



Community Participation and Performance of School feeding Programmes in Rwanda. A Case of Gakenke District

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Abstract

The study was all about the role of community participation on the performance of school feeding programmes in Rwanda especially in Gakenke District (2019-2021). The aim of the study was to investigate the role of community participation on the performance of school feeding programme in Rwanda, with reference to Gakenke District. Methodology of the study adopted a descriptive research design and analytical research design. Therefore, the total number of populations that was used in this study was 230 committee members from Nine- and Twelve-Years Basic Education in 10 Sectors among 19 Sectors constituting Gakenke District because the accessibility and geographical location. The study adopted stratified random sampling and purposive sampling technique to select 68 respondents as sample size. The data was analyzed using both descriptive statistics in terms of frequencies, percentages, mean and standard deviation and inferential statistics in forms of Pearson's correlation was employed to analyze the data. Statistical package for social sciences (SPSS IBM 21.0) was used to determine various coefficients, standard error, and regression equations tests. The community is provided a detailed identification description of the procedures and staff responsibilities about school feedings programmes in Gakenke District confirmed by 94.1% respondents. As for conclusion, the study findings confirmed generally that p-value is 0.000, which is less than standard significance levels of 0.01. The study thus concluded that the community participation in program planning, followed by monitoring and evaluation, and decision making respectively increased the performance of school feeding programmes in terms of children enrollment and attendance such as increase number of registrations and increase number of attendances as well as improved level of children cognitive and reduced dropout rate in terms of improved academic performance and low percentage of students failing to complete studies in Rwanda. Management should ensure that community is understanding the goals and objectives of the program to aid the design and implementation of school feedings programmes in Gakenke District.

Keywords: *Community Participation, Performance, School Feeding, Rwanda*

1.0 Introduction

Community participation in community development activity is old as man himself. Prior to the onset of colonial administration, communities engaged in communal efforts as a mechanism for mobilizing community resource to provide physical improvement and functional facilities in the social, political, and economic aspects of their lives. There was a para-scientific response of a community lacking all relevant trappings of modern technology, capital and management resources to the media and exigencies of development. These complaints therefore re-awakened interest in the local management of resources and decisions (Thomas, 2013).

Since the 1990s, multilateral agencies such as the World Bank placed greater emphasis on stakeholder participation to ensure development sustainability (Gonzales, 2014). It is now regarded as a critical component which could promote the chances of development initiatives being sustainable through community capacity building and empowerment (Espejo 2009). Empowerment in this context means giving people who are marginalized, vulnerable, and excluded from development, the ability to be self-reliant to manage their own resources. It is believed participation would lead to empowerment through capacity building, skills, and training (Ayieke, 2015).

School feeding program (SFP) has existed in the developed countries since the beginning of the 19th century (world food program (WFP), 2006). The United States of America (USA) established a school lunch program in 1946, later adding a school breakfast program (World Bank, 2008). The WFP (2009) revealed that by 2014, these programs reached 78 percent of the students in the USA each year at a total cost of more than 8 billion dollars per year. The main aim was to improve education attainment and health of children. However, this aim has not been fully achieved due to various challenges affecting the school feeding programme. The study done by WFP (2010) found that school meals lead to cash savings as it reduces the amount of money spent in households for food purchase. This has an economical benefit to most countries that represents between four to nine percent of annual household income. School lunch allows parents to enroll and leave their children in school during the entire day which frees up time that almost 30% of households use to expand income-earning activities. In rural areas most parents spend their time to prepare meals for their children.

In India, the school lunch program (SLP) is the largest food and nutrition assistance program feeding millions of children every day. This program was initially started in 1960 in few states to overcome the complex problems malnutrition and illiteracy. Mid-Day Meal scheme is the popular name for school meal program. In 2013, as per the Supreme Court orders, it became mandatory to give a mid-day meal to all primary and later extended to upper primary school children studying in the government and government aided schools. This scheme benefitted 140 million children in government assisted schools across India in 2008, strengthening child nutrition and literacy. In country with a large percent of illiterate population and non-government organizations have reported that mid-day meal scheme has consistently increased enrollment in schools in India. One of the main goals of school lunch program is to promote the health and well-being of the nation's children (Wong and Chang, 2012). Many countries started SFP following studies by WHO which revealed that malnutrition was rife in the African continent and was affecting school age children (WHO, 2012). World Bank (2018) highlights that children education in many African countries is greatly influenced by seasonal

food shortages, as well as endemic diseases and weaknesses resulting from poor living conditions.

In African countries, Mali launched school feeding program in 2000, the national school feeding program has contributed to increase in school enrollment and retention in primary schools, especially for girls. The program promotes locally owned school feeding programs, benefitting communities through community organizations, providing training, and supporting smallholder farmers (Del Rosso, 2012). One challenge is that there has not been an impact evaluation on the program, so there is no significant data on its social and economic impacts. According to Kirianki (2013), the most sustainable programs are those that respond to a community need, are locally owned and incorporate some form of parental or community involvement and in Mali school feeding programs have put schools at the heart of local development by promoting locally owned meal programs.

In Rwanda, the government of Rwanda started the school feedings program (SFP) in 2016 under a partnership between parents and government to address the problem of food insecure in districts of Rwanda. School meals are a lifeline for many families. A daily school meal provides a strong incentive to send children to school and keep them there (especially girls), it helps to increase school enrollment and attendance, decrease drop-out rates, and improve learning. The aim of the school feeding program (SFP) is to raise and maintain school enrolment, attendance, decrease drop-out rates of chronic food insecure and vulnerable children (MINEDUC, 2016).

Indeed, Kaziyanga (2018) states that feeding programs whether breakfast and lunch have positive influence on the performance of children in schools (cognitive, ability), increase school enrollment (boys and girls), attendance and participation, as well as the nutritional and health status of pupils within the community and also contributes to bridging the gap between the children from poor and rich homes. Community participation in school feeding programmes in Rwanda is minimal although it enacted in all laws, policies governing the SFP. The Problem facing the Rwandan Government is how to accelerate community participation in educational system as lack of community participation leads to programmes failure. But the research done by Mbui & Wanjohi (2018) showed that community participation in financial planning and in monitoring and evaluation had a moderate positive influence on program performance, Therefore, this study sought to investigate whether community participation (program planning, decision making and monitoring, and evaluation have the influences on the performance of school feeding programmes in Rwanda, with reference school feeding program (SFP) in Gakenke District.

1.1 Problem Statement

In Rwanda, school feeding program is one of program set up by government to help learners' access to education especially in primary and secondary schools. The schools were facing high variation of absenteeism, poor attendance, students eating cold food and late coming in afternoon lessons (Nine- and Twelve-Years Basic Education) (MINEDUC, 2016).

School feeding has the potential to increase learners' friendship, increase meals at schools, improve food diet and reduce children's dropout. The school feeding program aims at improving basic education, especially by increasing enrollment, attendance and academic achievement and it contributes to reducing drop in areas of high food insecurity (WFP, 2011). WFP and USAD have significantly supported the SFP, supporting over 200 hundred schools

nationwide. Government of Rwanda passed a school feeding program policy envisaging a school feeding program based on local purchase of commodities with a view to eventual nationwide implementation without external support (MINEDUC, 2015).

In Gakenke District, school feeding program has the potential to increase access to twelve years basic education, reduce dropout rates, and improve academic achievement of pupils. The school community has failed to register children to the program, there is still high school dropouts, children delay afternoon lessons and eating cold food both home and at school, small budgets for the program, inadequate financial capacity of parents and negative attitudes of teachers and administrators towards the program. Despite the implementation of school feeding program to reduce the problems of malnutrition, and poor quality of education in twelve- and nine-years basic education in Gakenke; yet dropout rates is still high where, a number of learners from poor families who are left behind the program in accessing to meals at schools with complementary health and nutrition intervention, (Gakenke District report, 2018).

Therefore, community involvement in program planning, decision-making, monitoring, and evaluation is necessary for the school feeding programs to be properly implemented. Studies revealed that program success was moderately positively impacted by community involvement, particularly in financial planning, monitoring, and assessment (Mumbi, 2017). Because it did not address how community involvement in program design, decision-making, monitoring, and evaluation affects the effectiveness of school feeding programs in Gakenke District, there is a conceptual gap. Hence, this study sought to assess the role of community participation on performance of school feeding programmes in Gakenke District.

2.0 Literature Review

Theoretical Review

Community participation

Breuer, (2017) states that community participation can be loosely defined as the involvement of people in a community in projects to solve their own problems. People cannot be forced to 'participate' in projects which affect their lives but should be given the opportunity where possible. Community participation is a mechanism for the public to express opinions and ideally exert influence regarding political, economic, management or other social decisions. Community participation paves the way for self-development and contribution. The sense of contributing, for instance, participation in a project which contributes to the society can give you a sense of pleasure and meaningfulness. Participating in extracurricular activities builds teamwork, communication, relationships, and a sense of belonging, all of which help students to develop socially and be successful in school. Participation in extracurricular activities demonstrates the importance of community involvement, (Akanbi, 2013). A community engagement strategy is the method brands can use to encourage engagement from their community members. Community engagement is the way in which individuals interact and co-create within a group, (Breuer, 2017).

School feeding program

According to Ayieke, (2015) states that a school feeding programme that provides nutritionally sufficient food, complemented by health and nutritional interventions to all school children. The policy requires that all locally available food be procured from local farmers in the country, thus creating a stable and predictable market for farmers. Feeding programs basically involve delivering or providing a meal or snack to beneficiaries, most of the time children, and are often done in a specified time. Most non-government organizations or even institutions hold feeding programs to better address the scarcity of nutritious food available to children, (Stephen, 2004). The SBFP aims to improve school attendance and the nutritional status of target beneficiaries, to conduct group hand washing and tooth brushing activities, and to encourage backyard vegetable gardening to support the feeding program.

Performance of School Feedings Programmes

A School Feeding program (SFP) is scheduled activity designed to provide food to children such as those in pre-schools, primary and secondary schools. Ideally, it is supposed provide enough nutritious and a balanced diet to a selected group of children in order to foster their holistic growth and development, including school enrollment, attendance and retention. Oyefade (2014) discusses School Feeding Program based on different perspectives: in-school meals and take-home rations where families are given food if their children attend school. First, in-school meals have been the most popular modality of the school feeding interventions.

Akanbi (2013) considered grouping the school feeding into common categories: program that provides meals and program that provides high-energy such as biscuits or snacks aimed at generating greater impact on school enrolment, retention rates and reduce gender or social gaps. Performance of school feeding program is the ability of a program to deliver intended outcomes such as increasing children's enrolment, increasing children's attendance, reducing dropout rate, and increasing children's comprehension/retention of learning content and alleviate hunger in schools while meeting the constraints of scope, cost and quality, (Navuri, 2011).

Programs are successful if they are completed on time, within budget and to performance requirements. In order to bring the main components of a large program into control, there is a large toolkit of techniques, methodologies and tools. However, the success of the program will always rest on the abilities of a program manager. Program success is a measure of success or a favorable/desired outcome, success is outcomes, the achievement of program objectives, relative to cost, schedule and performance (Del Rosso, 2013). Program success or fail effectively and efficiently achieving all program objectives in scope, on time and within budget in an effective and efficient manner.

Children's Enrolment

Children's enrolment was the first steps towards them being schools but the event to which School Feeding Program (SFP) influenced this realization was an important subject under scrutiny. According to Ahmed (2004), SFP exclusively benefited poor children by creating incentives to enroll and attend schools as well as improve general attentiveness and capability

to learn. School based food distribution in Bangladesh increased enrollment to 20 percent at a time when enrolment at non-participating schools, 21 was 2 percent (Bundy, 2009).

A study by Yendaw & Dayour (2015) which sought to assess the contribution of national school feeding program towards pupils' enrolment in Ghana examined and retention enrolment by looking at two periods where parents enrolled their children in schools, before and after the implementation of the School Feeding Program. The findings of their study indicated that enrollment before the introduction of SFP stood at 35.8%, but increases phenomenally to 64.2% after the implementation of the program.

Osei (2011) observed that School Feeding Programme (SFP) and other school-based nutrition and health programs motivate parents to enroll their children in schools and to see that they attend school regularly. World Food Program (WFP) case studies in some West African countries like Niger similarly documented school improvements in enrollment when families received food incentives in return for good school attendance (WFP Report, 2012). This report advocated that school meals has significant positive effect on such indicators as primary completion rates, continuation to secondary and exam scores. Specifically, enrollment is higher, particularly in early grade in the schools that offered school meals

Children's Attendance

In the year 2020, the (World Food Program (WFP) fed over 12 million children in various schools in 54 different countries in the world to attract them to attend schools where enrolment ratios were lowest. In a review of US bilateral food aid programme spanning 1980-1985, the United States Bureau of food, peace and voluntary assistance came to the conclusion that School Feeding programme was found to improve enrolment and attendance. Bhatta and Stephen (2004) in her literature review on SFP (Brazil) concluded that it probably makes a difference in enrolment and attendance if they take into account the environment in which they operate. She also concluded that SFP should be introduced in all poor, unstable rural areas where enrolment and attendance are low.

Provision of meals at school is an effective way of encouraging chronically hungry children to attend classes. According to Adelman & Lehrer (2008), the average school participation is higher in pre-schools with school feeding programmes than those without. An evaluation carried out in Jamaica & Tamill Nadu (India) indicated that SFP increases attendance. A randomized control study carried out in western Kenya demonstrated that children's school participation was 30% percent higher among children attending school with SFP. In Pakistan, a food programme provides an income transfer in the form of one or two tins of oil to families whose girls attend schools for 20 days per month. This incentive programme demonstrated that it could make a significant contribution to full attendance. In participating school's enrolment improved by 76% compared to 14% in the province overall. Therefore, there is need to provided SFP in Kenyan pre-schools since it may decrease the percentage of children not attending school. An importance factor in the current study was to determine to what extent SFP aided children's attendance in pre-primary, primary and secondary schools.

Reducing Dropout Rate

Policies to improve school progression and reduce the number of children dropping out of school are critical if University Primary Education (UPE) is to be achieved (UNESCO, 2016). Despite its importance, strategies designed to improve primary school retention and progression has received relatively little attention. It is posited by the WFP (2016) that existing

educational systems in many developing countries have not met their objectives towards EFA goals resulting to high school dropout. Poverty influences the demand for education because it affects the ability of households to pay school fees, provides food for their children and other costs associated with education. In addition, it is associated with a high opportunity cost of schooling for children (Winicki & Kyle, 2013).

A study by UNICEF (2009) revealed that by 2009, of the students entering class one, only 77% of the boys and 80% of girls reached standard Four, while 55% of boys and 35% of girls reach standard eight in the ASAL regions. Poverty and food insecurity were the main factors that jeopardized retention of pupils hence increasing dropout in many children in the ASAL regions. The WFP (2012) asserts that SFP were handed over to the government in 2008 and WFP withdrew its support in the ASAL regions.

Empirical Review

Ndugu & Karungu (2019) studied the relationship between Community Participation and Performance of Donor Funded Youth Projects in Korogotho, Nairobi City Country in Kenya. The general objective of the study was to examine the influence of community participation on the performance of donor funded youth projects in Korogotho, Nairobi country. The specific objectives of the study were to examine the role of community participation in the entire program cycle and performance of donor funded youth projects in Korogotho i.e., community participation in program planning, community participation in program implementation and community participation in monitoring and evaluation on the performance of donor funded youth projects. The primary data was collected by using questionnaire. Qualitative data was analyzed using SPSS 23 and Microsoft excel and presented in line with the study themes.

The findings of the study are anticipated to enhance program implementation and impact. The study was able to obtain a 75% response rate. The study of the correlation analysis indicated there was strong positive effect of community participation in the identification and planning on the program performance while the regression results indicated there is a statistically significant positive of community participation on the program performance. The study used only qualitative data; this implies that, there is gap in methodology regarding to quantitative data. Hence, there is also the gap in contextual because the study dealt with both quantitative and qualitative data, and also the gap in context because the study did not mention how each variable of community participation contributes to the performance of projects, (Ndugu, 2019).

Program Planning and Performance of School Feeding Programmes

Planning is a management process concerned with defining goals for a company's future direction and determining the resources required to achieve those goals. Managers may develop a variety of plans (business plan, marketing plan, etc.) during the planning process. Management planning process is a step-by-step guide to creating a realistic organizational plan to meet set goals after assessment of available resources. It takes into consideration both long-term and short-term corporate strategies and spells out the vision and the direction to which the company is headed. Organizational planning ensures. Proper Resource Utilization: since resources are scarce, planning provides invaluable information to top decision-makers on how the available ones will be utilized. Whatever the project or a program is, maximum

productivity should be ensured from minimum resource utilization. Establishment of goals; planning sets up challenging but realistic goals to every team member in the organization. Setting individual goals ensures employees are not complacent in-service delivery. Uncertainty and risk management; Risk management is very important for any organization to succeed. Sometimes things happen the unexpected way. Planning, therefore, helps put in place the 'what if' scenario thus cushioning on the adverse effects that might result due to severe unforeseen consequences, (Wabomba, 2015).

Liu, (2015) states that venture awareness and resources allocation is the awareness of the program venture and acting towards the attainment of set objectives is the first step in the management planning process. Awareness enables the decision-making authority to identify available and future opportunities and plan on their effective utilization. Venture awareness also entails the understanding of organizational goals. A detailed overview of each goal should be looked at and anticipated outcomes analyzed. At this stage, objectives should be described in quantitative terms. The anticipated profit margin should rise by approximately 30 per cent. Again, it is important to note that the set goals should be allocated adequate human and financial resources for effective completion.

Decision Making and Performance of School Feeding Programmes

Cernea (2011) suggested that the terms, participation in itself does not adequately address the issue of ownership of local initiatives. He argues that people who take control of their own lives through making their own choice and priorities, planning, implanting, and making judgment on the project's success or failures cannot be said to have participated in development, they simply do it. They are the actors and managers of their own economic growth, survival, and change program (Cernea, 2011).

Local leaders have the responsibility for ongoing activities in a community. They represent and understand the people and culture and are probably aware of community needs. In many cases, they will be the persons who request help from an outside change agent or authorize him to work in the community. Working with local leadership is usually essential if one is to provide effective help. If the leadership is ignored, there may be conflict and failure (Yost & Tracy, 2014). The promotion of popular participation is concerned with the distribution of power in society, for it is power which enables groups to determine which needs and whose needs will be met through the distribution of resources (Yost & Tracy 2014).

Monitoring & Evaluation and Performance of School Feeding Programmes

Monitoring and evaluation (M&E) are important management tools used to track progress of a program and facilitate decision making, (Sera & Beaudry, 2014). United Nations Development Program (2012) defines monitoring as a continuing function that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results.

Shapiro (2012) defines monitoring as the systematic collection and analysis of information as program progresses. Monitoring has also been described by International Federation of Red Cross and Red Crescent Societies (2011) as the routine collection and analysis of information to track progress against set plans and check compliance to established standards. Evaluation

on the other hand has been defined as the systematic and objective assessment of an on-going or completed project, program, or policy, and its design, implementation and results, with the aim of determining the relevance and fulfillment of objectives, effectiveness, impact and sustainability, (International Federation of Red Cross and Red Crescent Societies, 2011).

According to the world Bank (2010), community participation in M&E is critical in program sustainability since: it offers new ways of assessing and learning from change that are more inclusive and more responsive to the needs and aspirations of those most directly affected; is geared towards not only measuring the effectiveness of a project, but also towards building ownership, empowering beneficiaries, building accountability and transparency and taking corrective actions to improve performance and outcomes. Participation in M&E has much less meaning if population members and local stakeholders have not been involved much earlier in the program cycle, (Alnap, 2009).

3.0 Methodology

A descriptive research design and an analytical research design were adopted in this study. Therefore, the total number of populations that was used in this study was 230 committee members from Nine- and Twelve-Years Basic Education in 10 Sectors among 19 Sectors constituting Gakenke District because the accessibility and geographical location. Those schools are ES Ruli/APEM, G.S Minazi, G.S Mataba, G.S Kivuruga, G.S Karambo, G.S Kamubuga, G.S Janja, G.S Gashenyi, G.S Gakenke and ES Cyabingo in each 10 Sectors among 19 Sectors constituting Gakenke District such as Ruli, Minazi, Mataba, Kivuruga, Karambo, Kamubuga, Janja, Gashenyi, Gakenke and Cyabingo in Gakenke District. The study employed stratified random sampling and purposive sampling technique to select 68 respondents as sample size. The data was analyzed using both descriptive statistics in terms of frequencies, percentages, mean and standard deviation and inferential statistics in forms of Pearson's correlation was employed to analyze the data. Statistical package for social sciences (SPSS IBM 21.0) was used to determine various coefficients, standard error, and regression equations tests.

4.0 Results and Discussion

Demographic Information

This section presents socio-demographic characteristics of respondents included gender, age, marital status, educational level, and experience in school feeding programme of Gakenke District as detailed below.

Gender Distribution of Respondents

In this survey, gender of respondents is vital because it shows sex characteristics of respondents as shown in table1.

Table 1: Gender of Respondents

		Frequency	Percent
Valid	Male	30	44.1
	Female	38	55.9
Total		68	100.0

Source: Primary Data, Field results (2022)

Findings in table 4.1 show distribution of respondents by gender indicated that males were 44.1% of the respondents participated in this study, while females were 55.9% respondents in the school feeding programme committee of Gakenke District. Gender distribution is vital in this research because it gives a way to test social structures on the living opportunities available to different groups of men and women of Gakenke District.

Age of Respondents

Distribution of respondents on ages shown in table 4.3 below; majority of the respondents were adults between the ages of 31 and 40 are over-represented in this survey sample, while young aged between 21-30 years; no children under 18 years represented in the school feeding programme committee from Gakenke District.

Table 2: Age of Respondents

	Frequency	Percent
Valid 21-30years	22	32.4
31-40years	32	47.1
41-50years	13	19.1
>51years	1	1.5
Total	68	100.0

Source: Primary Data, Field results (2022)

Findings indicated ages of respondents on table 2 confirmed participants of 32.4% as respondents who have aged between 21 and 30years old; while majority of 47.1% respondents have aged between 31 and 40years old from School feeding programme committee from Gakenke District; 19.1% respondents have between 41 and 50years while only 1.5% has ages > 51years. This indicates that School feeding programme committee from Gakenke District managed to involve mature people who know well various struggles to implement the school feeding programme for students in government-funded schools, Gakenke District in feeding their students.

The influences of program planning on performance of school feedings program in Gakenke District

Planning remains a management process concerned with crucial goals for a concern's future direction and determining the resources required to achieve those goals. Running planning process is a step-by-step guide to creating a realistic organizational plan to meet set goals after assessment of available resources. Findings showed the influences of program planning on the performance of school feedings program in Gakenke District based on the need's assessment; program resourcing; schedule and budget plan; and stakeholder analysis and mapping of the programme. All perceptions from respondents during the survey on influences of program planning on the performance of school feedings program in Gakenke District are presented in table 4.

Table 4: Perceptions of respondents on influences of program planning on Performance

Program planning on the performance of school feedings program	SA		A		N		D		SD		Mean	Std Dev.
	fi	%	fi	%	fi	%	fi	%	fi	%		
Community's ideas and contributions are considered in the design and assessment of available resources of school feedings programmes	29	42.6	29	42.6	3	4.4	4	5.9	3	4.4	1.8676	1.04958
Management plan and identifies the number of staff and type of staff that are required to meet the organization's objectives hence coming up performance of school feedings programmes in Gakenke District.	38	55.9	18	26.5	6	8.8	4	5.9	2	2.9	1.7353	1.04550
Community is informed about schedule time, budget plan and planning process of school feedings programmes in Gakenke District.	34	50.0	23	33.8	4	5.9	5	7.4	2	2.9	1.7941	1.04466
All relevant stakeholders are consulted about planning processes of school feeding programmes in Gakenke District	38	55.9	24	35.3	2	2.9	2	2.9	2	2.9	1.6176	.91471
Overall Average											1.7536	1.0136

Source: Primary Data, Field results (2022)

Keys Abbreviations: From the above table; fi Signify frequency, % refers to percentage, SA:

Strongly Agree; A: Agree; N: Neutral; D: Disagree; and SD: Strongly Disagree; \bar{x} : Mean; SDEV: Standard Deviation

Findings on table 4 confirmed that the community's ideas and contributions are considered in in the design and assessment of available resources of school feedings programmes in Gakenke District, stated by 85.3% respondents strongly agreed and agreed. The management plan and identifies the number of staff and type of staff that are required to meet the organization's objectives hence coming up performance of school feedings programmes, confirmed by 82.4% respondents from in Gakenke District. The community is informed about schedule time, budget plan and planning process of school feedings programmes in Gakenke District, stated by 83.8% respondents. All relevant stakeholders are consulted about planning processes of school feeding programmes in Gakenke District, confirmed by 91.2%

respondents. According to findings from program planning in school feeding programme of Gakenke District has presented overall average of (\bar{x} =1.7536 and SDEV=1.0136) in stimulating the performance of school feedings program in Gakenke District; that means there is moderate mean and evidence of the existence of the fact and heterogeneity of responses. However there are different influences of program planning affected performance of school feedings program in Gakenke District that include community's ideas and contributions that are considered in in the design and assessment of available resources of school feedings programmes; the management plan and identifies the number of staff and type of staff that are required to meet the organization's objectives hence coming up performance of school feedings programmes; the community is informed about schedule time, budget plan and planning process of school feedings programmes in Gakenke District, and all relevant stakeholders are consulted about planning processes of school feeding programmes in Gakenke District.

Effects of decision making on performance of school feedings programme

Literally, people who take control of their own lives through making their own choice and priorities, planning establishing, and making judgment on the project's success or failures cannot be said to have participate in development, they simplify do it. They are the actors and managers of their own economic growth, survival, and change program. Findings on perceptions from respondents argued that effects of decision making on performance of school feedings program in Gakenke District based on gathering relevant community information and problem identification; defining objectives and identify alternatives; and choosing the best alternatives to improve performance as detailed in table 5.

Table 5: Findings on perceptions on effects of decision making on performance

Decision making and performance of school feedings program	SA		A		N		D		SD		Mean	Std Dev.
	fi	%	fi	%	fi	%	fi	%	fi	%		
Gather relevant community participation information leads to better decisions making of school feeding programmes in Gakenke District	50	73.5	11	16.2	4	5.9	2	2.9	1	1.5	1.4265	.85197
The efficiency school feeding programmes in Gakenke District is due to identification of the alternatives community participation ideas towards making decisions for the program.	37	54.4	26	38.2	1	1.5	2	2.9	2	2.9	1.6176	.89825
Choosing among alternatives to improve performance	27	39.7	35	51.5	2	2.9	3	4.4	1	1.5	1.7647	.83071

school feedings programmes in Gakenke District.											
The community members have the control over the choice of the school feeding programmes Committee members in Gakenke District.	35	51.5	28	41.2	2	2.9	2	2.9	1	1.5	1.6176 .81092
Overall Average											1.6066 0.8479

Source: Primary Data, Field results (2022)

Keys Abbreviations: From the above table; fi Signify frequency, % refers to percentage, SA:

Strongly Agree; A: Agree; N: Neutral; D: Disagree; and SD: Strongly Disagree; \bar{x} : Mean; SDEV: Standard Deviation

Findings on table 5 confirmed that gathering relevant community participation information leads to better decisions making of school feeding programmes in Gakenke District, stated by 89.7% respondents strongly agreed and agreed. The efficiency school feeding programme in Gakenke District is due to identification of the alternatives community participation ideas towards making decisions for the program, confirmed by 92.6% respondents. Choosing among alternatives to improve the performance of school feedings programmes in Gakenke District, stated by 91.2% respondents. The community members have the control over the choice of the school feeding programmes committee members in Gakenke District, stated by 92.6% respondents. According to findings from decision making in school feeding program of Gakenke district has presented overall average of (\bar{x} =1.6066 and SD=0.8479) in influencing the performance of school feedings program in Gakenke District; that means there is moderate mean and evidence of the existence of the fact and homogeneity of responses. However the effects of decision making on performance of school feedings program in Gakenke District supported by the researcher by confirming that they have gathered relevant community participation information leads to better decisions making of school feeding programmes in Gakenke District; the efficiency school feedings programmes in Gakenke District is due to identification of the alternatives community participation ideas towards making decisions for the program; choosing among alternatives to improve performance school feedings programmes in Gakenke District; and community members have the control over the choice of the school feeding programmes Committee members in Gakenke District.

According to study of Bhatanagar and Williams (2012) argued that if people in a community are involved in all phases of an activity especially if they are involved in the decision making of each phase, the activity is theirs; they have invested their time, talents and other resources, thus, they have ownership of the activity followed by gathering relevant community information and problem identification; defining objectives and identify alternatives; and choosing the best alternatives to improve performance. They therefore are responsible for its outcome, and local leaders have the responsibility for ongoing activities in a community, for example, school feedings programmes in Gakenke District. They represent and understand the people and culture and are probably aware of community needs and working with local leadership that is usually essential if one is to provide effective help.

Influences of monitoring and evaluation on the performance

Findings stated monitoring and evaluation are important management tools used to track progress of a program and facilitate decision making. Monitoring is as a continuing function aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, in the achievement of results. The results showed that the influences of monitoring and evaluation on performance of school feedings program in Gakenke District based on understanding the goals and objectives; designing methodologies; identifying roles and responsibilities; and data collection methods, techniques and interpretation as detailed in table 6.

Table 6: Perceptions of respondents on influences of monitoring and evaluation on the performance of school feedings program in Gakenke District

Monitoring and evaluation and performance of school feedings program	SA		A		N		D		SD		Mean	Std Dev.
	fi	%	fi	%	fi	%	fi	%	fi	%		
The community is understanding the goals and objectives of the program to aid the design and implementation of school feedings programmes in Gakenke District.	38	55.9	26	38.2	0	0.0	2	2.9	2	2.9	1.5882	.8849
The community is provided a detailed identification description of the procedures and staff responsibilities about school feedings programmes in Gakenke District.	40	58.8	24	35.3	2	2.9	1	1.5	1	1.5	1.5147	.7628
The school administrators are informed about the importance of data collection methods, techniques and interpretation relating to policies on community participation towards school feeding program.	34	50.0	25	36.8	5	7.4	2	2.9	2	2.9	1.7206	.9438
Evaluation and auditing of school feeding is done quarterly for better performance of schools in District.	38	55.9	15	22.1	3	4.4	7	10.3	5	7.4	1.9118	1.301
Overall Average											1.6838	0.97312

Source: Primary Data, Field results (2022)

Keys Abbreviations: From the above table; fi Signify frequency, % refers to percentage, SA:

Strongly Agree; A: Agree; N: Neutral; D: Disagree; and SD: Strongly Disagree; \bar{x} : Mean; SDEV: Standard Deviation

Findings in table 4.8 show the influences of monitoring and evaluation on the performance of school feedings program in Gakenke District confirmed by the community is understanding the goals and objectives of the program to aid the design and implementation of school feedings programmes in Gakenke District, stated by 94.1% respondents strongly agreed and agreed. The community is provided a detailed identification description of the procedures and staff responsibilities about school feedings programmes in Gakenke District confirmed by 94.1% respondents. The school administrators are informed about the importance of data collection methods, techniques and interpretation relating to policies on community participation towards school feeding program, stated by 86.8% respondents. Evaluation and auditing of school feeding is done quarterly for better performance of schools in Gakenke District, confirmed by 77.9% respondents.

According to findings from monitoring and evaluation of school feedings program in Gakenke District has presented overall average of ($\bar{x}=1.6838$ and $SD=0.97312$) in affecting the performance of school feedings program in Gakenke District; that means there is moderate mean and evidence of the existence of the fact and homogeneity of responses. However, opinion's results for influences of monitoring and evaluation on performance of school feedings program in Gakenke District are community which is understanding the goals and objectives of the program to aid the design and implementation of school feedings programmes in Gakenke District; community is provided a detailed identification description of the procedures and staff responsibilities about school feedings programmes in Gakenke District; the school administrators are informed about the importance of data collection methods, techniques and interpretation relating to policies on community participation towards school feeding program; and evaluation and auditing of school feeding is done quarterly for better performance of schools in Gakenke District.

Discussion

The results were presented in table 4 confirmed that the community's ideas and contributions are considered in in the design and assessment of available resources of school feedings programmes in Gakenke District, stated by 85.3% respondents strongly agreed and agreed. The management plan and identifies the number of staff and type of staff that are required to meet the organization's objectives hence coming up performance of school feedings programmes, confirmed by 82.4% respondents from in Gakenke District. The community is informed about schedule time, budget plan and planning process of school feedings programmes in Gakenke District, stated by 83.8% respondents. All relevant stakeholders are consulted about planning processes of school feeding programmes in Gakenke District, confirmed by 91.2% respondents.

According to findings from program planning in school feeding programme of Gakenke District has presented overall average of ($\bar{x}=1.7536$ and $SDEV=1.0136$) in stimulating the performance of school feedings program in Gakenke District; that means there is moderate mean and evidence of the existence of the fact and heterogeneity of responses.

Results were shown on table 5 stated that they are gathering relevant community participation information leads to better decisions making of school feeding programme in Gakenke District, stated by 89.7% respondents strongly agreed and agreed. The efficiency school feeding programme in Gakenke District is due to identification of the alternatives

community participation ideas towards making decisions for the program, confirmed by 92.6% respondents. They are choosing among alternatives to improve performance school feeding programme in Gakenke District, stated by 91.2% respondents. The community members have the control over the choice of the school feeding programme committee members in Gakenke District, stated by 92.6% respondents.

According to findings from decision making in school feeding programme of Gakenke district has presented overall average of ($\bar{x}=1.6066$ and $SD=0.8479$) in influencing the performance of school feeding programme in Gakenke District; that means there is moderate mean and evidence of the existence of the fact and homogeneity of responses.

Results shown in table 6 confirmed the influences of monitoring and evaluation on the performance of school feedings program in Gakenke District confirmed by the community is understanding the goals and objectives of the program to aid the design and implementation of school feeding programme in Gakenke District, stated by 94.1% respondents strongly agreed and agreed. The community is provided a detailed identification description of the procedures and staff responsibilities about school feeding programme in Gakenke District confirmed by 94.1% respondents. The school administrators are informed about the importance of data collection methods, techniques and interpretation relating to policies on community participation towards school feeding programme, stated by 86.8% respondents. Evaluation and auditing of school feeding is done quarterly for better performance of schools in Gakenke District, confirmed by 77.9% respondents.

According to findings from monitoring and evaluation of school feeding programme in Gakenke District has presented overall average of ($\bar{x}=1.6838$ and $SD=0.97312$) in affecting the performance of school feeding programme in Gakenke District; that means there is moderate mean and evidence of the existence of the fact and homogeneity of responses.

5.0 Conclusion

As for conclusion, study findings confirmed generally that the p-value is 0.000, which is less than standard significance levels of 0.01. The results from correlation matrix analysis showed a relationship between community participation and performance of school feeding programs in Gakenke District with a Pearson correlation value of .962**, which is significant. The researcher proved that there is a very high and positive relationship between community participation and performance of school feeding programs in Gakenke District.

The study thus concluded that community participation in program planning, followed by monitoring and evaluation, and decision-making, respectively, increased the performance of the school feeding program in terms of children's enrollment and attendance, such as an increase in the number of registrations and attendances, as well as in terms of improved cognitive levels, a reduced dropout rate in terms of improved academic performance, and a low percentage of students failing to complete studies in Rwanda.

6.0 Recommendations

1. The management of the program should put emphasis in the community to be informed about schedule time, budget plan and planning process of school feeding programme in the district. School management should gather relevant community participation information that leads to better decisions making in school feeding programme meetings in the district.
2. Management of school programme should choose among best decision alternative that improve performance in school feeding programme in the district. Management of the program should ensure that community members have a control over the choosing and electing school feeding programme committee members in the district.
3. Management should ensure that community is understanding the goals and objectives of the program to aid the design and implementation of school feeding programme in Gakenke District.

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