



PROPOSAL TITLE: PRIMARY AND SECONDARY GIRL'S SCHOOLS FEEDING PROGRAMME IN RURAL AREAS IN KISUMU COUNTY [PSGSFP]- NYANZA REGION- KENYA

ORGANIZATION: RESOURCE HUB FOR DEVELOPMENT [R.H.D] Kenya

P.O BOX 10958 - 00400, NAIROBI, KENYA Tel: +254 754 724 762/ +254 723 414 198
E-MAIL: info@kenyadev.org WEBSITE: www.kenyadev.org

CONTACT PERSON: Peter O. kosgey Okeyo
DESIGNATION: Programme Executive Officer
CONTACT: +254 723 414 198

ABBREVIATIONS

R.H.D: Resource Hub for Development
DEOs: District Education Officers
PTAs: Parents-Teachers Associations
MDG: Millennium Development Goal
SFPs: School Feeding Programme (s)

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Programme Summary

Many communities in rural semi-arid areas in Kisumu County have currently re-stated their commitment to education as a vital human right. The need for all people to have access to quality education is also regarded as an essential plank for poverty reduction: human capital – education, knowledge, skills, access to and understanding of information – as part of the livelihoods approach that recognizes poverty to go beyond a lack of income. Education in the entire County is embedded in the Millennium Development Goals: MDG 2 (achieve universal primary education) and MDG 3 (promotes gender equality and empowers women, with targets for eliminating gender disparity in education). School feeding programme also relates to MDG 1 (eradicate poverty and hunger).

As for the purpose of our programme, the on-going school feeding programme for girl's schools in Kisumu County has been understood as a programme that is implemented through poor rural schools, both Primary and Secondary schools. R.H.D acts as food aid Organization, providing nutritious wet and dry foods as lunch meals during the school day and Take-Home Rations as operation that focuses on poor vulnerable and orphan children. Since free primary and subsidized secondary education were introduced in 2003 by the government of Kenya, the enrollments soared from 1.2 million in 2003 to 3.0 million in 2011. However, due to poverty; drop-out rates have increased to 45%.

Problem Statement

Basic education is seen as a necessary condition for development. In addition, it is seen as a right for every child. In rural girl's schools, many schools have enrolled many vulnerable pupils and students whom their parents are poor and some are totally orphans. More so, the introduction of free education resulted in increased enrollments without looking into supporting programme relating to school feeding programme in arid and semi-arid areas of Kenya. R.H.D has been the only organization assisting a total number (12) schools to carry out school feeding programme in 7- Girls Primary Schools and 5- Girls Secondary Schools in poor rural areas of Kisumu County. The organization through the District Education Officers (DEOs) works closely to identify needy schools based on the number of orphans (pupils/students) and the institution nature (government school, community school or orphanage). The following are the problems faced;

- a. Many poor, orphaned pupils/ student drop-outs of schools due to poverty/ hunger. Since many pupils/ students are attracted to education through school feeding programme, some of them will no longer have the enthusiasm of going to school and therefore forced early marriage.
- b. Lack of adequate food stuffs to run the programme in the schools. Our organization has been managing the programme through fundraisings, charitable donations from local food companies and well-wishers or friends, whom are our sympathizers. Different meals cut off the problem of malnutrition associated with poor dieting hence the need to provide pupils or students with a balanced diet.
- c. The ever growing need by unsupported schools. Schools in poor rural areas, especially in semi-arid areas where food security is low face tremendous problems to attaining and achieving basic education amongst its people.
- d. Lack of funds to support the programme. The amount of food stuffs needed is estimated to cost **Ksh. 18,588,000** every term; with a probable increase due to the number of needy schools putting it at **Ksh. 25,800,000**. The programme risk failing due to lack of funds to support it. R.H.D currently is reaching out some local companies, friends and donors for its support.

Programme Description

R.H.D initiated the programme in 12- schools in 2011 as a viable support towards girl's schools, poor vulnerable children and orphans from their backgrounds to access foods while schooling. Going by the Millennium Development Goals (MDGs), gender disparity in education among girl child remains a critical subject to be looked at in poor rural areas where poverty is the order of the day.

In Kisumu County, major income disparities exist, and unemployment and poverty are widespread. Levels of education among the girl child education vary among districts. In one districts, for instance, the poverty level is 60%; in another, only 14%. The poverty disparity is reflected in school enrollment levels. School enrollment in one well-developed district is 76% for primary school-age children/ secondary students, while only 25% in a less developed district.

Since its inception, Resource Hub for Development (R.H.D)-Kenya has assisted a total number (12) girl's schools to carry out school feeding programme in 7- Primary Schools and 5-Secondary Schools in poor rural areas of Kisumu County; to support their school feeding programme. R.H.D provide different meal stuffs towards the school lunch- based programme every term, running through all the three terms every year. Below, is a list of food stuffs given to every school per term as demonstrated below:

50-bags of Maize	200 kilograms of white sugar	20- boxes of powdered milk	White muffins
40-bags of dry beans	2 boxes of chocolate cookies	2-bags of green vegetables	15- (@25 litres cooking oil)
50-bags of rice	10-bags of green grams		

The food stuffs received are stored in the organization's store and later distributed to the schools at specific time. The organization covers the transportation cost and in the same way track and monitor; proper usage of the food stuffs through monthly report by school head teachers/ principals. The programme focuses on poor, orphaned girls in rural remote schools and is facing hunger. Currently, the programme is running in 12- rural girls schools in the county and is believed to replicate regionally and cover more schools in other counties.

NO.	SCHOOL NAME	NO. OF STUDENTS	DISTRICT
1.	Nyamasaria Primary School	1,100	Kisumu
2.	St. Andrews Orphanage (Girls) Primary	800	Nyakach
3.	Nyabondo School For The Deaf(Girls)	720	Nyakach
4.	Withur Girls Secondary School	400	Nyando
5.	Ahero Girls Secondary School	700	Nyando
6.	St. Philomena Girls Centre (Secondary)	356	Kisumu
7.	Nyando community centre	1,008	Nyando
8.	Apoko Rehabilitation Centre	940	Kisumu Central
9.	Andingo Opanga School (Secondary)	662	Nyakach
10.	Abwao Girls Academy	809	Kisumu East
11.	Mbora Centre (Secondary)	402	Kisumu East
12.	Bware Education Centre	1,050	Nyakach

Programme Goal, Objectives & Results

Goals: The goal of programme is to provide a school-based lunch for girl’s schools in Kisumu County, most of whom are poor, orphans and vulnerable school children/ students.

Objectives: The main objective of the programme is to provide accountability and learning purposes in achieving various educational modalities, gender disparity among girl-child from poor background. Increase the number of discriminated, exploited and neglected girls; to enrollment in schools in all levels and maintain them in the schools by providing easy way to access their education.

Project Results

- **Nutritional benefits.** Through a well balanced lunch, it evidence that school feeding programme has a positive impact on nutrition for participating children. In some instances, parents may provide less food at home, and the school meal simply replaces a home meal rather than adding food to the child’s diet.
- **Impact on education and the link between hunger and learning.** It is believed that children who are hungry or chronically malnourished are less able to learn, regardless of the setting. But the converse—that children in school feeding and food for education programmes are better able to learn—only holds true when the food is accompanied by other inputs related to school quality.
- **Impact on attendance.** The evidence strongly suggests that school feeding programs can increase attendance rates, especially for girls. School feeding or take-home rations serve as incentives for enrolling children in school and encouraging daily attendance. This is likely a short-term solution; however, because if there is no change in the quality of schooling (or increase in intrinsic demand for education) attendance will likely drop once the food incentive is removed. Girls who drop-out of school tend to get married at an early age.
- **Alleviate short-term hunger in malnourished or otherwise well-nourished schoolchildren.** Increase the attention and concentration of children/students producing gains in cognitive function and learning.

Average Attendance for Girls during the feeding programme in 5 selected schools during Feb - May

	Feb.		March.		April.		May.		Average	
	00- '01	01- 02	00- 01	01- 02	00- 01	01-02	00-01	01-02	00- 01	01-02
St. Andrews Orphanage										
Pre-school-Class 3	96.3	94.3	94.8	90.4	90	91	87.2	92.2	92.1	92
Class 4 to 6	97.4	97.9	97.8	95.3	94.9	94.9	94.2	96.2	96.1	96.1
Class 7 to 8	99.1	98.3	98.6	97.2	97.5	96.3	96.2	97.8	97.9	97.4
Nyabondo School For The Deaf										
Pre-school-Class 3	95.9	94.5	91.1	87.2	90.9	89.8	89	88	91.7	89.9
Class 4 to 6	98.1	97.3	97.5	94.8	96.5	95.8	97.1	96.1	97.3	96
Class 7 to 8	98.7	98.9	98.8	96.5	97.7	98.2	97.9	97.9	98.3	97.9

Withur Girls Secondary School										
Form 1	98.4	97.9	97.2	96.7	97.5	96.6	96.2	96.4	97.3	96.9
Form 2	98.8	98.9	98.4	96.8	97.9	98.1	97.9	98.2	98.3	98
Form 3&4	98.6	98.9	98.6	97	98.4	97.3	97.8	98.6	98.4	98
Apoko Rehabilitation Centre										
	97.9	97.4	97.0	94.7	95.7	95.3	94.8	95.7	96.4	95.8

Programme Implementation and Methodology

The On- going school feeding programme in Kisumu County is coordinated between R.H.D, DEOs and School Heads and is estimated to run for the next four years. Both quantitative and qualitative methodologies are employed to identify the needy schools. The use of quantitative methods is to identify the relationship between educational inputs and achievement in relation to school feeding programme (SFP). Apart from data which are collected every month from DEOs and School Heads; specifically for the Programme, raw data collected by R.H.D field officers help provide solid evidence regarding school effectiveness.

In qualitative, successful and less successful schools are performed in order to investigate how various inputs (food stuffs) in a school are utilized to improve the quality of education among girl child. It is hoped that the use of a combination of field survey and case studies of school conditions will enable R.H.D to get a broad picture of how school feeding programme (SFP) may impact on education achievement, and a deeper understanding of the process of implementation at school level.

In order to benefit rural girls at an average number of 6,427 Primary school students and 5,520 Secondary students, R.H.D has adopted the following components while implementing the methodology to achieve the expected result in school feeding programme (SFP);

- 1. Build a consensus on a policy and objectives that focuses on how school feeding can effectively contribute to improving education and to meeting the nutrition and health needs of school-age children.** R.H.D through its Programme officers and District Education Officers (DEOs) usually work in closeness to agree on what ‘problems’ or ‘situations’ the school feeding programme will address, who the program will serve, and which program models are feasible for implementation. School feeding programmes are highly visible and as a result often have a significant political dimension, particularly since they can represent a considerable income transfer. This reality should not inhibit establishing a policy and objectives that will take advantage of the substantial potential for improving the impact of SFPs on education.
- 2. Develop targeting criteria and mechanisms that concentrate programme resources on high risk children and communities.** There is a built-in tendency towards universal coverage - providing meals for all school-children particularly in schools that we support since all children in school throughout the day will require food. Furthermore, programme coverage and targeting is always subject to a series of political, logistical, technical and informational constraints. In view of the fact that resources are finite, particularly in the poorest rural areas, and that providing food is expensive, targeting is a critical element of any effort to improve the impact of a SFP on education. Targeting is essential if the programme is to reach families and communities that lack the resources to adequately provide for their school-age children or those that need to be motivated to enroll their children in school and to have them attend more regularly.

3. **Analyze and identify alternative financing and cost options for SFPs.**

The cost of school feeding programmes is a major issue for the stakeholders. Feeding programme of any kind is expensive. Financing may include external assistance, but in all cases available resources, or the potential to draw on them, are required. Cost alone can indicate little about the value of a SFP but, unfortunately, cost-effectiveness analyses, which assess costs relative to impact on nutrition and education outcomes, are for the most part unavailable. Nonetheless, implementing the recommendations in this guide should help to ensure that the benefit-side of the program is enhanced while controlling the cost side.

4. **Elaborate appropriate guidelines for ration composition and the timing of school meals.** R.H.D has established appropriate ration guidelines, for programme officers and DEOs; to analyze the nutrition and health needs of school-age children. Conditions in the education sector, such as levels of school enrollment, attendance, and performance, the availability of infrastructure and the capacity to implement different kinds of SFPs also need to be assessed. Information is also required on the community's perceptions and capacity to participate in school feeding programs.
5. **Identify and address any potential bottlenecks in implementation; such as the availability of supplies and other resources, the appropriateness of cooking practices and the management of private sector inputs.** The recommendation is particularly relevant for R.H.D programme officers who are already operating a programme. Once school feeding programs are in place, altering them can meet strong resistance, however, a range of new experiences is now available that has the potential to alleviate some of the common obstacles to efficient and effective programming. Where a school feeding programme already exists, a wealth of information is readily accessible; a critical step towards a better programme is to thoroughly analyze this on-going experience.
6. **Develop monitoring systems that focus on programme processes, that is, how a programme is functioning, and institute an evaluation system to assess the impact of the program on specific outcomes.** The need to monitor and evaluate programs is not unique to SFPs, but this recommendation is critical to increasing the impact of SFPs. Despite past experience; there is a dearth of concrete information on the functioning and effectiveness of school feeding programs.

Programme Sustainability

R.H.D vision for the sustainability of its school feeding programme envisages the implementation of an extensive approach targeting poor, orphaned school-age children/ students especially girls in poor rural areas of Kisumu county to access quality education. The feeding component of the programme requires that through School heads, PTAs and parents with the support of R.H.D to provide one meal per day throughout the school terms (1-3) based on guidance from an R.H.D field programme officer). During the programme period, R.H.D will increase the number of meals provided by schools daily and include breakfast. Accordingly, by the end of the fourth year, the schools' committees will take over the responsibility for the school-feeding component and run it fully.

Currently the sustainability of the programme depends on continued support from friends, R.H.D fundraising and donation of food stuffs from local private companies. The program needs to be more fully integrated into the educational system. R.H.D intends to identify resources from donors, well wishers, friends and private institutions to sustain the programme.

R.H.D also intends to introduce farming practices in schools farms through DEOs, PTAs, school headmasters/ principals, parents and children to participate in school farming for future provision and sustainability of food security in their respective schools hence cutting out poverty.

Monitoring & Evaluation

R.H.D field programme officers monitor and visit these schools at least once per week. They monitor and speak to the pupils/students, teachers, and administrators, inspect documentation such as stock books, distribution lists, and the school's own attendance records. Each day, the catering personnel's include one extra plate; so that the monitoring officers can pick a meal at random (from any of the plate). The removed sample is weighed and tested for value and standard by the R.H.D field officers.

R.H.D, DEOs and the Head of schools work jointly on monitoring and evaluating the programme; Post test-Only Control Group and small-scale evaluation surveys are conducted to evaluate the programme for both its feeding and education components.

Monitoring and evaluation is the responsibility of both donor and R.H.D. Donor monitoring is effectiveness based. This is done through a term-based report about the programme to the donor. R.H.D monitoring officers are responsible for collecting quantitative and qualitative data from schools.

The needy schools to be supported are selected based on geographical location and one gender. Schools are selected at random, with a minimum of two schools selected from each case except for the two cases where only one school is presented.

Food stuffs distributed by R.H.D to schools follow a term-based menu cycle. The content of the meals served are therefore valued at an average of 800-1000 calories, with a calcium content of 348.45 mg and an iron content of 4.14 mg. R.H.D also look forward to introduce juices in addition to the stuffs; fortified with vitamins A, C, and iron. The programme has a positive effect on the nutritional status of children.

Estimated food stuffs per school per term:

- 50- Bags of maize @ Ksh. 3,200 per bag
- 40-Bags of Dry Beans@ Ksh. 6,100 per bag
- 15-(Jerri cans) 25 liters cooking oil @ Ksh. 2,700 per Jerri-can
- 50- Bags of rice @ Ksh. 9,850 per bag
- 200- Kilograms of white sugar@ Ksh. 150 per Kilogram
- 2-Box Chocolate of cookies@ Ksh. 2,000 per box
- 20-Boxes of powdered milk@ Ksh. 1,400 per box
- White muffins (average Ksh. 3,000
- 10-Bags of Green grams @ Ksh. 9,000 per bag
- 2-bags Green vegetables @ Ksh. 1,000 per bag

Additional cost:

- Transportation cost of food stuffs to the schools @ Ksh. 200 per km per ton
- Administrative programme cost (Programme field officers transport costs, lunch and breakfast, telephone)
- Logistical costs

Proposed Programme Budget per school per term

Exchange rates: 1 USD\$ at Ksh. 83.00

NO.	LINE ITEMS	No. of items	Cost per unit(Ksh)	Total cost per Term in (Ksh)	Total Unit Cost per Term (USD\$)	Donor Remarks
1.	Transportation	-	20,000	20,000	240.96	
2.	Cooking Equipments	-	150,000	150,000	1,807.22	
3.	Administration/ Logistical	-	50,000	50,000	602.41	
4.	Programme Staff/ Personnel/cooks	-	235,000	235,000	2,831.33	
	TOTAL			455,000	5,481.93	
	LIST OF FOOD STUFFS					
5.	Maize	50-bags	3,200	160,000	1,927.71	
6.	Dry Beans	40-bags	6,100	244,000	2,939.76	
7.	Cooking Oil	15-jerricans	2,700	40,500	487.95	
8.	Rice	50-bags	9,850	492,500	5,933.73	
9.	White Sugar	200- kgs	150	30,000	361.45	
10.	Chocolate Of Cookies	2-boxes	2,000	4,000	48.19	
11.	Powdered Milk	20-boxes	1,400	28,000	337.35	
12.	White Muffins	-	3,000	3,000	36.14	
13.	Green Grams	10-bags	9,000	90,000	1,084.34	
14.	Green Vegetables	2- bags	1,000	2,000	24.10	
16.	Contingency @10%			154,600	1,862.65	
	GRAND TOTAL			1,549,000	18,662.65	

The 12 schools feeding programme (per term) will therefore Cost: **Ksh. 1,549,000 x12 = Ksh. 18,588,000**

USD\$: 223,951.81

On a yearly basis (3-Terms), the 12- schools feeding programme **Grand Total Cost: Ksh. 55,764,000**

USD\$:671,855.43