

**EFFECT OF SCHOOL FEEDING PROGRAMMES ON LEARNING  
ACHIEVEMENT IN EARLY CHILDHOOD EDUCATION: A CASE STUDY OF  
ASEGO ZONE, HOMA-BAY COUNTY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF DEGREE IN BACHELOR OF  
EDUCATION IN EARLY CHILDHOOD EDUCATION OF UNIVERSITY OF  
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## DECLARATION

I, Gladys Akinyi Obuoyo do hereby declare that this research project is my own original work and not a duplication of similarly published work of any scholar for academic purpose as partial requirement of any college or otherwise. It has therefore never been presented for any of the study programmes in any institution of higher learning for the award of degree in Bachelor of education.

I further declare that all materials cited in this work which are not my own have been acknowledged accordingly.

Signature.....

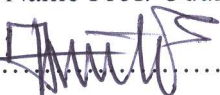
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## ABSTRACT

Nutrition plays an important role in the participation of children in education. In Kenya nutrition is conceptualized in terms of functional school feeding programme. The specific objectives of this study were to;- establish the availability of school feeding programmes, compare the academic performance of learners in programmes that offer school feeding and those that do not offer, identify the impact of school feeding programmes on learning outcomes of children and to compare the enrolment trend of learners in early childhood programmes that have school feeding programmes to those that do not have in Asego Zone.

Nutrition and health status are powerful influences on a child's learning and on how well a child performs in school. This is because children who lack certain nutrients in their diet or who suffer from protein energy malnutrition or hunger lack the same potential for learning as healthy and well nourished children. WFP (2008) reported that weak health and poor nutrition among school age children diminish their ability to participate in learning experiences or by both. This finally may lead to inefficiency of the educational system. In case a child has diminished cognitive abilities and sensory impairment he/she naturally will perform less well and is more likely to repeat class or drop out of school. Such a child is also likely to enroll in school late.

Kenya being a developing country acknowledge the problem of health among school age children and the importance of fulfilling the global campaigns on education for all (EFA) and related declaration of children's rights, within the context, SFP have gained reputation over the years in Kenya as predominantly feeding intervention aimed at improving the nutrition status of school going children. This study therefore investigated the effects of SFP on learning achievement. In early childhood education in Asego Zone, Homa-Bay County. The study sought to determine availability of SFP, academic achievements learners that benefit from SFP, impact of SFP and those that does not.