was a good strategy because it agrees with the objectives of the School Health Nutrition Policy which asserts that the general objective of the SHN programme is to improve and provide equitable services in learning institutions, through integrated health and nutrition interventions, in collaboration with the community and other partners. (School Health Nutrition Policy, 2006). However, the findings established that some parents did not embrace the aspect of voluntarism in terms of providing labour in cooking, and supplying fire wood hence led to head teachers' employment of permanent cooks which was against the policy of the donors (Mary's Meals). Research findings revealed that donors demand that the community must volunteer to prepare meals for the learners without any incentive attached because the programme was meant to benefit their own children.

The study disclosed that head teachers went against the policy because they experienced cases of absenteeism. One can argue that the spirit of volunteerism in Zambia is long gone as people believe in earning something for every piece of work done. The women are of the view that if they are to do voluntary work at school, no one is left to find food for their children at home. Volunteerism to them is viewed as a share waste of time hence they opted to be paid by the school administration for the services rendered. The other reason that made some members of the community to shun work is the fact that every bag of the corn soya blend was accounted for meaning that the volunteers had no share. The only share they had was a cup of porridge they consumed after preparing meals for the learner. This has made the community to have a negative attitude towards the programme.

The aspect of some parents refusing to take part in preparing meals for the learners can also be attributed to poverty levels in Zambia. According to World Bank (2017), unemployment rates in Zambia from 2007 to 2017 was at approximately 7.79 percent. Meaning that there are many people who are unemployment and introducing programmes that do not attract an allowance or incentive is therefore viewed as a share waste of time.

5.3. Challenges head teachers face in management of HGSFP.

The third objective sought to examine the challenges head teachers face in management of HGSFP. All the respondents cited time management as a major challenge in management of Home-Grown School Feeding Programme. The study established that pupils are feed during break time and the twenty minutes break allocated to feeding pupils is inadequate. One head teacher of a School that had not employed permanent cooks reported absenteeism by cooks as a major challenge in managing the programme. In some schools, parents had a negative attitudes towards the school feeding programme. The findings on parental perception towards the school feeding programme are in line with Kamlongera (2009) who conducted a study in Malawi and found that the community had a negative perception towards the school meals and their voluntary involvement. The communities saw the programme as a food aid and for them it meant they should benefit directly.

Other respondents reported lack of feeding utensils as a major challenge. Head teachers also added that lack of feeding utensils was a challenge in managing school feeding programme. The study disclosed that pupils had a habit of leaving feeding utensils at home as a result, when it was time for the meals, they were forced to pick any bottle and use it for the meals. These findings therefore contradicts the critics made by Machochi (2011) who conducted a study in Kenya on management of HGSFP and its implication on access and retention in primary schools. The study established that the biggest challenge to school feeding programme was rising the cost of food commodities and lack of water.

5.4. Summary

In this chapter, the researcher has discussed the results from the interview schedules with the head teachers, parents, SHN coordinators and the District School Feeding Manager and also from observations. The chapter presented the findings based on the objectives set. The

first objective sought to determine head teachers' management of HGSFP in primary schools, the second objective sought to establish strategies used in resource mobilization for HGSFP and the third objective sought to examine the challenges faced in management of HGSFP.

Based on the first objective, the findings are linked to Henry Fayal's Administrative Theory of Management. In his theory, Henry explains five functions that must be performed by managers. These are; planning, controlling, commanding, supervising and coordinating. The research findings therefore established that head teachers planned for all the activities pertaining to the school feeding programme. The study revealed that head teachers selected the objectives, implemented the policies and programmes for achieving the objectives. Head teachers established structures and tasks to be carried out in order to achieve the desired benefits of the school feeding programme. The second objective sought to establish strategies head teachers used in resource mobilization for HGSFP. The study findings disclosed that some strategies used by head teachers were against the policy of the donors of the school feeding programme. The strategy of asking parents to bring firewood posed a challenge as some parents provided poor quality of fire. Head teachers that had also asked parents to contribute a certain amount of money towards the purchase of firewood lamented that parents failed to make the contributions. The third objective stressed on challenges faced in management of HGSFP in the districts. In overall, the study's assessment of head teachers' management of HGSFP in selected primary schools in Chipata District in spite of some identified challenges highlighted in this chapter points to a largely successful and effective management of Home-Grown School Feeding Programme in the district. Chapter six will give conclusions and recommendations drawn from the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0. Introduction

This chapter provides an overview of the main themes and findings in relation to head teachers' management of Home-Grown school feeding programme in selecting primary schools in Chipata District. It also presents recommendations and suggestions for further research.

6.1. Conclusion

This study sought to assess head teachers' management of HGSFP in public primary schools in Chipata District. The first objective sought to determine how head teachers manage Home-Grown school feeding programme in public primary schools, the second objective sought to establish the strategies head teachers used in resource mobilization for Home-Grown school feeding programme and the third objective sought to examine the challenges head teachers face in management of Home-Grown school feeding programme. The research design used in this study was descriptive survey, which is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. (Orodho, 2003). The target population comprised all the hundred and seventeen public primary schools in Chipata district that have implemented Home-Grown School Feeding Programme. The study therefore, concluded that head teachers deployed good practices in management HGSFP. The practices deployed were; initiating structures such as the SHN committee and the Home-Grown School Feeding committee, community mobilization for participation, programme monitoring and evaluation and spear heading community sensitization. On community mobilization for participation, the study established that the community contributed greatly to the purchase of feeding utensils, providing labour in cooking, bringing of upfront materials during the construction of the cooking shelters and store rooms and cleaning of the surrounding and cooking utensils. Nevertheless, the findings revealed that women were actively involved as compared to men. It was further

concluded that management of HGSFP in public primary schools was managed by head teachers and implementing partners.

The study also established that head teachers deployed effective and adequate strategies in management of HGSFP. The strategies were; employment of permanent cooks, formation of school feeding committee, use of Malaina branches as fuel, engaging in income generating activities such as growing maize and soya beans and engaging parents to be buying feeding utensils for the learners. However, the findings established the strategy of employing cooks was against the policy of the donors which stipulates that the community must volunteer to prepare meals for the learners. Lastly the study revealed that were five major challenges faced by head teachers in management of HGSFP which were; absenteeism by cooks, lack of firewood, pupils leaving feeding utensils at home, time management and parents' negative attitude towards the feeding programme. In overall, the study's assessment of head teachers' management of HGSFP in selected primary schools in Chipata District in spite of some identified challenges highlighted above points to a largely successful and effective management of Home-Grown School Feeding Programme in the district.

6.2. Recommendations

The following recommendations were made based on the preceding summary of findings and conclusions:

- The government should ensure that there is proper and regular Home-grown school feeding programme in all public primary schools in Chipata District.
- Government must also supplement the efforts of the donors so that when they are no more school feeding continues to run. The efforts of the donors must also be appreciated and complimented.
- School management should support the programme by coming up with several ideas such as setting out income generating activities that would keep the programme running in an event when there is delayed funding from donors.
- Local community should educate parents on the importance of sending the children to school and the importance of the programme itself.

- Donors should step up the brands of food by introducing more than what is there i.e. introducing other meals other than the porridge being provided, introduce other forms of fuel other than firewood.
- The spirit of volunteerism among beneficiary communities must be encouraged by way of attaching an incentive to the work the volunteers do.

6.3. Suggestion for future research

Out of hundred and seventeen schools that are feeding in Chipata District, the study was only conducted on fifteen primary schools. It is therefore, suggested that, a similar study be conducted in a large population and on more primary schools in different settings in Zambia where HGSFP is implemented so as to determine the effectiveness of head teachers in management of Home-Grown School Feeding Programme.

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APPENDICES

APPENDIX. A: INTERVIEW GUIDE FOR HEADTEACHERS

1. When was Home-Grown School Feeding Programme introduced at your school?

2. How has been the school attendance since the commencement of Home-Grown School Feeding Programme at your school?

2014: Boys-----Girls-----

2015: Boys-----Girls-----

2016: Boys----- Girls-----

2017: Boys----- Girls-----

2018: Boys----- Girls-----

3. What are some of the strategies that you have put in place for resource mobilization for HGSP at school level?

4. What are some of the functions that you perform in the management of home grown school feeding programme?

5. What are some of the challenges that you are facing in management of HGSP?

6. Explain briefly measures put in place to address the challenge mention above.

7. a) How many community members are involved in the management and administration of Home-Grown School Feeding Programme at your school?

b) What are some of the tasks they perform?

c.)What are the incentives attached to the tasks they do?

8. What criteria did you use to select participants among community member?

9. Explain briefly how you engage parents in the management of the school feeding programme.

10. What challenges do you face in relation to community support for Home-Grown school feeding programme?

11.a) What monitoring and evaluation mechanism have you put in place to ensure that resources for Home-grown school feeding programme are well utilized?

b) Explain briefly how monitoring and evaluation is conducted?

12. What mechanism have you put in place to avoid cases of misappropriation of Home-Grown School Feeding school feeding programme resources at your school?

13. What measures should the following take so as to improve the management of school feeding programme at school level?

a) The Donors

b) Government

c) The school management.

d) The community/parents

THANK YOU

APPENDIX B: INTERVIEW GUIDE FOR SHN COORDINATORS

1. For how long have you been the SHN coordinator for this school?

2. Who are the donors of Home-Grown School Feeding Programme?

3. For how long has the school been implementing Home-Grown School Feeding Programme?

4. How is Home-Grown School Feeding programme managed at school level?

5. What are some of the strategies employed by head teachers in resource mobilization for home grown school feeding programme?

6. What is the role of the head teachers in the management of Home- Grown School Feeding Programme?

7. What is the role played by the local community in management of school feeding programmes?

8. Which monitoring and evaluation procedures are employed to ensure that Home-Grown School Feeding Programmes are effectively managed, and how does this impact on the success of the programmes?

9. What challenges does the school face in management of Home-Grown School Feeding Programme?

10. What recommendations would you make to improve the management of home grown school feeding programmes in Chipata district?

THANK YOU.

**APPENDIX C: INTERVIEW GUIDE FOR HGSF COMMITTEE MEMBERS
(Parents)**

1. For how long have you been a member of the school feeding committee for this school?

2. Who are the donors of Home-Grown School Feeding Programme?

3. For how long has the school been implementing Home- Grown School Feeding Programme?

4. How is Home- Grown School Feeding programme managed at school level?

5. What are some of the strategies employed by head teachers in resource mobilization for home grown school feeding programme?

6. What are some of the activities that you performing with regards to school feeding programme?

7. How do you choose participants to take part in the school feeding programme?

8. Are there any incentives attached to the work that you do? If yes explain

9. What is the role played by the local community in management of school feeding programmes?

10. Which monitoring and evaluation procedures are employed to ensure Home-Grown School Feeding Programmes are effectively managed, and how does this impact on the success of the programmes?

11. What challenges does the school face in management of Home –Grown School Feeding Programme?

12. What recommendations would you make to improve the management of home grown school feeding programmes in Chipata district?

THANK YOU

APPENDIX D: INTERVIEW GUIDE FOR MARY’S MEALS DISTRICT SCHOOL FEEDING PROGRAMME MANAGER.

1. For how long have you been the district school feeding programme officer for the district?

2. How many schools are implementing Home- Grown School Feeding Programme in the district?

3. What criteria did you use in selecting schools to benefit in Home-Grown School Feeding Programme?

4. Why was Home- Grown school feeding programme introduced?

5. How do you help the programme to be effective?

6. How is Home-Grown School Feeding Programme managed at school level?

7. What challenges do schools face in the management of home- grown school feeding programme?

8. What are some of the strategies used by primary school head teachers in the management of home grown school feeding programme?

9. What is the role played by the local community in management of home- grown school feeding programmes?

10. Which monitoring and evaluation procedures are employed to ensure that Home-Grown School feeding programmes are effectively managed, and how does this impact on the success of the programmes?

11. What mechanism have you put in place to avoid cases of misappropriation of Home-Grown School Feeding Programme in schools?

THANK YOU

APPENDIX E: OBSERVATION CHECKLIST (source Hamupembe 2016)

The researcher observed and made note on the following:

1. Storage facility

a) Where is the food stored?

Store-room Classroom

Library

Office

Other

b) Is the store locked?

Yes

No

c) How are the bags stored?

Stacked on pallets

Stacked on the ground

d) Is there enough ventilation?

Yes

No

e) Are there any pests on the facility?

Yes

No

2. Cooking facilities

a) Is there a cooking shelter?

Yes

No

b) What type of shelter?

Thatch/wood

Wood

Corrugated iron/bricks

Bricks/thatch

c) Does the shelter have a lock?

Yes

No

d) Is the shelter clean?

Yes

No

e) What type of stove is used?

Open non-electrical stove Electrical stove

f) How many pots?

One Two More than two

g) Is there clean water at the shelter?

Yes

No

3. Preparation of food

a) Who gives the food from the store?

Head teacher

Teacher

Secretary

Cleaner

Cook

b) Is the dry ration recorded before cooking?

Yes

No

c) What time is the meal prepared?

7:00

8:00

9:00

11:00

d) Who prepares it?

Teachers

Volunteer parents

Paid cooks

Others (specify)

e) Is there a recipe?

Yes

No

4. Meal taking

a) What time is the meal taken?

8:00

9:00

10:00

11:00

b) Where is it taken?

School hall

Play ground

Classrooms

Elsewhere (specify)

c) Is the number of learners taking the meal recorded?

Yes

No

d) How often is it recorded?

Daily

Weekly

Monthly

e) Are learners provided with eating utensils?

Yes

No

f) Are learners supervised?

Yes

No

g) Who supervises the learners?

Teachers

Cleaners

School secretary

Other (specify)

(d) . Clean-up

a) Are the utensils cleaned after meals?

Yes

No

b) Who cleans them?

Cooks

Teachers

Cleaners

Learners

c) What cleaning detergent is used?

Dishwashing liquid

Vim

Handy Andy

Fabric powder

Others (specify)

d) What time is the cleaning done?

Right after the meal

End of the school day

e) Who cleans up the cooking facility?

Cooks

Teachers

Cleaners

(5) Water and sanitation

a) Is there clean water available for the learners?

Yes

No

b) Do learners wash hands before and after meals?

Yes

No

General comments:

APPENDIX F: LETTER FROM UNZA /ZIMBABWE UNIVERSITY



**UNIVERSITY OF ZAMBIA - ZIMBABWE OPEN UNIVERSITY
(UNZA-ZOU)**

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

Date: 14 MAY 2018

NAME: ELINA NJOVU

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 24138617611 and computer number 716816412 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management programme that he/she will be doing internship/carrying out a research on AN ASSESSMENT OF HEADTEACHERS MANAGEMENT OF HOME-GROWN SCHOOL FEEDING PROGRAMME IN SELECTED PRIMARY SCHOOLS IN CHIPATA DISTRICT.

Any assistance rendered to him/her will be greatly appreciated.

Yours faithfully


Dr. D. Ndhlovu
ASSISTANT DIRECTOR (PG)
INSTITUTE OF DISTANCE EDUCATION

APPENDIX G: LETTER FROM THE MINISTRY OF GENERAL EDUCATION

All correspondence should be addressed to
The District Education Board Secretary
Tel 06-222463, 06-221152
Fax 06-222463
E-mail: debschipata@gmail.com

In reply please quote
No:.....



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

District Education Board Secretary
P.O. Box 510241
CHIPATA

16th August, 2018.

The Headteacher
.....

CHIPATA

**RE: STAFF PERMISSION TO CONDUCT A RESEARCH: MS. ELINA NJOBVU
TS NO. 204463**

Reference is made to the above subject matter.

I write to introduce to you Ms. Njobvu who is a teacher based at St. Anne's Primary School and would like to do her research at your school for academic purpose. Please render her your assistance.

A handwritten signature in black ink, appearing to read 'Lina S. M. Kamanga'.

Lina S. M. Kamanga (Mrs)
DISTRICT EDUCATION BOARD SECRETARY
CHIPATA DISTRICT

/ak***

APPENDIX H: APPLICATION LETTER TO CONDUCT A RESEARCH

ST. ANNE'S PRIMARY SCHOOL
P.O BOX 510489
CHIPATA.

7TH OCTOBER, 2018

The District Education Board Secretary
Ministry of General Education
P.O. BOX 510241
CHIPATA.

Dear Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY

I hereby request for permission to conduct a research in Chipata District.

This study is part of a thesis done in partial fulfillment of the requirement of the Masters in Education with the University of Zambia and Zimbabwe Open University. The study seeks to assess Head teachers management of Home grown school feeding in selected Primary schools in Chipata District.

The study consists of interviews and observations.

Please find attached a letter of confirmation of study approved by the school of post graduate studies of the University of Zambia and Zimbabwe Open University.

Your positive response will be appreciated.

Yours faithfully,



Elina Njovu