

**AN EVALUATION OF SCHOOL FEEDING PROGRAMME IN
MATUNGULU SUB – COUNTY, MACHAKOS COUNTY.**

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ABSTRACT

The purpose of the research was to evaluate school feeding programme in Matungulu Sub – County, Machakos County. School feeding programs have been defined by the World Bank as “targeted social safety nets that provide both educational and health benefits to most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level.” It is hypothesized that giving children a daily breakfast at school may improve their scholastic achievement through several mechanisms: increasing the time spent in school, improving certain cognitive functions and attention to tasks, and, perhaps indirectly, improving nutritional status. Two Jamaican studies showed that providing breakfast to students at school improved some cognitive functions, particularly in undernourished children. However, changes in classroom behavior varied depending on the quality of the school. Children in better-organized schools concentrated on tasks for longer periods and made fewer undesirable movements, whereas in poorly organized schools the

children's behavior deteriorated. Studies to date have provided insufficient evidence to determine whether children's long-term scholastic achievement is improved by eating breakfast daily. Well-designed, randomized, controlled, long-term trials are essential for determining public policy on the implementation of school feeding programs.

In the Child Nutrition Act of 1966 it was stated that educational progress was an objective of the United States School Feeding programs. In spite of this fact no serious attempt has ever been made to evaluate whether this objective has been met; the few evaluations that have been conducted lack scientific rigor. As a whole the studies fail to provide a strong basis from which to make valid inferences regarding the long-term effects of the feeding program on school achievement and adaptation. Studies that have focused on the short-term effects of hunger or morning feeding suggest that the provision of breakfast may both benefit the student emotionally and enhance his capacity to work on school type tasks