

**CHALLENGES OF RUNNING THE SCHOOL FEEDING PROGRAM IN UPE
SCHOOLS IN SEMBABULE DISTRICT, UGANDA**

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DECLARATION

I, Nankuke Hadijah, declare that this research dissertation report is my original work and has never been published for any University or institution.

Signature:  Date: 20th DECEMBER, 2022

Nankuke Hadijah

APPROVAL

This is to satisfy that this research dissertation report entitled "Challenges of running school feeding programs in Ssembabule District" has been done under my supervision.

Signature:  Date: 20/12/22

Dr. Esther Kalule

Supervisor

DEDICATION

I dedicate this dissertation to The Almighty God who has enabled me to study and reach this level that seemed to be a dream but now a reality.

I also dedicate this dissertation to all my friends who have encouraged me to push on regardless

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I thank the Almighty God for the gift of life, wisdom and guidance because without God nothing can be possible. The completion of this work would not have been possible without His acceptance. May the Almighty God bless you abundantly.

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LIST OF ACRONYMS

AU	African Union
CDO	Community Development Officer
CSO	Civil Society Organisation
DEO	District Education Officer
IDI	In-Depth Interview
KII	Key Informant Interview
LC	Local Council
MDMS	Mid-Day Meal Scheme
NPA	National Planning Authority
PTA	Parents Teachers Association
SAC	School Age Children
SFP	School Feeding Program
UPE	Universal Primary Education
WFP	World Food Program

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter entails the background of the study, statement of the problem, objectives of the study, significance of the study, research questions, definition of key terms and the scope of the study.

1.1 Background

According to the United Nations World Food Program (WFP, 2008), a school feeding program (SFP) is defined as an incentive for vulnerable families to invest in children's education and encourages poor households to send children to school and help keep them there. Similarly, the World Bank (2022) defines the school feeding program as a targeted social safety net that provides educational and health benefits to vulnerable children, aiming to increase enrolment rates, decrease absenteeism and improve nutrition at the household level. A study conducted by the WFP (2020), shows how SFP is one of the most significant and widespread social safety nets, benefitting 388 million children worldwide. In Africa, 17% of children benefited from SFP between 2013 and 2019 (African Union, 2018). According to the available data, in Uganda 33% of the 8 million who were in school in 2017, were benefitting from the SFP (NPA, 2017). While this rate is low, we can see that it is way above the African Union (AU) average of 17%. This shows that SFPs in Africa are still lacking.

Bennett (2003) identified five types of School feeding programs and these include; school feeding as an emergency intervention, as a developmental intervention to aid recovery, as a nutritional intervention and SFP to improve child cognitive development and long-term food security. International school feeding programs have long been recognized as an important investment in a child's nutrition and health outcomes (Matz & Johnson, 2021). School meal programs operate throughout Africa, serving as a social safety net and aiming to improve children's nutrition, influencing their dietary choices and strengthen the agrifood economy through local procurement (Wineman et al., 2022). Similarly, Uganda practice school-based nutrition program targeting adolescents that incorporated healthcare and interventions, parent-led school feeding and the creation of school gardens (Muhirwe et al., 2021). The first

SFPs in Uganda were implemented after the war in 1979. These covered all schools in the country. Similarly, during the launch of the universal primary education (UPE) program in 1997 in Uganda, parents were expected to feed their children, leaving the other tasks to the government as stipulated in section 5(2) of the Education Act 2008. However, many parents have failed to provide lunch to their children, which have left many pupils starving at school. According to one of the reports by the National Planning Authority (NPA), seven in every 10 school-going children do not get meals while at school, in spite of several efforts made by stakeholders including school authorities, district leaders and developmental partners to encourage parents to provide meals to their children in school.

To address the situation, the Uganda government introduced a national guideline on school feeding that was designed to assist districts in the development and implementation of school feeding policies. These comprised payment of a uniform fee towards the feeding programs with variations between urban and rural schools.

Like in Uganda, SFPs run in major Public Primary School all over the world. A Global survey report (2019) on SFP reveals that in European countries SFP are challenged by natural disasters, political influence and identification of the most needy. In contrast, SFPs in African countries are more challenged by financial constraints such as inadequate financial allocations, lack of alternative source of funding and increasing number of pupils enrolling year after year against stagnated budgetary allocations (Mitchell, 2019).

In Uganda, SFPs face challenges like poverty at household level, misconceptions of communities towards school feeding (SF) and limited commitment of resources for ongoing capacity building and follow up at District level (Muhirwe et al., 2021). All these account for a significant number of UPE children being neglected to benefit from SFP. Therefore, this study will focus on the challenges of running School Feeding Program in UPE schools in Ssembabule District.

A SFP is very critical for education because it helps to alleviate hunger, reduce micronutrient deficiency and anemia, promotes cognitive development, improves academic performance and contributes to gender equity in access to education among children from the developing countries including Africa (Wang & Fawzi, 2020). It is therefore important to examine the consequences to their implementation so that solutions can be identified.

1.2 Problem Statement

SFP is an important safety net that is critical to the physical, emotional, academic performance and cognitive development of children (Drake et al., 2017). Due to its benefit the SFP has been recommended for integration in UPE Schools all over the World (Bundy et al., 2009). In Uganda guidelines to inform the development of SFP in schools have been issued by Government (NPA, 2017). While these were expected to guide the smooth running of SFP evidence suggests that several UPE schools in the country are struggling to run the SFP. It is estimated that 70% of the children in UPE schools are not benefitting from the SFP (NPA, 2017). It is however not clear why the SFP in Uganda is excluding some children from benefitting in it. Therefore, this study seeks to provide insight into the challenges of running the SFP in UPE schools by conducting a case study in Mateete Sub County in Ssembabule District.

1.3 Objectives the Study

1.3.1 General objective of the study

To analyse the challenges of running the School Feeding Program in UPE schools in Ssembabule district.

1.3.2 Specific objectives

1. To examine the socio-economic factors challenging the running of SFP in UPE schools.
2. To analyse the administrative factors that challenge the running of school feeding program in UPE schools in Ssembabule District.

1.4 Research Questions

The study may attempt to answer the following questions

1. What socio-economic factors at the community and school level constrain the implementation of SFP in UPE School in Ssembabule District?
2. What are the administrative issues at school levels (facilities, procedures) that constrain the implementation of SFPs in UPE schools in Ssembabule District?

1.5 Significance of the Study

The study found the challenges of running the SFP in UPE schools in Ssembabule District and this may help to provide the information to Government and policy makers on how to improve the program of SFP.

The study may be used as a point of reference by future academicians and other researchers by conducting future research related to SFP in UPE schools.

The study may also inform the school administration including Parents Teachers Association on how to better organize the SFP and to ensure that every child enjoy the benefits of SFPs.

Therefore, the study may also guide all the stakeholders including; government, public primary head teachers, school feeding committee members, development partners and community members on how to ensure effective operation and management of SFP in UPE schools.

1.6 Scope of the Study

1.6.1 Content scope

The study was limited to the socio-economic and administrative challenges of running SFPs in UPE schools in Mateete Sub County, Ssembabule district.

1.6.2 Geographically

The study was conducted in Mateete Sub County because it has several UPE schools which are running SFPs. The reason why I choose this study area is based on notion that Mateete Sub County is a rural area with many UPE schools whose SFPs are poorly implemented which leaves a large number of children missing out school meals.

1.6.2 Time scope

This study was a cross sectional one and was anticipated to run for a period of two months. This period included the time for proposal development, data collection analysis and report writing as well as dissemination of findings.

1.7 Definition of Key Terms

Borrowing from Aliyar et al. (2015), School feeding is defined as provision of food on-site or to take home, which aims to increase school enrolment, attendance and retention and exist as a social safety net for households with low income.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter deals with the review of literature related to the study. The literature is reviewed according to themes from the specific objectives that are to examine the socio-economic factors challenging the running of the school feeding program in public primary schools and also to analyse the administrative factors that challenge the running of school feeding programs in UPE schools in Ssembabule District. The literature is derived from research reports, journal articles, books, e books, websites, magazine articles and dissertations to mention but a few.

2.1 Conceptualization of School Feeding

School feeding has been widely conceptualized by a number of scholars. Aliyar et al. (2015) define school feeding as provision of food on-site or to take home, which aims to increase school enrolment, attendance and retention, and exists as a social safety net for households with very low income. Similarly, the World Bank (2013, P.1), defines school feeding as "targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level. Wangi & Fawzi (2020) define school feeding in line with the above scholars, as an intervention that regularly provides nutritious foods to children and adolescents attending school. Besides the description of school feeding by various scholars, there are two main modalities of school feeding and these include: in- school feeding, where children are fed in school; and take- home rations, where families are given food if their children attend school (Bundy et al., 2009).

The World Health Organization (2021), shows that children who do not have access to adequate nutrition may experience under nutrition associated with 45% deaths of children under 5 years of age annually. Additionally, SFPs have the potential to alleviate short term hunger, increase concentration, and learning capabilities to those children who have access to SFP (World Bank, 2021). Therefore, SFPs are critical for not just the well-being of children but also increase school attendance, cognition, and education achievement (Bundy et al., 2009).

2.2 Socio-economic factors Constraining the implementation of SFPs

2.2.1 poverty

The evidence suggested that the parents' economic status was a key factor in the implementation of SFPs. This was mainly because most schemes in developing countries were supported by parents. For instance, a study conducted in government public schools of Addis Ababa found that 50% of parents were living in poverty life to the extent that only about 40% of the parents were able to contribute to SFPs and the remaining 60% were unable to pay for school feeding which constrained the implementation of the program (Sanya, 2015). Similarly, BoE & BoWCA (2015) pointed out that 16% of children in public schools in Addis Ababa stayed hungry the whole day at school due to poverty that limited their parents' capacity to provide packed food for their children. Likewise, parents who were extremely poor were unable to pay for school meals of their children as well as supporting the SFPs implementation (Elizabeth, 2017). Therefore, schools found it a great burden on their budget when a big number of students were denied food because of their parents' economic status (Aburaad, 2020). In addition, poverty made it difficult for parents to make financial contributions to keep the school lunch program going on smoothly (Kirui, 2018). Therefore, inadequate finance and in kind support for the school meals programs by parents was reported to be a challenge to SFPs implementation (Omondi, 2018).

2.2.2 Insufficient funding

A study conducted in China found that insufficient funding was the major challenge to SFPs implementation. Insufficient funding in China had resulted into lack of essential nutrients in the school meals thus leading to ineffective SFPs implementation (Wang et al., 2020). Another study in Nigeria found that insufficient funding had hindered the provision of school meals to school children (Taylor & Ogbogu, 2016). Similarly, to the study conducted in Kenya that identified lack of sustainable funding for the maintenance and expansion of School feeding to be the most challenge to the SFPs implementation (Buhl, 2010).

2.2.3 Price fluctuation

It was found out that changes in food prices and inability to mitigate price fluctuations in Ghana was seen as a barrier to SFPs implementation. The price variations between harvest and lean seasons as reported by caterers involved increases of <400% where payments from the Ghana School Feeding Programs (GSFP) are retrospective, caterers were often found to

not have the resources to buy in bulk at lower prices. Caterers also reported that buying on credit from market traders weakened their negotiation position. The payments and budgets did not reflect the actual numbers of children served, as enrolment tended to increase during the school year, resulting in higher costs for caterers (Gelli et al., 2019). A study carried out by Melat (2020) also showed that high cost of food items was identified to be a hindrance to SFPs implementation.

2.2.4 Education Status of Parents

A number of studies had shown that educated parents had higher probability of being knowledgeable about the importance of feeding children while at school, feeding practice and health seeking behaviour than their counter parts. Therefore, educated parents were more willing to pay for school meals of their children than the uneducated whose children have higher chances of missing out lunch and this constrains the SFPs implementation because majority of parents were uneducated (Demilew & Nigussie, 2020).

2.2.5 Perceptions and Attitudes of Parents, Communities and Children

According to a study carried out by Elizabeth (2017), showed that parents are non-cooperative and were reluctant in the contribution of finances needed for promotion of SFPs due to their poor attitudes towards SFPs. Similarly, a study conducted in India, showed that the community perceived the Mid Day Meal Scheme (MDMS) as an evil educational design to distract poor people from education (Chauhan, 2015). Another study conducted by Colombo et al. (2020), showed that children negatively reacted to the new menu together with their general dislike of the school meals which were considered to be a barrier for successful implementation of sustainable meals as well as the program. Other studies showed that parents perceived school meals to be unhealthy and their participation rate was low which constrained the SFPs implementation (Martinelli et al., 2022).

However, some studies showed that not all had negative attitudes and perceptions towards SFPs. For instance, Sanya (2015), showed that communities had positive perceptions and attitudes towards school feeding programs and were willing to contribute and participate in the SFPs implementation. Therefore, students who came from poor families perceived School feeding as a driving force that helped them to attend to school, as a motivation to stay at school during class hours and understand their learning. And some parents considered school

meals to be more nutritious that enabled children to be more active in class and to perform better in school.

2.3 Administrative Factors

2.3.1 Monitoring and evaluation

A study carried out by Taylor & Ogbogu (2016), reviewed that school feeding implementations were constrained by lack of effective monitoring and evaluation systems. In addition, other studies had also pointed out that minimal follow up by the City Education Department (CED) had been a major constraint to SFP implementation (Omondi, 2018).

2.3.2 Shortage of water and storage facilities

A study conducted in Ethiopia showed that shortages of water supply in the district, lack of grain storage facilities in school and inadequacy of cooking equipment and facilities like kitchen, storage area and dining area had constrained the smooth running of SFPs (Zenebe et al., 2018). Similarly, Sanya (2015), contended that storage facilities at school had hindered the smooth running of SFPs. For example, all food that was contributed by either parents or Government was stored in one store together with the construction materials like cement.

2.3.3 Financial constraints

According to a study carried out by Dalma et al. (2016), financial difficulties had challenged the smooth running of SFPs. Likewise, a study conducted in Southern Ethiopia, found that financial constraint frequently affected the timely and interrupted the supply of grains and other inputs required for the program (Zenebe et al., 2018). Therefore, many students were denied food due to their parents' financial status and some schools found it a great burden on their budget especially to the administrators (Aburaad, 2020). Additionally, a study conducted in Kenya found that inadequate financing of the provision of firewood, employment of cooks, provision of kitchen materials, water and supervision of the utilization of the project funds while administering food program in pre-schools had hindered the implementation of SFPs (NACECE, 2001). Therefore, the costs associated with the program had also made it difficult to implement the SFPs (Askelson et al., 2017).

2.3.4 Poor Government support on school feeding

A study conducted by Sanya, (2015) in Tanzania found out that the only administrative challenge to SFPs was poor government support on school feeding. This was due to poor government contributions in the implementation of SFPs, where by Government contributed only 12% of the whole programs while parents contributed 88% to the implementation of the programs.

2.3.5 Delay release of money and low budgetary allocation

According to Acheampong, (2022), the delay release of money and low budgetary allocation had greatly affected the quality and quantity of food. Similarly, a study carried out in northern Ghana showed that irregular release of funds was seen as a challenge in running school feeding programs (Sulemana et al., 2013).

2.3.6 Insufficient budget

According to Melat (2020), insufficient budget for a meal and high cost of food items was identified to be a hindrance to SFP implementation.

2.3.7 Absence of proper institutional functioning

The literature reviewed showed that the absence of proper institutional functioning and stakeholder involvement challenged the effectiveness and stability of SFPs implementation (Acheampong, 2022). Other studies carried out by Buhl (2010), showed that weak institutional arrangements and lack of stable infrastructure had hindered the smooth running of SFPs.

2.3.8 Lack of uniformity in standards and meal provisions

According to the study conducted in Kenya by Buhl (2010), lack of uniformity in standards and meal provisions had constrained the SFPs implementation.

2.3.8 Lack of leadership support

According to Thaker et al. (2007), lack of leadership support was recognized as a barrier to the implementation of school-based programs.

2.3.9 Increased enrolment

A reviewed research showed that, increased enrolment as a result of free primary education had constrained the capacity of schools to adequately manage the school meals programs (Beatrice, 2014). Likewise, a study conducted by Gelli et al. (2019), found out that the payments and budgets did not reflect the actual numbers of children served, as enrolment tended to increase during the school year, resulting in higher costs for caterers.

2.3.10 Inaccessibility of food supply due to rainy season

Fanneh et al. (2020), pointed out that delays and inadequate supply of food caused kids not to attend classes regularly due to inaccessibility of the supply because vehicles cannot reach the village especially in the rainy season.

2.4 Emerging gaps

Most of the literature reviewed focused on the benefits of school feeding programs on pupil's enrolment, attendance and academic performance in both developed and developing countries. It was also evident that most studies had employed a quantitative approach. Therefore, the challenges of running SFPs were given little attention in the existing literature, thus a great opportunity for such a study to be carried out so as to point out the challenges of running SFPs in public schools. Thus, this research study sought to bridge these gaps by considering the perceptions, views, and opinions of the head teachers, welfare teachers, PTA chairpersons, the children, CDO and DEO, in respect to the socio-economic and administrative factors that constrain the implementation of SFPs.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter elaborates the overall methodological approach of the study. It includes the research design, study area, study population, sampling techniques and procedure, data collection methods and tools, validity and reliability, data analysis and ethical considerations.

3.1 Research Design

The study employed a qualitative descriptive research design where different factors were identified and highlighted to produce factual and accurate information (Solanki, 2022). The descriptive design helped me to gain insight and get deeper understanding about the socio-economic and administrative factors that hinder the implementation of SFP in UPE schools in Ssembabule District.

The study also employed a qualitative approach that enables participants to express themselves while providing data (Sofaer, 1999). The qualitative approach also helped me to focus on gaining as much data as possible from a relatively a small sample size.

3.2 Study Area

The study was conducted among schools in Ssembabule District, Uganda. Ssembabule District neighbours Mubende District to the north, Gomba district to the northeast, Bukomansimbi District to the East, Lwengo District to the south, Lyantonde District to the southwest and Kiruhura District to the northwest. Ssembabule District has eight (8) sub counties, 35 parishes and 402 villages (Ssembabule District Local Government, 2022). The district has over 337 schools currently with 36 Nursery schools, 269 primary schools and 31 Secondary schools (Kawa Uganda, 2022). Reports show that Ssembabule District has a total of 179 public primary schools but most of them are poorly managed (KAWA, 2021). Mateete Sub County has 2 parishes and these include Nakagongo and Kayunga parishes and 109 villages. Mateete Sub County has 17 UPE schools and 15 private primary schools. In the 17 UPE schools within Mateete some children only get porridge while at school, others come with packed food from home, with only pupils in boarding school getting school meals.

3.3 Study Population

The study population included UPE schools running SFPs in Mateete Sub County, Ssembabule District. Within the schools the primary participants I talked to were Head teachers, welfare teachers and children in each school. The study population also included the key informants such as the Community Development Officer (CDO) for Mateete, Parents Teachers Association chairpersons (PTA) and the District Education Officer (DEO) from the district.

3.4 Sample Size and Procedure

I selected two schools running SFPs. The two UPE schools were purposively selected on the basis of location. I did select an urban and a rural UPE school. This helped me to compare the constraints that arise due to the differences in location. Within the schools I purposively selected people who were involved in running the SFP including Head teachers selecting one from each school, welfare teachers selecting one from each school, PTA chairperson and two children from each school basing on gender balance. I also talked to the CDO of Mateete sub county and the District Education Officer (DEO) of Ssembabule District in order to understand their experiences with the SFPs.

3.5 Data Collection Methods and Tools

3.5.1 In-depth Interviews

In depth interviews were conducted with Head teachers, welfare teachers, Parents Teachers Association (PTA) chairpersons and children. These were conducted face to face using an interview guide with open ended questions that enabled them to express their views. The guide addressed questions such as the constraints to the SFP implementation. I conducted the interviews in English and these would last between 45 to 50 minutes. The in-depth interviews helped me to get into deeper understanding of the administrative factors that hinder the implementation of SFPs.

3.5.2 Key Informant Interviews

It was conducted with the Community Development Office (CDO) of Mateete Sub County and the District Education Officer (DEO) using the key informant interview guide. The KII helped me to triangulate the views of my primary participants. The interview guide had open

ended questions and addressed questions about the socio-economic factors that hinder the implementation of SFPs in UPE schools in Mateete Sub County in Ssembabule District. The interview was conducted in both English and Luganda with the CDO and the DEO for 47 minutes. The key informant interview was face to face which allowed free flow of ideas and information that helped me to understand different perspectives and attitudes towards school feeding implementation constraints.

3.6 Data Management and Analysis

Thematic data analysis was used where different themes in data were generated. In the first place, I voice recorded, transcribed and translated. I also read through the text and took initial notes while looking through the collected data to get familiar with it. The actual process of qualitative data analysis started with coding the collected data by using small sticker papers. The codes were then categorized and recorded as subthemes from which themes were derived. This allowed me to get the condensed overview of the main points and common meaning that are recurring throughout the data collected. Then I generated themes which involved the combination of codes into themes and such themes include; the socio-economic challenges and administrative challenges of running SFPs in UPE schools in Ssembabule District.

3.7 Ethical Considerations

Different ethical considerations were observed so as to avoid issues of mistrust and any occurrence of harm during the process of data collection in the field.

First and foremost, permission to carry out the study was obtained, where I got an introductory letter from the Department of Social Work and Social Administration of Makerere University certifying the legitimacy of the study about the challenges of running SFP in Mateete Sub County in Ssembabule District. This letter helped me to gain trust from the participants after presenting it to the community leaders like Local Council (LC) 1, LC 111 and the School Administration to grant me permission to conduct the study in that area.

Secondly, I ensured that there is informed consent before conducting the interview. I would seek for participants' verbal consent by first contacting them a day before to inform them about the details of the study, including the purpose of the study and this would help me to assess the participant's willingness to participate.

Confidentiality and privacy were observed by keeping data collected from the different participants away from other people other than the researcher and only using it for academic purposes.

Lastly, I carried my University Student Identity Card to show a clear identity of myself and to win the trust of my participants.

3.8 Study limitations

One of the potential limitations of these findings is that the study focused on only two UPE schools in Mateete Sub-County and so may not be representative of the experiences of all UPE schools in Ssembabule District.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents the findings of a study that sought to examine the challenges of running SFPs among UPE schools in Ssembabule District. It presents, interprets and discusses data on the two specific objectives of the study that is to say;

1. To examine the socio-economic factors challenging the running of SFPs among UPE schools in Ssembabule District.
2. To analyse the administrative factors that challenge the running of school feeding program among UPE schools in Ssembabule District.

The first sub-section presents the socio-demographic particulars of the participants. In the second sub section, I present the socio-economic challenges in running SFPs in UPE schools while the last sub-section presents the administrative issues that hinder SFP implementation in public schools.

4.1 Socio-demographic Particulars of the Participants

The primary participants included head teachers, welfare teachers, PTA chairpersons and children. I interviewed two head teachers of which one had five (5) years of experience having served three (3) years in that particular school while the other had 25 years of experience having served two (2) years in that particular school. There were two welfare teachers one of whom had spent 10 years serving as a welfare teacher in this particular school while the other had served for eight (8) years five (5) of which were in his current school. One of the PTA chairpersons had spent four (4) years serving as PTA though only two (2) years in this particular school while the other one had spent 10 years serving as PTA chairperson of which six (6) years were in this particular school. The children included a boy in p.7 aged nine (9) years, a girl in p. 5 aged 12 years, another boy in p.6 aged 12 years while the girl in p.6 was aged 15 years old. Two of the children were in boarding section while the other two were day scholars. I also interviewed the District Education Officer (DEO) and the Community Development Officer (CDO) using key informant interviews. The DEO had ten

(10) years of experience having served three (3) years in that particular District while the CDO had served eight (8) years in that particular community.

4.2 Socio-economic Challenges of Running SFPs in UPE Schools

The study found out that running school feeding programs in UPE schools is constrained by a range of socio-economic challenges. These include; negative perceptions and attitudes of parents, price fluctuation, poverty, and insufficient funding and education status of parents.

4.2.1 Negative Perceptions and attitudes of parents

Most of the participants reported that negative perceptions and attitudes of parents affected the implementation of SFPs in public schools. This came out strongly in both the rural and the urban schools. The participants reported that many parents considered SFPs as a burden imposed on them by the school teachers yet they did not have money to pay for school meals. Some participants indicated that parents reacted by withdrawing their children from schools that pay for meals taking them to those that do not charge SFP fees when the program was introduced.

Many parents did not embrace the SFPs because they perceived it as a burden that was imposed on them by teachers yet they didn't have money to pay for school meals for their children. And many parents reacted by removing their children from schools that pay for school meals and took them to schools that do not. They do not care whether their children are fed or not as long as they study. Even some parents say that there should not be SFPs in schools. **(IDI with PTA chairperson, Urban School)**

According to one of the welfare teacher, the negative perceptions and attitudes show that parents have low morale accompanied with little love for their children to eat a meal at school due to their ignorance about the importance of feeding children while at school.

Parents have low morale in paying for school meals and have little love for their children to eat. Others do not know the importance of feeding children with a hot meal. The welfare teacher from the rural school narrated.

The negative attitudes and perceptions were also associated with the belief that UPE schools are free of charge. It is reported that parents say the president told them not to pay money and just send their children to school.

Parents say government schools are purely free and there is no payment required either inform of fees or meals. This has made it difficult for schools to change parents mind towards school feeding program and thus hindered the smooth running of SFPs in schools. **(KII with DEO, Ssembabule District)**

As shown, negative perceptions and attitudes of parents have hindered many children to eat at school and have made it difficult for schools to implement the SFPs.

4.2.2 Poverty

Several participants reported that poverty has hindered many parents from supporting SFPs in public schools. This was a cross cutting issue in both rural and urban schools. For instance, the head teacher from the rural school reported that poverty has hindered parents' ability to pay for school meals for their children and buying food at home.

Poverty has affected parents' ability to cater for their children's feeding fees since they also have no money to buy food at home. Many parents are farmers and their season was hit by sunshine thus have nothing to sell and fund the program. Which has made it difficult for schools to provide meals to all children at school? **(IDI with Head Teacher, Rural School)**

The welfare teacher from the urban school also reported that many parents who bring children in public schools are farmers and too poor to support the SFPs.

Many parents who bring their children in this school are mainly farmers and since their season didn't come out well, their response has been negative. 80% of parents like the program but they are poor, they do not have money to pay for school meals. So, we tell them to pay in kind. Some bring beans and maize which are still not sufficient. **(IDI with Welfare Teacher, Urban School)**

Similarly, a 15 year old girl P.6 class day scholar reported not eating at school due to poverty that hinders her parents from contributing to school meals.

I neither eat at school nor bring packed food because my parents cannot afford to pay for my school meals. I feel bad when am seeing other children eating lunch at school but I tried to talk to my mother who told me that there is no money at home since even getting what to eat at home is difficult. **(IDI with a p. 6, 15 year old girl, day scholar)**

However, not all parents who fail to support SFPs are poor. One participant reported that some well-off parents are just reluctant to support the program and oftenly switch off their phones to avoid being school reminders.

Poor parents love the program and are willing to support it but they are hindered by poverty. But due to the economic hardships, they have failed to pay for school meals as they have equally failed to provide for their homes. On the other hand, there are parents who are well off but do not want to pay for school meals for their children and some just reluctant. At times they switch off their phones to prevent the school calls that remind them about the clearances. Even during meetings, they do not attend but send their wives with no money. When we decide to take these parents to court, we fear to tarnish the school's image. **(IDI with PTA chairperson, Urban School)**

4.2.3 Insufficient funding from parents

Several participants reported that insufficient funding from parents has affected the quality and quantity of food provided to children at school. This was mainly attributed to poverty among parents who are the main funders of the SFP in the public schools as provided for in the Education Act of 2008. According to this Act, the responsibility of feeding children while at school was left to parents and guardians in both rural and urban schools.

For example, a p.7, 12 year old boy in boarding section decried the less and poor-quality food provided to them.

We are provided with poor quality food that does not even satisfy us at all, sometimes they serve it late. For example, today since supper I have not eaten anything. The porridge served neither has sugar nor milk. Every week, there are four children that get affected with ulcers including me. **(IDI with a p.7, 12 year old boy, boarding section)**

4.2.4 Price fluctuation

It was found out that price fluctuation had led to increased prices of maize and beans which made it difficult for schools to run the SFPs. This was in both rural and urban schools. For example, the head teacher from the urban school reported that the rise in prices of food has strained the school budget, forcing them to leave out some of the planned school activities.

Price fluctuation has led to the rise in prices of food beyond the normal prices. Previously, I used to buy 1kg of maize at only 700sh but now it is at 2100, milling used to be at 150sh now it is at 200sh, beans were at 2000sh a kg but now goes for 4000sh. Weather changes have contributed much to the rise in prices since crops dried out and we move from Ssembabule District to Lwengo district to buy maize from there because I tried looking for maize here but all in vain. Even the little maize I could manage to get here was too expensive compared to that of Lwengo. **(IDI with Head Teacher, Urban School)**

The welfare teacher from the rural school reported that the rise in prices for food had made it expensive for parents to contribute to SFPs and when the prices rise, the number of children who eat meals at school reduces significantly.

We used to feed a big number of children approximately to 700 pupils who were eating lunch at school before the situation went bad but now due high prices of food, the school feeds only 100 children. The rise of prices of items has made it expensive for parents to continue paying school meals for their children because parents can no longer afford to pay for school meals. **(IDI with welfare teacher from rural school)**

The headmistress from the rural school reported that the price fluctuation has made it difficult for schools to convince parents to contribute more money to meet the high prices of food

since parents do not have money to buy food at home to the extent that they cannot even afford to eat two meals a day.

High cost of things has challenged the school budget. We used to buy maize at cheaper prices but now prices for maize flour, maize, and beans are too high yet parents cannot be told to bring more moneys. When you tell parents to contribute to meet the high prices, many parents remove their children from this school and enrol them in schools that do not charge meal fee. **(IDI with Head Teacher, rural school)**

4.2.5 Education status of parents

Some participants reported that educated parents were supportive of the school feeding programs than their counterparts who did not understand the benefits of the program to the children's well-being and development. This factor was particularly significant in the urban area, where the head teacher from the urban school reported that educated parents were supportive while the uneducated ones were not.

Educated parents are supportive to the SFPs because they know the importance and value of feeding children while at school with a hot meal but are hindered by poverty. Uneducated parents bring confusion during the school meetings about the SFPs which discourage other parents from supporting the program and those few who would wish to are poor and do not have money to support SFPs. **(IDI with head teacher, urban school)**

. However, the education status did not seem to matter in the rural school. It was reported that both educated and non-educated parents had a negative attitude towards supporting SFPs which perhaps points to limited awareness and understanding of the importance of the program

Both educated and uneducated parents have negative attitude and perceptions towards the program. When it comes to paying for school meals for their children both of them poorly respond and complain that the program does not mean anything to them thus should be removed from schools. This is because they are ignorant about the importance of the program. **(IDI with Head Teacher, Rural school)**

4.2.6 Inaccessibility of food supply due to rainy season

Some participants reported that inaccessibility of food supply due to rainy season has challenged the running of SFPs in both rural and urban schools. For instance, the head teacher from the rural school reported that when it rains, roads become slippery which makes the transportation of food and firewood from deep villages to school difficult.

When it rains, Mateete roads floods and you may call it a river. One day the bodaboda man was bringing posho from the maize mill to school and fell into the river caused by floods with 142kgs of maize flour. So, he just returned back to the maize mill because he got scared of continuing with wet maize flour to school. We waited up to 3pm without children

getting food to eat. I decided to call the bodaboda man who went to bring maize flour but his phone was off, I went to the maize mill to see what happened but what shocked me was seeing the maize flour being sun dried but they explained everything to me. That day children got school meals late due to rainy season that makes roads poor. **(IDI with Head Teacher, Rural School)**

Similarly, the CDO, Mateete Sub County reported that rain makes it hard for schools to reach areas with food items like maize, beans and firewood due to slippery roads.

Rainy season makes the roads slippery and this makes it difficult for schools to reach areas with food like maize, beans and firewood in deep villages especially when they do not have heavy vehicles. It will not be easy for schools to access the suppliers of food. Like I want to buy some posho for the school from Kasaana and but the roads are not good. It's not easy to access food because roads are inaccessible due to the weather changes. It keeps on raining yet the school has not prepared for the next day and you find that the school has not fed pupils so well because of the atmospheric changes. **(KII with CDO, Mateete Sub County)**

In addition, the PTA chairperson from the urban school reported that rain comes with heavy storms that disorganize the activity of preparing meals and serving food.

The school has one kitchen which is so small and one store; sometimes we experience heavy storms. One day it rained heavily in that it took off the iron sheets from the kitchen and we stayed in open place. Then the school had to reconstruct a new one. Therefore, when it rains, it disorganizes the activity of preparing meals and process of serving food to children. Rain makes the roads slippery which increases transport costs and delays food to reach at school in time. **(IDI with PTA chairperson from the Urban School)**

As shown, the study findings indicated that school feeding programs are challenged by the socio-economic issues such as negative perceptions and attitudes of parents, insufficient funding from parents, poverty, price fluctuations and education status of parents. These are consistent with what other people have presented elsewhere. For example, a study conducted in India show that a mid-day meal scheme was perceived as an evil educational design to distract poor people from education (Chauhan, 2015). Which relates to the study findings on negative perceptions and attitudes of parents some of whom see school feeding programs as a burden that was imposed on parents by schools. Several studies also pointed out that many students are denied food due their parents' economic status (Aburaad, 2020). This is also in line with the study findings about poverty that hinders parents' ability to pay for school meals of their children. However, this study also shows that education and income level may not matter if attitudes to the program are negative which makes sensitization important. However, this study also shows that education and income level may not matter if the parents' attitude to the program is negative which makes sensitization important. Several studies also pointed out that educated mothers have higher probability of being knowledgeable about the importance of feeding children while at school, feeding practice and health seeking behaviour

than their counter parts. They can also be willing to pay for school meals of their children than uneducated parents, where by their children have higher chances of missing out lunch at school which may result into stunting (Demilew & Nigussie, 2020). This is in line with study findings about educated parents being supportive to school feeding program than their counter parts. The study found out that many children are denied school meals because of their parents' inability to pay for school meals due to poverty and negative perceptions and attitude of seeing school feeding as a burden imposed on them by teachers. This is similar to what earlier research has reported. For example, Sanya (2015) stated that 50% of parents in Addis Ababa are living in poverty life to the extent that about 60% of the parents are unable to pay for school meals of their children. Similarly, BoWCA & BoWCA (2015), found out that 16% of children in public schools in Addis Ababa stay hungry the whole day at school due to poverty that limits their parents' capacity to provide packed food for their children. Likewise, Elizabeth (2017) found out parents are non-cooperative and are reluctant in the contribution of finances needed for promotion of SFPs. The study findings also indicate that the rise in prices of food hinders parents' capacity to pay for school meals of their children and also affects the quality and quantity of food provided to children by schools. This is in line with what Melat (2020) found out that high costs of food items constrained the SFPs implementation. The study findings also found out that insufficient funding from parents has made it difficult for schools to provide good quality food to children in time while at school as well as enough food to children in both rural and urban schools. The findings are also in line with what Wang et al. (2020) found out in China that insufficient funding has resulted into lack of essential nutrients in the school meals thus leading to ineffective SFPs implementation. The study findings also indicate that when it rains heavily, some areas with food and firewood become inaccessible to reach due to rainy season that makes the roads slippery. The findings are also in line with what Fanneh et al. (2020) found out that delays and inadequate supply of food caused kids not to attend classes regularly due slippery roads that make access to areas with food items difficulty attributed to poor roads.

4.3 Administrative Challenges to SFP Implementation

Participants reported that administrative issues have hindered the implementation of school feeding programs in public schools within Ssembabule District. The major factors identified include; lack of government support, shortage of water and storage facilities, insufficient

school budget, delayed payment of funds and low budgetary allocation for infrastructural development and embezzlement of meal fees by the staff members.

4.3.1 Lack of government support

Many participants reported that there is no support from the government provided to public schools as far as school feeding is concerned. This was in both rural and urban schools. For example, the PTA chairperson from the urban school reported that no support is provided to public schools from the government to cater for SFPs except UPE funds which are also insufficient.

The only support government provides to schools is UPE fund and it does not cover school feeding programs since it's not even enough to meet the school needs. Government does not provide any support concerning the SFPs because the program is parent led. There is no little contribution made by government to add on that of parents to ensure the smooth running of SFPs. This has made it difficult for schools to run the program without government support but to only depend on little funds parents contribute and majority do not contribute anything to the program. Even the UPE funds provided by government are too little that cannot meet half of the planned school activities and everything have become worse especially this year because government has reduced the UPE funds to the smallest. And parents who are responsible for feeding their children at school, they do not have money to pay for school meals even they fail to get what to eat at home. **(IDI with Head Teacher, Urban school)**

The CDO, Mateete Sub County also reported that there is little support government provided to school, though it is not enough. "Government provides a little bit of support to school though it is not enough and parents also contribute, The CDO, Mateete Sub County narrated.

Other participant reported that the government provides UPE funds for just simple operations but does not cover SFPs.

UPE funds are just for simple operations. For example, if a school is paid 1 million per term can it cater for school feeding? Some schools get 600,000sh and the maximum the school can get under UPE is 2500, 000sh which can't cater for school feeding and assume the school has about 500 children plus teachers. In other words, there is no provision of support of SFPs because UPE funds are just for buying scholastic materials, administrative work and some bit of management. Therefore, it is mainly for teaching and learning but not for supporting school feeding programs. **(KII with DEO, Ssembabule District)**

The study found that there is no support government provides to public schools as far as school feeding is concerned and parents who are responsible for funding the program do not have money and those who manage to contribute, pay little money that cannot run the program without support from the government.

4.3.2 Shortage of water and storage facilities

Many participants reported that the shortage of water and storage facilities has challenged the running of SFPs particularly in rural areas. For example, the welfare teacher from the rural school reported that the piped water is on and off, so they resort to using dam water which is dirty and time consuming and that they lack stores.

In this school we have tap water but the problem with it, it keeps on and off. Sometimes it goes off and takes like three days without coming back, the same applies to electricity. When water goes off, there is a dam where children go and fetch water though it's risky to send children to the dam because anything can happen. The water is dirty and its time-consuming collecting from the source. The school also has one store which is not enough, everything is kept in one store which is available for example posho, beans, firewood, cups, plates, source pan and others are stored in one store. which is not safe. Therefore, facilities are totally lacking because children do not have a dining hall to eat from but after getting food, they go to their respective classes and eat from there. **(IDI with, Welfare Teacher, Rural School)**

Another participant reported that piped water is too expensive when it comes to bills. This is because it stretches the school budget and that their storage facilities are totally lacking.

The school has tap water but it is too expensive when it comes to paying bills. To make matters worse the school has a large number of children who drink a lot of water and cooks over use water which leads to huge bills raising the school budget. Stores are still lacking because we have one store which is too small yet we need like two (2) to three (3) storage facilities to expand the place. **(IDI with, PTA chairperson, Urban School)**

The DEO, Ssembabule District also narrated that there are difficulties in accessing clean water when it comes to the dry period yet most of schools depend on rain water tanks.

Quite number of schools find difficulties in accessing clean water, sometimes the period is dry yet so many schools depend on rain water tanks. But now it is a dry season, last term we had a very long dry period to the extent that some of schools wanted to close. In this area bore hall water is scarce and even firewood is also a problem. **(KII with DEO, Ssembabule District)**

4.3.3 Insufficient school budget

Many participants reported that insufficient budget has greatly affected the running of SFPs and this was a cross cutting issue in both rural and urban schools. For example, the welfare teacher from the rural school narrated that the low school budget has contributed to poor feeding of children while at school.

The most annoying thing is poor payment of money for school feeding by parents. They pay little money that leads to low school budget which is not enough to feed the children for the whole term. This hinders the school from accomplishing the activity of feeding children with good quality meals that can satisfy children. Sometimes we fail to provide special

meals to pupils because of inadequate funds. During budgeting, we look at feeding before talking about the wages. We plan well but always find ourselves in deficit due to high prices of food. **(IDI with Welfare Teacher, Rural School)**

The CDO, Mateete Sub County, reported that government cutting on funds has contributed to poor roads and schools find it difficult to transport food and firewood from deep villages to schools.

Insufficient budget has hindered schools from feeding children with good quality food in time and accomplishing other school planned activities because this year everything has been cut. For instance, in the previous years we have been getting more than 30 million but now we are given only 3 million in a financial year. Even an engineer used to get 50 million but now is given 19million and you wonder how roads are going to be done. There will be a problem of transportation because roads will not be done well and some activities will not be worked on due to insufficient funds because the budget was cut. When roads are poor, schools will experience high costs in transportation of food from rural areas to school. **(KII with CDO, Mateete Sub County)**

4.3.4 Embezzlement of feeding fee

The head teacher from the urban school reported that children are served little food and some children miss out on lunch because of embezzlement of feeding fee and food by the staff members. This is because the money that could be used to buy enough food is invested in personal interests.

During monitoring I found out that feeding fee and food is being embezzled by staff members. Whereby of the 15kgs of maize flour supposed to be cooked, during monitoring I found out that 3kgs had been taken away to be sold and get money without meeting the specific target. This affected the feeding of children because the food served to children did not satisfy them and others ended up missing because the 15kgs of maize flour that were supposed to be cooked, they only cook 12kgs and 3kgs had been embezzled. In addition, we buy beans and find stones in the middle sack of beans and you find that the 100kgs of beans 40kgs are stones. **(IDI with Head Teacher, Urban School)**

However, embezzlement did not emerge as an issue in the rural school probably because few pupils contribute money and the contribution of parents is mainly in kind.

Embezzlement is not an issue in this school because few parents contribute money but majority of them contribute in kind. For example, they bring kilograms (kgs) of beans and maize or maize flour and we measure them before being kept in the store. Even the school is smaller. **(IDI with Head Teacher, Rural School)**

4.3.5 Delayed payment of funds and low budgetary allocation for infrastructural development

Many participants reported that delayed release of funds and low budgetary allocation has challenged the running of SFPs in both rural and urban schools. For example, the head

teacher from the urban school reported that the delayed payment of school feeding fee by parents at the end of the term leads to poor feeding of children at school and UPE funds are always released late and it is very little.

Some Parents pay the school feeding fee at the end of the term and yet the children have to eat in time every day. The money you planned for constructions is fixed into school feeding hoping to put it back when parents bring the money. Unfortunately, some parents fail to pay a single coin while others bring the money in instalments which leads to poor planning. The government also provides us little UPE funds and pays it late. In third term, the UPE fund was greatly reduced from 9 million to only 2,600,000sh. How can this money meet the school planned activities. **(IDI with Head Teacher, Urban School)**

Similarly, the head teacher from rural school reported that the delayed release of UPE funds has prevented the school activities from being done in time.

We sometimes receive UPE funds late even in bunches and very little compared to school activities that are supposed to be done. At times some school needs are not met due to low budget. This little fund is budgeted for specific programs but not budgeted for SFPs which makes it hard for the school to run the implementation of SFPs smoothly. **(IDI with Head Teacher, Rural School)**

The study revealed that school feeding programs are also challenged by the administrative issues such as lack of government support, shortage of water and storage facilities, insufficient school budget, delayed release of funds, low budgetary allocation for infrastructural development and embezzlement of school feeding fees and food. All these challenges are in line with previous literature. For instance, several studies show that delay release of money and low budgetary allocation has greatly affected the quality and quantity of food (Acheampong, 2022). Similarly, a study conducted by Sulemana et al. (2013), show that irregular release of funds also challenged the implementation of SFPs in northern Ghana. This is in line with what the study findings found out that delayed payment of funds at the end of the term by parents leads to poor feeding of children while at school. It was noted that children are given little food which is of poor quality by the schools due to insufficient school budget compared to big number of children to be fed and this has forced schools to leave out some of the planned activities. This is in line with what other research has reported for instance Melat (2020) that insufficient budget for meals and high cost of food items was identified to be a hindrance to the SFPs implementation. The study also found out that schools experience high costs of transport in the process of transporting food and firewood from villages to schools due to poor roads attributed from low budgetary allocation for infrastructural development. The study findings revealed that lack of government support as far as school feeding is concerned has hindered the smooth running of school feeding

programs and has resulted into a big number of children to study on empty stomachs. The findings are similar to what other researcher reported for example, Sanya (2015), found out that poor government contributions in the implementation of the SFPs, where by government contributes only 12% of the whole programs while parents contribute 88% to the implementation of the program. The study also found out that despite the fact that the schools have piped water, it keeps on and off and when it goes off, it delays the process of preparation of school meals for children and schools experience huge water bills to pay. It was also identified that schools lacked enough storage facilities for example most of schools had one kitchen and one store where everything was kept including cups, plates, sauce pans, posho and beans. The findings are also in line with what Zenebe et al. (2018) found in Ethiopia that shortage of water supply in the district and lack of grain storage facilities like kitchen has constrained the SFPs implementation. Lastly, the study findings revealed that the embezzlement of school feeding fee negatively affected the quality and quantity of food provided to children as well as leaving out big number of children without eating food at school.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

5.1.1 Socio-economic Challenges of running SFPs

The study findings revealed that implementing school feeding programs is more challenged with socio-economic factors and these include; negative perceptions and attitudes of parents, price fluctuations, poverty, insufficient funding from parents, and education status of parents.

The study found out that many children are denied school meals because of their parents' inability to pay for school meals due to poverty and negative perceptions and attitude of seeing school feeding as a burden imposed on them by schools.

The study findings also indicate that the rise in prices of food hinders parents' capacity to pay for school meals of their children and also affects the quality and quantity of food provided to children by schools.

The study findings also show that educated parents are supportive to SFPs in urban areas and their children have higher chances of studying and getting a hot meal at school. However, in the rural area both the educated and uneducated parents are negative.

The study findings also found out that insufficient funding from parents has made it difficult for schools to provide good quality food to children in time while at school as well as enough food to children in both rural and urban schools.

The study findings also indicate that when it rains heavily, some areas with food and firewood become inaccessible to reach due to rainy season that makes the roads slippery.

5.1.2 Administrative Factors that hinders the SFP implementation

The study identified several administrative factors that hinder the smooth running of school feeding program implementation and these include; insufficient school budget, shortage of water and storage facilities, poor government support, and delay release of money and low budgetary allocation for infrastructural development and embezzlement of feeding fee and food by staff members. It was noted that children are given little food which is of poor quality

by the schools due to insufficient school budget compared to big number of children to be fed and this has forced schools to leave out some of the planned activities.

The study also found out that schools experience high costs of transport in the process of transporting food and firewood from villages to schools due to poor roads attributed from low budgetary allocation for infrastructural development.

The study findings revealed that lack of government support as far as school feeding is concerned has hindered the smooth running of school feeding programs and has resulted into a big number of children to study on empty stomachs.

The study also found out that despite the fact that the schools have piped water, it keeps on and off and when it goes off, it delays the process of preparation of school meals for children and schools experience huge water bills to pay.

It was also identified that schools lacked enough storage facilities for example most of schools had one kitchen and one store where everything was kept including cups, plates, sauce pans, posho and beans.

The study findings show that delayed payment of funds at the end of the term by parents leads to poor feeding of children while at school.

Lastly, the study findings revealed that the embezzlement of school feeding fee negatively affected the quality and quantity of food provided to children as well as leaving out big number of children without eating food at school.

5.2 Conclusion

In conclusion, the school feeding programs are challenged with several factors including the socio-economic factors which mainly revolve around poverty, price fluctuation, negative perceptions and attitudes of parents, while the administrative constraints are mainly related to resource shortages including funds, storage facilities and water.

5.3 Recommendations

School feeding policies have been put in place that give the responsibility of feeding children while at school to parents and guardians. This was intended to make sure every child gets what to eat at school. I recommend that more attention should be given to school feeding of

children worldwide by addressing all the challenges that hinder the smooth running of SFPs. Basing on the findings of the study; I recommend that the following actions and strategies are adopted and implemented by different stakeholders.

5.3.1 Government

Government should strengthen gardening at school level for agriculture. For example, if schools have got land, where they can grow food for the learners then school feeding can be sustainable.

Government should provide support in terms of funding on the side of school feeding to assist parents in contributing to school feeding of children.

Government should also improve on infrastructures like roads for easy accessibility of areas with food and firewood.

Government should construct more buildings and storage facilities at school.

Government should send technical personnel to educate parents about the importance of feeding children while at school.

Government should set specific amount of money every child should pay for school feeding to make it uniform and clear to parents to avoid excessive charges that makes the program unaffordable.

Government should also make a clear policy towards school feeding program to eliminate the confusion of not chasing children from school who fail to pay for school feeding yet it wants children to be fed while at school without its support.

Government should come in to minimize the prices of food to ensure that schools can afford to buy enough food of good quality that can fit in the school budget.

Government should mobilize parents to be hard working and engage them in income generating activities or projects like Parish Development Models so as to improve on the household income and enable parents to pay for school meals of their children.

5.3.2 Schools

Schools should avoid misusing UPE funds to make sure it meets the intended school budget and staff members who embezzle school feeding fee and food should be arrested and act as an example to the rest of staff members.

Schools should sensitize parents on the importance of feeding children while at school through school meetings such that parents know the negative consequences of studying on empty stomachs.

5.3.3 PTA

PTA chairpersons should engage, encourage and talk to parents about the importance of feeding children while at school.

PTA chairpersons should also encourage parents to make sure that they provide food for their children as they go to school so that they do not go hungry and fail to concentrate in class.

5.3.4 Non government organization

Civil Society Organizations (CSOs) should help to sensitize parents the importance of the school feeding programs and the value in feeding children while at school.

The sponsors of schools should provide either financial support or food to poor schools to feed the school children.

5.3.5 Recommendations for further research

Further research can focus on the strategies that can be put in place to improve the implementation of school feeding programs in public schools in Uganda. Therefore, more research should be done on ways of improving the smooth running of school feeding programs.

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APPENDICES

Appendix 1: Key Informant Interview Guide

CHALLENGES OF RUNNING THE SCHOOL FEEDING PROGRAM IN UPE SCHOOLS IN SSEMBABULE DISTRICT, UGANDA.

Hello, my name is Nankuke Hadijah, a student offering Bachelor's degree in Social Work and Social Administration at Makerere University. I am carrying out research in Mateete Sub-County, Ssembabule District concerning challenges of running SFP in UPE schools in Ssembabule District.

The aim of the study is to gather information about the challenges of running the SFP in UPE schools in Ssembabule District. This research will enable me to fulfil my degree requirements in Social Work and Social Administration, but will also provide information that may help to improve the implementation of SFPs in Ssembabule District.

The information that will be obtained will be treated with confidentiality. It will be used for only academic purposes.

I will be audio recording the session because I do not want to miss out on any of your comments. Likewise, I will also be taking notes during the session because it cannot be possible to catch up with everything said.

Kindly respond to questions at your convenience. In case of discomfort in answering, you can withdraw from the interview at any time and there is no need to justify your decisions.

Do you have any questions about what I have explained?

KEY INFORMANT INTERVIEW GUIDE FOR D.E.O AND C.D.O

SECTION A: Socio-Demographic particulars of the key informants

1. Please tell me about yourself?

- Name
- How long have you served in this Position?
- Is it okay to have your phone number

SECTION B: School Feeding Programs in Ssembabule District.

FOR DEO

1. Tell me about the number of UPE schools in Ssembabule district

Prob for;

- How many of them run SFPs
- How are they structured

- Is it run by the school or Parents
- Is there a particular policy the district has on SFPs

SECTION C: Challenges in running SFPs

Now let us talk about the challenges of running SFPs in UPE schools within Ssembabule District

3. Let us start with the administrative challenges

Probe for;

- ❖ Insufficient budget
- ❖ Monitoring and evaluation
- ❖ Shortage of water and storage facilities
- ❖ Delay reimbursement of funds and low budgetary allocation
- ❖ Financial constraints
- ❖ Lack of leadership support
- ❖ Poor Government support
- ❖ SFP Membership Committees
- ❖ Inaccessibility of food supply due to rainy season

4. Now tell me about the socio-economic challenges of running SFPs in UPE schools within the district.

Probe for;

- ❖ Perceptions and attitudes of parents
- ❖ Price fluctuation
- ❖ Poverty
- ❖ Insufficient funding
- ❖ Education status of parents
- ❖ Parents Economic status

5. What do you think should be done to improve the SFPs in Ssembabule District.

Prob for role of;

- ❖ Parents
- ❖ Schools
- ❖ Government

FOR THE CDO

SECTION A: School Feeding Programs in Mateete Sub-County, Ssembabule District

6. What do you know about SFPs in UPE schools in Mateete Sub-County

7. Tell me about your role regarding SFPs in the community

SECTION: challenges in running school feeding programs

8. Tell me about the socio-economic issues that hinder the implementation of SFPs

Prob for;

- Perceptions and attitudes of parents
- Insufficient funding
- Poverty
- Price fluctuation
- Education status of parents
- Economic status of parents

9. Let us talk about the administrative challenges

Probe for;

- Insufficient budget
- Monitoring and evaluation
- Shortage of water and storage facilities
- Delay reimbursement of funds and low budgetary allocation
- Financial constraints
- Lack of leadership support
- Poor Government support
- SFP Membership Committees
- Inaccessibility of food supply due to rainy season

Appendix 2: In-Depth Interview Guide

SECTION A: Socio-Demographic particulars

1. Please tell me about yourself?

- Name
- How long have you served in this school
- What is your role regarding to the SFPs in this school

FOR HEADTEACHER

SECTION B: School Feeding Program in Ssembabule District

2. Tell me about the School Feeding policy in this school

Probe for

- ✓ How is the SFPs in this School organized
- ✓ What efforts are being put in place to promote the SFP in your school
- ✓ Tell me about the contributions made by parents in supporting SFPs in your school

3. Who is in charge of the SFPs in your school?

SECTION B: challenges in running SFPs

- ✓ Tell me about the challenges of running SFPs in this school

4. Let us start with the socio-economic challenges in running the SFPs in this school.

Prob for;

5. Now tell me about the administrative issues in running SFPs in this school

- ❖ Perceptions and attitudes of parents
- ❖ Price fluctuations
- ❖ Poverty
- ❖ Education status of parents
- ❖ Economic status of parents
- ❖ Insufficient funding

Probe for;

- ❖ Insufficient budget
- ❖ Monitoring and evaluation
- ❖ Shortage of water and storage
- ❖ Delay reimbursement of monies and low budgetary allocation
- ❖ Financial constraints
- ❖ Lack of leadership support
- ❖ Poor Government support

- ❖ Inaccessibility of food supply due to rainy season

6. What do you suggest should be done to improve the SFPs in UPE schools in this school

FOR WELFARE TEACHER

SECTION A

7. Tell me about School feeding policy in school
8. How is the SFPs being run here
9. What role do you play in school feeding program in this school

SECTION B: Challenges in running SFPs

10. Tell me about socio-economic challenges that hinder the SFPs implementation

Probe for;

- ❖ Perceptions and attitudes of parents
- ❖ Price fluctuation
- ❖ Poverty
- ❖ Insufficient funding
- ❖ Education status of parents
- ❖ Parents Economic status

11. Tell me about administrative issues in running the SFPs in this school

Prob for;

- ❖ Insufficient budget
- ❖ Monitoring and evaluation
- ❖ Shortage of water and storage
- ❖ Delay reimbursement of monies and low budgetary allocation
- ❖ Financial constraints
- ❖ Lack of leadership support
- ❖ Poor Government support
- ❖ Inaccessibility of food supply due to rainy season

12. What do you think should be done to improve the SFPs in this school

FOR PTA

SECTION A: School Feeding Program in this school

13. Tell me about the role of parents in the SFPs in this school

Probe for;

- How does PTA relate with the school in regard to SFPs
- As parents what do they think about the SFP policy in school

SECTION B: Challenges in running SFPs

14. What socio-economic challenges do parents face in running the SFP in school

Prob for;

- ❖ Perceptions and attitudes of parents
- ❖ Price fluctuation
- ❖ Poverty
- ❖ Insufficient funding
- ❖ Education status of parents
- ❖ Parents Economic status

15. What challenges do parents face in contributing to school meals

16. What should be done to improve the SFPs in UPE schools in Ssembabule District.

FOR CHILDREN

SECTION A: Socio-Demographic particulars

17. Tell me about your self

Note:

- Gender
- Age
- Class
- Boarding or day

SECTION B: School Feeding Programs

18. Tell me about your experiences with the SFPs in your school

Probe for

- How is it organized?
- How many meals do you receive a day
- What do you normally eat
- Comment on the sufficiency of the meals
- What challenges do you encounter

19. What do you suggest should be done to improve the SFPs.

Best regards. Thanks for your time

Appendix 3: Field Introduction Letter

MAKERERE UNIVERSITY

P.O. Box 7062,
Kampala, Uganda
Cables: MAKUNIKA



Tel: 256-41-534114
E-mail: swsa@ss.mak.ac.ug

DEPARTMENT OF SOCIAL WORK AND SOCIAL ADMINISTRATION

Tuesday 05th July, 2022.

TO: SSEMBABULE
DISTRICT

Dear Sir/Madam,

Re: Undergraduate Research

Topic CHALLENGES OF RUNNING SCHOOL FEEDING
PROGRAMS IN UPE SCHOOLS IN SSEMBABULE
DISTRICT, UGANDA.

This is to introduce Mr./Miss/Mrs. NANKUKE HADIJA H.
Who would like to carry out research in your area as part of the requirements
of the Social Work and Social Administration course.

I am requesting you to give him/her the necessary assistance to enable
him/her accomplish his/her research.

Your cooperation in this regard will be highly appreciated.

Yours faithfully,

Dr. Laban Musinguzi Kashaija,
Lecturer In-charge of
Research and Dissertation.

