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# ***Analysis of Challenges Facing schools in Implementing School Feeding Program in Rwanda: A Case of Public Secondary Day Schools in Nyamasheke District***

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## **Abstract**

*This study assessed the implementation of the school feeding program in public secondary day schools in Nyamasheke District, Rwanda, with a focus on resource adequacy, stakeholder involvement, and implementation challenges. The program, aimed at improving student health, attendance, and academic performance, faces multiple barriers. A mixed-methods approach was used, incorporating quantitative data from 94 students and qualitative insights from 15 key informants, including head teachers, teachers, and parent representatives. The findings revealed serious resource constraints, with low mean scores indicating inadequacies in trained cooks (mean = 2.26), cooking stoves (mean = 2.28), and dining infrastructure (mean = 2.28). Only 2 out of 5 schools had access to running water, and most had just two stoves for more than 300 students. Food variety was also limited (mean = 2.34), with some schools serving the same meal, such as maize porridge, throughout the week. Stakeholder involvement was minimal; in one school, only 100 out of 400 parents paid the required 195,000 RWF per term, largely due to poverty and unemployment. Support from local authorities and NGOs was sporadic, with only two schools receiving temporary food assistance. Additional challenges included rising food prices, poor road conditions, and lack of transportation. Monitoring and evaluation were weak (mean = 4.14), with few schools consistently assessing meal quality or student outcomes. The study concludes that insufficient resources, limited stakeholder engagement, and logistical hurdles compromise the effectiveness of the program. It recommends increased government funding, flexible parental contribution models, enhanced NGO coordination, and stronger monitoring systems to improve delivery, quality, and sustainability.*

**Keywords:** School Feeding Program, Resource Allocation, Stakeholder Involvement,



## 1. Introduction

School feeding programs are globally recognized as vital interventions for enhancing students' physical health, cognitive development, and educational outcomes. By providing regular access to nutritious meals, these programs aim to improve school attendance, reduce dropout rates, and boost academic performance (World Health Organization [WHO], 2021). Ideally, effective school feeding includes adequate food quantity and quality, hygiene and safety standards, and supportive infrastructure to ensure consistent meal delivery and consumption.

Despite these goals, many school feeding programs face substantial barriers that limit their effectiveness. Globally, poor implementation has been associated with negative outcomes such as reduced student performance, absenteeism, and increased health risks (Bundy et al., 2018). Inadequate infrastructure, like the absence of clean water or functioning kitchens, leads to students eating cold or nutritionally unbalanced meals. For instance, in the United States, 58% of middle school students cited hygiene concerns about water fountains, which discouraged meal participation (National Center for Education Statistics, 2019). In low-income countries, challenges are often tied to external donor dependency, weak infrastructure, and lack of trained personnel, as seen in cases from Kenya, Botswana, and Sierra Leone (Survey & Lucia, 2019; WFP, 2013).

Rwanda launched its school feeding program nationally in 2016 as part of its education sector strategic plan, aiming to reduce dropout rates, improve classroom concentration, and support overall child development. The program is guided by the Ministry of Education and implemented in partnership with local governments and communities. However, the program continues to face challenges, such as irregular government disbursements, rising food costs, inadequate cooking and dining infrastructure, and limited community participation (Iyamuremye & Ndagijimana, 2022; Mugisha et al., 2019).

These challenges are even more pronounced in districts with high poverty levels. In Karongi District, only 40% of parents contributed regularly to school feeding programs (Johnson & Mukarubega, 2018), and 50% of schools in Kicukiro lacked basic kitchen facilities (Mugisha et al., 2019). Such findings reflect broader systemic issues but do not capture the localized struggles of poorer districts like Nyamasheke.

Nyamasheke District, located in Rwanda's Western Province, is predominantly rural and economically disadvantaged. According to the National Institute of Statistics of Rwanda (2020), approximately 65% of its population lives below the poverty line. Limited income, high food insecurity, and poor infrastructure make it difficult for schools in the district to implement feeding programs effectively. Parents struggle to contribute financially, local government support is inconsistent, and logistical issues such as poor roads and lack of food storage facilities further exacerbate the problem.

This research focuses on the implementation of school feeding programs in public secondary day schools in Nyamasheke District. It examines key barriers including funding shortages,



insufficient infrastructure, and low engagement from local leaders and parents. By addressing these district-specific challenges, the study aims to provide actionable recommendations to strengthen the school feeding program and enhance student health, cognitive development, and academic achievement in one of Rwanda's most underserved regions.

## 1.1 Statement of the Problem

School feeding programs have long been recognized as a vital component of global efforts to improve children's health, nutrition, and educational outcomes. International frameworks, such as the 2009 G8 L'Aquila Joint Statement on Global Food Security and the 2010 Education for All (EFA) meeting in Addis Ababa, emphasized the importance of school feeding as a critical safety net for vulnerable children. In line with these global priorities, Rwanda has prioritized school feeding in its development agenda. The National Strategy for Transformation (NST1 2017–2024) and the Education Sector Strategic Plan (2018/19–2023/24) both identify improved nutrition and school feeding as essential strategies to reduce dropout rates and enhance academic performance. Despite these policy commitments, implementation remains a persistent challenge. Studies indicate that schools across Rwanda face various issues, including delayed funding disbursements, inadequate cooking and serving facilities, weak stakeholder coordination, and low parental engagement, which collectively undermine the effectiveness of school feeding programs (Iyamuremye & Ndagijimana, 2022; Mugisha et al., 2019).

In Nyamasheke District, these implementation challenges are even more pronounced due to the region's socio-economic vulnerabilities. According to the National Institute of Statistics of Rwanda (2020), over 65% of Nyamasheke's population lives below the poverty line, making the district one of the poorest in the country. As a result, schools in this district frequently struggle with insufficient infrastructure, such as a lack of proper kitchens and food storage facilities, as well as inadequate staffing to manage meal preparation. Reports from local education authorities and observations by school administrators indicate that food deliveries are inconsistent, and in some schools, meals are skipped altogether due to procurement delays or funding shortages. Moreover, community engagement remains limited, with many parents unable to contribute financially or materially to the program due to their own economic hardships. These challenges have a direct impact on student well-being and academic achievement. Teachers in affected schools report increased absenteeism, poor concentration, and declining performance among students who attend school without having eaten. When meals are not reliably provided, students are more likely to disengage from learning activities and may eventually drop out altogether.

Despite the severity of these issues, there is a notable lack of empirical research specifically focused on Nyamasheke District. While national-level studies have documented general implementation barriers, few have examined the district-specific challenges and their implications for student outcomes. Without such data, it becomes difficult for policymakers and education stakeholders to design targeted, evidence-based interventions. Therefore, this study seeks to investigate the specific implementation challenges of school feeding programs in public secondary day schools in Nyamasheke District and assess their impact on students'



academic and health outcomes. Addressing these issues is critical to advancing equitable education and ensuring that the benefits of school feeding reach the most disadvantaged learners in Rwanda.

## 1.2 Objectives of the Study

1. To assess the resource allocation in the implementation of school feeding program in public secondary day schools in Nyamasheke District.
2. To examine the level of stakeholders' involvement in the implementation of school feeding program in public secondary day schools in Nyamasheke District.
3. To identify the challenges encountered by public secondary day schools in the implementation of school feeding program in Nyamasheke district.

## 2. Literature Review

### 2.1 Theoretical Review

#### 2.1.1 Resource Allocation in the Implementation of School Feeding Program in Public Secondary Day Schools in Nyamasheke District

At the international level, the theoretical foundation for understanding resource allocation in school feeding programs stems from broader economic and social protection theories. Barrett and Maxwell (2005) introduce a significant theoretical perspective on the role of food aid as an instrument of development and humanitarian response. They emphasize that inconsistent and inadequate funding mechanisms disrupt the continuity and scalability of school feeding programs, especially in developing countries. Their analysis suggests that sustainable funding is essential, and theoretical models must account for cyclical funding gaps and the unpredictability of donor support.

Likewise, Bundy et al. (2009) expand on this discourse by positioning school feeding within the framework of social safety nets. Drawing on welfare economic theory, they argue that school feeding programs not only serve nutritional needs but also act as incentives for educational participation and poverty alleviation. Their work highlights how insufficient resource allocation impairs program outcomes and undermines the potential long-term benefits, such as improved cognitive development and academic achievement. Bundy's theoretical lens suggests that effective resource allocation should balance cost-effectiveness, scalability, and equity in access.

Neuman and Haddad (2005) further contribute to the theoretical discussion by examining resource allocation in the context of market failures. Their analysis recognizes that inefficiencies in local food markets, lack of infrastructure, and institutional weaknesses create disparities in resource distribution. Their framework underscores the necessity of state intervention and public investment in school feeding as a corrective mechanism to market





shortcomings, particularly in rural and marginalized areas.

At the national level, Rwanda's own policy frameworks provide localized theoretical insights. The Ministry of Education (MINEDUC, 2018) articulates a resource allocation strategy informed by the principles of equity and cost-sharing. The policy recognizes that while government funding forms the backbone of school feeding programs, community contributions and development partner support are essential. The theoretical stance embedded in the policy is grounded in participatory governance and decentralized decision-making, highlighting the need for efficiency in fund disbursement and logistical support.

Musafiri and Bizimana (2020) present a theoretical model based on decentralized management of school feeding programs. They argue that while centralized planning may ensure consistency, localized budgeting and procurement strategies offer greater flexibility and responsiveness to school-specific needs. Their analysis suggests a hybrid theoretical approach combining top-down oversight with bottom-up implementation mechanisms to enhance accountability and ensure targeted resource use.

At the district level, the Nyamasheke District Education Office (2019) outlines a contextualized theoretical understanding of the funding and resource allocation challenges faced by local schools. The district emphasizes the theory of local public goods, where the benefits of school feeding are confined to a defined population, necessitating local investment. However, with limited fiscal capacity, the theoretical expectation of local responsibility often clashes with the practical reality of poverty and underdevelopment.

Mukamurenzi and Uwimbabazi (2020) extend this framework by analyzing logistical inefficiencies through the lens of systems theory. Their theoretical model identifies interdependencies between procurement systems, transportation networks, and school-level storage capacities. Weaknesses in any of these components compromise the efficiency of the whole system, reinforcing the need for integrated planning and robust monitoring mechanisms to optimize resource use.

Collectively, these theoretical contributions—from global to local levels—underscore the complexity of resource allocation in school feeding programs. They emphasize that sustainable and equitable school feeding requires multi-layered strategies that are economically sound, institutionally coordinated, and responsive to local needs. For Nyamasheke District, applying such theoretical frameworks can guide better policy formulation, enhance stakeholder coordination, and improve overall program effectiveness.

The integration of theories ranging from social protection and welfare economics to systems theory clarifies how resource limitations, market inefficiencies, and decentralized governance models interact to shape the implementation of school feeding programs. Across all levels, there is a consistent alignment between theoretical predictions and empirical evidence showing that inadequate funding, logistical challenges, and insufficient local support structures constrain the program's effectiveness.



### **2.1.2 Stakeholders' Involvement in the Implementation of the School Feeding Program (Theoretical Lens)**

Theoretically, the role of stakeholders in public program implementation, such as school feeding programs, is rooted in collaborative governance theory. Ansell and Gash (2008) argue that successful public initiatives require shared decision-making, mutual trust, and active stakeholder engagement. This theory supports the notion that inclusive stakeholder participation—from international organizations to local communities—enhances program legitimacy and sustainability.

At the international level, the theory of global public goods frames food and education as universal needs requiring global cooperation. Institutions like the WFP and UNICEF act as custodians of these global goods by supporting school feeding programs in developing countries. Their involvement aligns with this theory by mobilizing transnational resources and expertise to bridge inequality gaps.

At the national level, decentralization theory provides a relevant framework, highlighting the benefits of delegating authority to local governments and institutions for more context-responsive implementation. In Rwanda, ministries partner with local communities and NGOs under this theoretical lens to co-manage school feeding efforts, allowing localized solutions to specific challenges (Smoke, 2015).

At the community level, the theory of stakeholder salience (Mitchell, Agle, & Wood, 1997) identifies power, legitimacy, and urgency as key determinants of stakeholder influence. This is evident in how parents, local leaders, and school administrators—though sometimes lacking formal power—are critical actors due to their proximity, interest, and moral authority in school feeding programs. Their involvement ensures that programs are culturally appropriate and community-owned, enhancing sustainability.

The theoretical frameworks collaborative governance, decentralization, stakeholder salience, and global public goods complement one another in illustrating how diverse actors, including international agencies, government bodies, and local communities, contribute to school feeding. The empirical findings support the theories' emphasis on shared responsibility and local empowerment, showing that active stakeholder participation enhances program outcomes.

### **2.1.3 Challenges Encountered by Public Secondary Day Schools in the Implementation of School Feeding Programs (Theoretical Insights)**

The challenges encountered in school feeding implementation can be better understood through the lens of systems theory. Schools function as open systems interacting with external environments (Katz & Kahn, 1978). Any dysfunction in one part of the system—such as food supply chains, funding flows, or stakeholder engagement—can disrupt the whole. Hence, the frequent issues of irregular food delivery, inadequate funding, and limited infrastructure should be seen not in isolation but as interconnected system failures.



From an equity theory perspective (Adams, 1965), the disparities in resource distribution among public secondary day schools in rural areas raise concerns about fairness and justice. Students in Nyamasheke District, for example, may receive fewer or lower-quality meals than their peers in urban areas, leading to inequitable academic and health outcomes. This imbalance can create demotivation and social unrest, which equity theory predicts when stakeholders perceive unfair treatment.

Furthermore, capacity theory (Morgan, 2006) helps explain challenges like a lack of trained personnel and weak monitoring systems. This theory posits that program success depends on institutional, human, and financial capacities. Day schools struggling with limited resources are often unable to develop or maintain these capacities, which hinders program sustainability and impact.

In addition, contingency theory suggests that there is no one-size-fits-all approach to implementing school feeding programs. The effectiveness of strategies depends on context-specific factors, such as local infrastructure, climate, governance quality, and socio-economic conditions. For example, strategies that work in Brazil or Kenya may not directly translate to rural Rwanda due to contextual differences in stakeholder readiness, supply chains, and community participation.

The combination of systems, equity, capacity, and contingency theories illustrates the multifaceted nature of challenges in school feeding implementation. Empirical data reinforce the theoretical expectations of structural inefficiencies, resource disparities, and local adaptation needs, highlighting the importance of contextually tailored strategies.

## **2.2 Empirical Review**

### **2.2.1 Resource Allocation in the Implementation of School Feeding Programs in Public Secondary Day Schools**

At the international level, several studies highlight the pressing issues in resource allocation impacting school feeding programs. Barrett and Maxwell (2005) point to funding shortages that prevent meals from reaching all eligible children, with around 73 million school-age children worldwide missing out on meals despite meeting eligibility criteria. Bundy et al. (2009) report that, in low-income countries, only 18% of eligible children benefit from school feeding programs due to limited resources. Similarly, Neuman and Haddad (2005) stress the impact of inadequate funding on needy children's access, estimating that 66 million children globally are excluded from these programs. Todd and Winters (2011) note the potential benefits of early childhood development programs on schooling outcomes but emphasize that limited resources restrict such programs to only 40% of eligible children. The World Food Programme (2019) adds that in Africa, school feeding programs reach merely 1 in 5 children, underscoring substantial resource allocation challenges.

Nationally, Rwandan studies reveal distinct resource allocation issues impacting school feeding programs. The Rwandan Ministry of Education (2018) notes that budget constraints limit program expansion, with only 30% of eligible schools able to participate due to





insufficient funding. Additionally, the Ministry of Health (2017) finds that resource constraints threaten program sustainability, with 25% of schools experiencing meal provision disruptions due to funding shortages. In Gasabo District, Musafiri and Bizimana (2020) report that 40% of schools struggle with food supply access, highlighting logistical challenges in resource distribution. Rwabuhiri and Twagirayezu (2019) identify that 35% of schools in Nyarugenge District are unable to provide meals to all students in need, showcasing further resource allocation challenges.

In Nyamasheke District, research reveals specific resource allocation issues affecting public secondary day schools. The Nyamasheke District Education Office (2019) reports that 50% of schools face delays in receiving food supplies, disrupting regular meal provision. Mukamurenzi and Uwimbabazi (2020) find that 60% of schools in Nyamasheke cite insufficient funding as the primary challenge, with 25% of schools unable to provide meals to all students in need. Twahirwa and Ntirenganya (2018) also observe that 45% of schools in the district experience difficulties in accessing food suppliers, resulting in irregular meal delivery.

The consequences of these resource allocation challenges are substantial, affecting students, parents, and the community at large. Insufficient funding leads to reduced meal quality and frequency, impacting students' nutrition and, consequently, their health and academic performance. For parents and local communities, the responsibility of supplementing these programs financially can create a burden, especially in economically disadvantaged regions. These gaps also strain relationships among stakeholders, including government agencies, NGOs, and local leaders, by necessitating additional resources for compensatory measures. If resource allocation issues remain unresolved, the program's sustainability is compromised, risking the long-term benefits for students' educational attainment and well-being. Empirical studies across global, national, and local levels consistently demonstrate the challenges predicted by theoretical models—chief among them being insufficient funding, weak infrastructure, and fragmented local implementation mechanisms. These findings underscore the urgency of systemic reforms and better resource distribution to enhance school feeding program effectiveness.

### **2.2.2 Level of Stakeholders' Involvement in the implementation of the School Feeding Program in Public Secondary Day Schools**

Studies highlight the importance of involving stakeholders such as parents, local leaders, and school authorities in school feeding programs. The World Food Programme (2018) found that active stakeholder participation in planning and implementation could increase attendance rates by up to 30% in certain regions. UNICEF and WFP (2020) supports this finding, noting that local ownership and engagement improve program sustainability, reducing absenteeism by 25% when parents and local leaders take active roles in school feeding initiatives.

In Rwanda, the significance of stakeholder involvement is also evident. The Ministry of Health (2019) found that local leader and parent-led nutrition programs reduced malnutrition rates among schoolchildren by 20%. Moreover, the Ministry of Education (2020) reported that 80%



of schools experienced improved meal distribution due to stakeholder volunteer support. Local studies, such as Kagabo and Uwambajimana (2021), report that 70% of schools in Nyamasheke District observed higher attendance and better academic performance due to parent and community involvement in meal preparation. Another study by Uwamariya and Gasore (2017) indicated that 60% of schools saw a reduction in dropout rates due to local stakeholders' support.

The role of stakeholders directly influences the success and continuity of school feeding programs. When stakeholders, especially parents and local leaders, actively participate in program planning, funding, and implementation, it strengthens community support, promotes shared responsibility, and fosters a sense of ownership that enhances program sustainability. Conversely, when stakeholder engagement is low, programs face a higher risk of resource shortages and disruptions. This lack of involvement may exacerbate program challenges, leading to reduced student attendance, poor nutrition, and lower academic outcomes. Therefore, ensuring continuous stakeholder engagement is vital for the long-term success of school feeding programs. The empirical findings validate theoretical models of stakeholder involvement, showing that meaningful engagement by multiple actors—including families, local leaders, and NGOs—positively influences program outcomes. These insights call for policies that further institutionalize inclusive participation frameworks.

### **2.2.3 Challenges in Implementing School Feeding Programs**

The implementation of school feeding programs encounters numerous challenges, which can be categorized into specific issues such as funding constraints, logistical hurdles, stakeholder engagement, and nutritional concerns.

**Funding and Financial Constraints:** Financial limitations are a global concern, with Barrett and Maxwell (2005) identifying that 60% of school feeding programs in low-income regions rely on unstable external funding. The Rwandan Ministry of Education (2018) confirms that only 40% of the necessary funding is available for these programs, limiting food availability. In Nyamasheke District, parental contributions cover less than 50% of costs, leaving funding gaps that threaten program sustainability (Mukamurenzi & Uwimbabazi, 2020).

**Logistical and Infrastructure Issues:** Logistical issues such as transportation and food storage further complicate the implementation of school feeding programs. For example, Bundy et al. (2009) report that in Sub-Saharan Africa, 45% of schools lack adequate storage, leading to food spoilage. In Rwanda, 50% of schools lack proper kitchen facilities, particularly in remote areas (Ministry of Education, 2018). In Nyamasheke, 60% of schools report food delivery delays due to transportation issues (Mukamurenzi & Uwimbabazi, 2020).

**Stakeholder Engagement:** Limited stakeholder involvement, especially from parents and local leaders, poses a challenge for program sustainability. Studies indicate that when parental contributions are low, as is often the case in rural areas, program support diminishes (Neuman & Haddad, 2005). In Nyamasheke, only 35% of parents contribute consistently due to economic constraints (Johnson & Mukarubega, 2018).



**Nutritional Quality and Meal Diversity:** Ensuring nutritious meals remains a challenge. Bundy et al. (2009) and the Ministry of Education (2018) both report that many meals consist of staples such as maize and beans, lacking essential nutrients. This lack of diversity affects students' health and academic performance, with Mukamurenzi and Uwimbabazi (2020) noting that 70% of schools in Nyamasheke provide limited meal variety.

**Monitoring and Evaluation (M&E):** Effective M&E systems are often missing, hampering the ability to track program outcomes. The World Bank (2013) highlights that only 40% of programs have robust M&E. In Rwanda, only 30% of school feeding programs have functional M&E frameworks, limiting data-driven improvements (Ministry of Education, 2018).

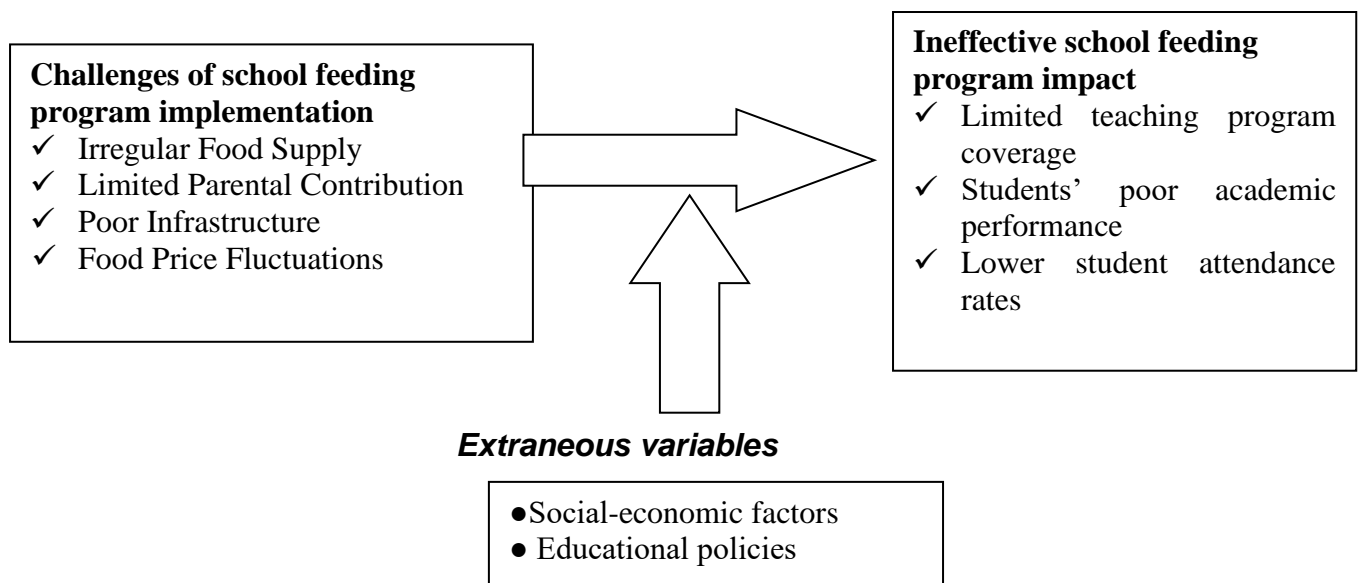
**Food Procurement and Supply Chain Issues:** Unstable food supplies due to market fluctuations further threaten program reliability. According to the Ministry of Agriculture (2021), sudden price increases disrupt procurement in Rwanda. Mukamurenzi and Uwimbabazi (2020) find that 60% of schools in Nyamasheke face similar challenges, resulting in inconsistent meal availability.

Each of these challenges requires targeted intervention, with stakeholder involvement proving critical for sustainable solutions. Empirical studies confirm the theoretical understanding that implementation challenges are multifaceted and context dependent. In Nyamasheke District, these include supply shortages, insufficient monitoring, and inequities between schools, underscoring the need for flexible, context-sensitive solutions driven by local realities.

### 2.3 Conceptual framework

**Independent Variable**  
**Variable**

**Dependent**



In this conceptual framework, the independent variable is the factor manipulated by the researcher, such as irregular food supply, limited parental contribution, poor infrastructure, and food Price fluctuations. This variable is hypothesized to have a direct negative impact on the effectiveness of the school feeding program, measured in terms of limited teaching program coverage, students' poor academic performance, and low student attendance rates. Extraneous variables, like socioeconomic factors or program implementation challenges, are other factors that may influence the relationship between the independent and dependent variables. Controlling for these variables helps ensure that any observed effects are due to the independent variable and no other factors.

### 3. Methodology

This study adopted a convergent parallel mixed-methods research design, where both qualitative and quantitative data were collected and analyzed concurrently to provide a comprehensive understanding of the challenges and mitigation strategies associated with implementing school feeding programs in public secondary day schools. The rationale for employing a mixed-methods approach was to capitalize on the strengths of both quantitative and qualitative techniques quantitative data offered generalizable trends from the student population, while qualitative data provided rich, contextual insights from key stakeholders such as head teachers, teachers, and parents. This design allowed for the simultaneous collection of different types of data, which were later integrated during the interpretation phase to develop a well-rounded view of the issue under study.

The target population included 1,057 individuals from five selected schools located in Karengera and Kanjongo sectors in Nyamasheke District. These comprised 5 head teachers, 42 teachers, 5 parents' representatives, and 1,005 students. A total sample size of 109 respondents was determined using Mayama's (1986) formula for quantitative participants. Purposive sampling was employed for head teachers, teachers, and parents, as their selection was based on their direct involvement in and knowledge of the school feeding program. In contrast, simple random sampling was used for student participants to ensure equal chances of selection and reduce bias, thereby improving the representativeness of student responses.

Three main data collection instruments were used. Structured questionnaires were administered to students, incorporating a five-point Likert scale to capture their perceptions. These questionnaires were originally prepared in English and then translated into Kinyarwanda. A back-translation was performed to ensure the semantic and conceptual equivalence of the translated version. Additionally, field assistants explained the items in Kinyarwanda where necessary to ensure that students clearly understood each question. For qualitative data, semi-structured interview guides were developed for head teachers, teachers, and parents to explore their perspectives and lived experiences in detail. Furthermore, documentation checklists were used to collect relevant data from school records and official documents related to feeding programs.



Quantitative data were analyzed using SPSS software, employing descriptive statistics such as frequencies, percentages, means, and standard deviations. The qualitative data collected through interviews were analyzed thematically following Braun and Clarke's (2006) six-step framework. This involved familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and compiling the final report. The analysis aimed to identify recurring ideas and concepts that aligned with the study's objectives and complemented the quantitative findings.

The integration of the qualitative and quantitative findings occurred during the interpretation stage. Themes derived from qualitative interviews were compared with trends observed in the quantitative data to triangulate results and enhance the credibility and comprehensiveness of the conclusions. This integration enriched the understanding of the multifaceted challenges faced in implementing school feeding programs and helped identify feasible mitigation strategies.

To ensure the validity of the research instruments, content and face validity were confirmed through expert reviews by education specialists familiar with both the topic and the context. While the initial draft mentioned all four types of validity, only content and face validity were pursued due to the exploratory and context-specific nature of the study. A pilot study involving 15 students from a school not included in the main sample was conducted to assess reliability. The results yielded a Cronbach's Alpha coefficient of 0.82, indicating high internal consistency of the questionnaire items.

Ethical considerations were strictly observed throughout the research process. Informed consent was obtained from all adult participants, and assent was secured from students alongside parental consent where applicable. Participants were assured of the confidentiality and anonymity of their responses, and all data were used solely for academic purposes. Approval to conduct the study was granted by relevant educational authorities, ensuring compliance with institutional and University of Rwanda ethical standards

## **4. Results and Discussion**

### **4.1 Resources Allocation in the implementation of school feeding program in public secondary day schools**

Resource allocation is a foundational aspect of the effective implementation of school feeding programs. In the context of public secondary day schools in Nyamasheke District, the availability and adequacy of essential resources directly influence the success and sustainability of the program. This section presents data collected from the field on specific resources identified in schools, focusing on their presence or absence and whether they meet minimum standards. A cut-off mean of 3.0 was applied: mean scores  $\geq 3.0$  indicate general agreement (i.e., the resource is present and adequate), while scores  $< 3.0$  suggest disagreement or inadequacy.

the school feeding program, including the kitchen, food store, stoves, trained cooks, clean water, soap, dish areas, dining rooms, food variety, and cooking equipment. These are





**Table 1: Resources Allocation**

Statements	N	Strongly Agree (F/%)	Agree (F/%)	Neutral (F/%)	Disagree (F/%)	Strongly Disagree (F/%)	$\bar{x}$	Std. Dev
The school has a kitchen that is functional and adequately equipped.	94	9 (9.6)	20 (21.3)	20 (21.3)	27 (28.7)	18 (19.1)	2.3	1.13
The food store exists and is suitable for safe food storage.	94	7 (7.4)	23 (24.5)	22 (23.4)	26 (27.7)	16 (17.0)	2.37	1.14
There are enough functioning stoves for daily meal preparation.	94	8 (8.5)	20 (21.3)	18 (19.1)	30 (31.9)	18 (19.1)	2.28	1.16
There are enough trained cooks to prepare meals for all students.	94	6 (6.4)	19 (20.2)	19 (20.2)	32 (34.0)	18 (19.1)	2.26	1.12
Clean water is always available for cooking and cleaning.	94	7 (7.4)	22 (23.4)	21 (22.3)	27 (28.7)	17 (18.1)	2.37	1.14
Soap is available and used during meal preparation and handwashing.	94	10 (10.6)	24 (25.5)	20 (21.3)	25 (26.6)	15 (16.0)	2.5	1.18
There is a designated and hygienic place to put plates after eating.	94	8 (8.5)	21 (22.3)	21 (22.3)	28 (29.8)	16 (17.0)	2.36	1.15
The school has a dining room that accommodates all students during meals.	94	7 (7.4)	20 (21.3)	19 (20.2)	30 (31.9)	18 (19.1)	2.28	1.12
A variety of food items is provided to avoid monotony in meals.	94	9 (9.6)	19 (20.2)	20 (21.3)	28 (29.8)	18 (19.1%)	2.34	1.15
Cooking equipment (pots, spoons, etc.) is adequate and well-maintained.	94	8 (8.5)	22 (23.4)	22 (23.4)	25 (26.6)	17 (18.1)	2.43	1.13

**Source(s):** Survey Data, 2025

The results presented in Table 1 reveal a clear pattern of inadequate resource allocation for school feeding programs in public secondary day schools in Nyamasheke District. None of the ten assessed indicators met the adequacy threshold (mean  $\geq 3.0$ ), indicating systemic under-resourcing across the schools surveyed.

A critical pattern emerges across multiple items: essential infrastructure and supplies including functional kitchens, food storage, cooking stoves, dining areas, and hygienic spaces for dishwashing were consistently rated poorly by respondents. Notably, the lowest mean (2.26) was reported for the availability of trained cooks, suggesting that human resource capacity is a critical bottleneck. This aligns with findings by Mukamurangwa (2022), who highlighted the shortage of trained personnel as a major challenge in Rwandan school feeding



programs.

The standard deviations, ranging from 1.12 to 1.18, suggest a moderate degree of variation in responses, pointing to disparities in resourcing between schools. This variation is critical; while some schools may partially meet infrastructure or hygiene standards, others fall significantly below minimum requirements. For example, although a few respondents acknowledged the availability of soap and cooking equipment, the variability in responses (e.g., SD = 1.18 for soap use) indicates inconsistency in hygiene practices. A disaggregated analysis by school or respondent role could further reveal which types of schools (e.g., rural vs. semi-urban) are most affected.

An important thematic insight is the lack of integrated hygiene and sanitation support. While infrastructure shortcomings can be expected in low-resource settings, the simultaneous inadequacy of water access, soap, and utensil availability suggests that the program's design does not sufficiently integrate food safety and health components. This not only compromises the nutritional goals of the feeding program but also increases health risks, especially in the absence of handwashing facilities and clean cooking environments.

The monotony in food variety also inadequately rated echoes findings from WFP (2021), which emphasized that dietary diversity remains a neglected dimension in school feeding across Rwanda. A repetitive diet of beans and maize, often lacking in essential micronutrients, may reduce student satisfaction and limit the program's contribution to learning outcomes and physical well-being.

While temporary support from NGOs such as Caritas Rwanda or WFP has helped bridge some of these gaps, such assistance is often short-term and unsustainable. Without institutional commitment and adequate government financing, the foundational weaknesses in school feeding infrastructure are unlikely to be resolved. Moreover, the program's overreliance on external partners raises questions about long-term ownership and policy integration, an issue highlighted in literature on school feeding sustainability.

### Implications

The data point to a crucial need for strategic investment and policy reform. Improvements should not only target physical infrastructure but also include capacity building for kitchen staff, hygiene promotion, and the provision of diverse and nutritionally balanced meals. Addressing disparities between schools requires a context-sensitive resource allocation model, supported by regular monitoring and cross-sector collaboration.

In sum, the findings suggest that resource inadequacies are not isolated incidents but symptoms of broader structural weaknesses. Enhancing the effectiveness of school feeding programs will require coordinated efforts involving local education authorities, national policymakers, and international stakeholders to ensure that minimum service delivery standards are met across all schools in the district.

## 4.2 Stakeholders' Involvement in the implementation of school feeding program in public secondary day schools

Table 2 presents respondents' views regarding stakeholder involvement in the school feeding program across public secondary day schools in Nyamasheke District. Ten statements were rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Across all items, mean values ranged from 2.26 to 2.41, with standard deviations between 1.11 and



1.16, indicating low agreement and notable variability in responses (Table 2).

**Table 2. Stakeholders' Involvement**

<i>Statement</i>	<i>N</i>	<i>Strongly Agree (%)</i>	<i>Agree (%)</i>	<i>Neutral (%)</i>	<i>Disagree (%)</i>	<i>Strongly Disagree (%)</i>	<i><math>\bar{x}</math></i>	<i>Std. D</i>
<i>Parents are actively involved in the school feeding program planning and implementation.</i>	94	16 (17.0)	27 (28.7)	29 (30.9)	19 (20.2)	3 (3.2)	2.36	1.15
<i>School management concerns students in usage of food.</i>	94	15 (16.0)	26 (27.7)	28 (29.8)	22 (23.4)	3 (3.2)	2.35	1.13
<i>Parents contribute to their children's feeding.</i>	94	14 (14.9)	27 (28.7)	30 (31.9)	21 (22.3)	2 (2.1)	2.34	1.14
<i>Feedback from students and parents is considered in decision-making processes.</i>	94	17 (18.1)	25 (26.6)	30 (31.9)	18 (19.1)	4 (4.3)	2.32	1.14
<i>Local authorities like sector education inspector involved in school feeding program</i>	94	13 (13.8)	23 (24.5)	33 (35.1)	21 (22.3)	4 (4.3)	2.26	1.13
<i>Teachers receive adequate training to facilitate student participation in the program.</i>	94	14 (14.9)	31 (33.0)	29 (30.9)	15 (16.0)	5 (5.3)	2.38	1.14
<i>School feeding program information is effectively communicated to all stakeholders.</i>	94	13 (13.8)	25 (26.6)	34 (36.2)	19 (20.2)	3 (3.2)	2.3	1.11
<i>Parents feel empowered to voice their opinions about the program.</i>	94	15 (16.0)	29 (30.9)	29 (30.9)	19 (20.2)	2 (2.1)	2.32	1.14
<i>Parents are capable of contributing to the meal for their children.</i>	94	18 (19.1)	24 (25.5)	28 (29.8)	20 (21.3)	4 (4.3)	2.41	1.16
<i>Stakeholders, including students, regularly meet to discuss and evaluate the program's effectiveness.</i>	94	12 (12.8)	28 (29.8)	34 (36.2)	18 (19.1)	2 (2.1)	2.27	1.13

**Source:** Survey data, 2025

The low mean values across all statements indicate moderate to limited stakeholder involvement, particularly in planning, feedback integration, and collaborative decision-making. Notably, the lowest-rated item was the involvement of local authorities ( $\bar{x} = 2.26$ ), suggesting minimal engagement from key community actors. Similarly, feedback from parents and students in decision-making was perceived as inadequate ( $\bar{x} = 2.32$ ,  $SD = 1.14$ ). Although parents were considered capable of contributing to meals ( $\bar{x} = 2.41$ ), their actual participation in planning and financial support remains inconsistent.

Interview data further clarified this discrepancy. School staff reported that only about 40% of parents made timely payments, while the remaining 60% delayed or failed to contribute at all—highlighting the gap between perceived capacity and actual participation. As Niyonzima et al. (2019) emphasize, consistent parental involvement is crucial for sustaining school feeding programs. Teacher responses echoed this sentiment, noting that parents typically become active only during crises. One teacher explained, “Most of their involvement occurs



when the program is at risk,” indicating a reactive rather than proactive role.

Moreover, survey responses showed similarly low mean scores for parent empowerment ( $\bar{x} = 2.32$ ) and participation in regular evaluations ( $\bar{x} = 2.27$ ). Communication mechanisms ( $\bar{x} = 2.30$ ) and teacher preparation ( $\bar{x} = 2.38$ ) were also reported as inadequate. Contributing factors included irregular meetings, weak communication structures, and minimal follow-up, all of which undermine effective coordination. As Buchanan et al. (2020) argue, early and continuous stakeholder engagement enhances program ownership and sustainability. The wide variability in responses ( $SD \approx 1.1\text{--}1.16$ ) may reflect differing leadership practices, resource levels, and community involvement across schools. These findings are consistent with those of Kamanzi (2018) and Mukamurangwa (2019), who found that school feeding programs tend to underperform when stakeholder participation is fragmented and uncoordinated.

Overall, while parents, teachers, local authorities, and students are involved in the school feeding program, their participation is limited, inconsistent, and largely reactive. Therefore, structured engagement mechanisms, regular communication, and inclusive decision-making processes are essential. These recommendations align with the World Food Programme (2018), which emphasizes stakeholder participation as a foundational element of successful school feeding initiatives.

### **Teachers’ Perspectives:**

Teachers confirmed the limited involvement of parents and stakeholders. One explained, “Parents are somewhat involved, especially when food supplies run low. For example, during a recent rice shortage, about 60% contributed beans and maize to fill the gap. However, their role in day-to-day management is minimal.” Another teacher noted, “The lack of active involvement limits the program’s success. More consistent participation would improve operations.” While initiatives such as meetings and information sessions have been tried, they are often irregular with low turnout, making their effectiveness minimal. This corresponds with the survey findings ( $\bar{x} = 2.26$ ) and supports Kamanzi’s (2018) observation that sporadic participation weakens implementation.

### **Parents’ Perspectives:**

Parents echoed similar concerns. One parent shared, “I attend meetings when they are held, but they happen only once a term. Monthly meetings would help us contribute better to the program.” Another parent noted, “We should play a bigger role, including raising awareness in the community.” These views align with the survey result indicating moderate parental empowerment ( $\bar{x} = 2.32$ ), yet infrequent involvement. One parent also mentioned that while fundraising and donation drives exist, they are poorly coordinated. This supports Nyirabarambe’s (2020) argument that one-time efforts are far less effective than sustained engagement.

### **Headteachers’ Perspectives:**

Headteachers acknowledged the importance of local stakeholder involvement but noted its irregular nature. One stated, “Stakeholders provide food and occasional financial aid, but their support is unpredictable.” Another added, “Many stakeholders lack long-term commitment, making resource mobilization difficult.” This perception matches the moderate survey ratings regarding stakeholder involvement in resource allocation ( $\bar{x} = 2.35$ ). Efforts such as stakeholder meetings have shown some promise, yet greater inclusion in planning is needed.



As Buchanan et al. (2020) suggest, early involvement fosters a sense of ownership and promotes sustainability.

The insights from teachers, parents, and headteachers enrich the quantitative findings by illustrating the specific challenges limiting stakeholder involvement. These include irregular communication, lack of follow-up, and limited inclusion in decision-making and monitoring. Consistent with existing literature, such as that by Niyonzima et al. (2019) and Kamanzi (2018), the success of school feeding programs hinges on structured, ongoing stakeholder engagement.

To enhance program effectiveness and sustainability, schools should establish regular communication channels, promote shared responsibility, and actively involve all stakeholders—particularly parents and local leaders—in planning, implementation, and evaluation.

### 4.3 Challenges of Public Secondary Day Schools in Implementing School Feeding Program

**Table 3. Challenges of Public Secondary Day Schools in Implementing School Feeding Program**

<i>Statement</i>	<i>N</i>	<i>Strongly Agree F(%)</i>	<i>Agree F(%)</i>	<i>Neutral F(%)</i>	<i>Disagree F(%)</i>	<i>Strongly Disagree F(%)</i>	<i><math>\bar{x}</math></i>	<i>Std. D</i>
<i>Food price fluctuations affect the consistency of the school feeding program.</i>	94	35 (37.2)	38 (40.4)	11 (11.7)	6 (6.4)	4 (4.3)	4.19	0.76
<i>The school feeding program faces challenges due to insufficient budget.</i>	94	34 (36.2)	39 (41.5)	10 (10.6)	7 (7.4)	4 (4.3)	4.19	0.8
<i>The infrastructure (kitchen, storage, utensils) is inadequate for proper meal preparation.</i>	94	37 (39.4)	40 (42.6)	8 (8.5)	5 (5.3)	4 (4.3)	4.22	0.77
<i>Stakeholders such as parents, teachers, and community leaders are not adequately involved in the feeding program.</i>	94	30 (31.9)	36 (38.3)	12 (12.8)	9 (9.6)	7 (7.4)	4.08	0.87
<i>Some parents have a negative attitude towards contributing to the school feeding program.</i>	94	29 (30.9)	35 (37.2)	13 (13.8)	9 (9.6)	8 (8.5)	4.07	0.89
<i>Poor roads and difficult terrain affect the transportation of food supplies to the school.</i>	94	31 (33.0)	36 (38.3)	10 (10.6)	10 (10.6)	7 (7.4)	4.1	0.89
<i>Limited monitoring and evaluation practices hinder improvements in the school feeding program.</i>	94	32 (34.0)	38 (40.4)	9 (9.6)	8 (8.5)	7 (7.4)	4.14	0.84
<i>Schools struggle to maintain hygiene standards during food preparation and serving.</i>	94	31 (33.0)	36 (38.3)	12 (12.8)	8 (8.5)	7 (7.4)	4.09	0.89
<i>Communication among stakeholders involved in the feeding program is often unclear or inconsistent.</i>	94	34 (36.2)	37 (39.4)	11 (11.7)	7 (7.4)	5 (5.3)	4.18	0.82
<i>Only a portion of parents actually pay the financial contribution required for the school feeding program.</i>	94	33 (35.1)	38 (40.4)	9 (9.6)	8 (8.5)	6 (6.4)	4.17	0.87





**Source:** Survey data, 2025

The implementation of school feeding programs in public secondary day schools is hindered by a number of well-recognized, tangible challenges that directly affect program consistency, sustainability, and impact. These include food price fluctuations, insufficient budget allocations, poor infrastructure, limited stakeholder involvement, negative parental attitudes, and climate-related transportation issues. This section explores these challenges, supported by both quantitative data and qualitative insights from teachers, parents, and school leaders.

The findings presented in Table 4.6 show that these challenges are not isolated incidents but are commonly experienced across the schools surveyed. Their identification provides a foundation for formulating actionable recommendations grounded in real evidence.

The implementation of school feeding programs in public secondary day schools faces a series of interrelated challenges that constrain their consistency, sustainability, and overall effectiveness. These challenges stem from economic volatility, infrastructure deficits, limited stakeholder engagement, and weak operational systems, as evidenced by both survey data and interviews with key stakeholders.

A major impediment is the fluctuation of food prices, with 77.6% of respondents agreeing or strongly agreeing that price volatility disrupts program delivery (Mean = 4.19, SD = 0.76). However, while the data identifies this as a challenge, the underlying causes—such as inadequate procurement systems, seasonal supply shortages, or weak coordination with local suppliers—remain unexplored. For instance, some headteachers suggested that delays and high costs often occur due to poor bulk purchasing strategies and lack of long-term supplier contracts, which limit cost predictability and timely delivery.

Budgetary constraints further weaken program reliability. With 77.7% of respondents confirming insufficient funding (Mean = 4.19), financial unpredictability—largely stemming from delayed government allocations and inconsistent parental contributions—hampers planning and procurement. Some headteachers expressed concern that even when funds are available, rigid budget cycles prevent responsive adjustments to sudden needs or inflation. This reflects a broader structural issue common in many East African countries, where public school programs often suffer from inflexible and under-resourced education budgets (WFP, 2018).

Infrastructural inadequacies exacerbate the problem. About 82% of respondents reported a lack of essential kitchen, storage, and cooking equipment (Mean = 4.22), compromising both food safety and preparation efficiency. These constraints were especially pronounced in rural schools, where aging buildings, lack of clean water, and insufficient cooking utensils severely limit program scalability.

Moreover, stakeholder involvement—particularly from parents, community leaders, and local authorities—is both inconsistent and reactive. Although 70.2% of respondents acknowledged limited engagement (Mean = 4.08), interview responses revealed a deeper issue: stakeholders often contribute only when problems arise, such as food shortages. One headteacher explained, “Parents respond when we’re in crisis, but they’re rarely involved in proactive planning.” This passive involvement echoes findings from school feeding programs in Kenya and Uganda, where weak community mobilization has led to similar gaps in ownership and support (Buchanan et al., 2020).

Negative attitudes and delayed financial contributions from some parents also hinder success. Around 68.1% of respondents reported reluctance or noncompliance in financial support



(Mean = 4.07). While this is partly due to economic hardship, it also reflects a communication gap. Parents are often not adequately informed about how their contributions impact the program, leading to mistrust or apathy. As one parent stated, “We are asked to contribute, but we rarely hear what happens next.”

Geographic and logistical barriers, such as poor roads and difficult terrain, further complicate program execution. Over 71% of respondents noted that these factors delay deliveries and reduce food quality (Mean = 4.10). Remote schools face additional risks of spoilage and reduced access to perishable items, an issue similarly reported in mountainous regions of Tanzania (FAO, 2021), where poor infrastructure undermines school feeding continuity.

Another key challenge lies in monitoring and evaluation (M&E). About 74.4% of respondents indicated limited oversight and follow-up (Mean = 4.14), which results in missed opportunities for course correction, fraud prevention, and learning. One teacher noted, “We rarely get feedback or audits—once the food arrives, the assumption is everything is fine.” This lack of real-time data and community-based monitoring diminishes transparency and program improvement potential.

Hygiene practices during food preparation and serving were also reported as inadequate (Mean = 4.09), with 71.3% of participants citing substandard cleanliness and food safety. Limited training, overcrowded facilities, and inconsistent supervision were identified as key causes. This not only endangers student health but also undermines trust in the program among parents and local stakeholders.

Poor communication among stakeholders emerged as another critical concern (Mean = 4.18). Around 75.6% of respondents agreed that unclear or inconsistent information sharing disrupts coordination. One headteacher remarked, “Information doesn't flow well—what the district knows, the school might not know, and what the school knows, parents don't hear.” This issue mirrors findings in Rwanda's school-based health programs, where weak stakeholder dialogue has impeded service delivery (Kamanzi, 2018).

Finally, only a portion of parents consistently meet their financial obligations (Mean = 4.17), undermining the continuity of food provision. This uneven participation correlates with findings from earlier sections, where limited parental empowerment and erratic contributions were observed.

## 5. Conclusion and Recommendations

### 5.1 Conclusions

#### Resource Allocation in the Implementation of the School Feeding Program

The study concludes that inadequate resource allocation is a foundational challenge undermining the effectiveness of the school feeding program in Nyamasheke District. Low mean scores across multiple indicators such as availability of trained cooks, adequate stoves, and kitchen facilities reflect a chronic underinvestment in infrastructure and human capital. This is not merely a technical gap but reveals broader systemic issues such as policy neglect, fragmented funding streams, and low prioritization of school feeding at both national and district levels.



Compared to other districts in Rwanda and regional school feeding programs in East Africa, the findings suggest that the issues in Nyamasheke are not isolated. Similar patterns of resource shortages and weak coordination have been observed in comparable low-income contexts. The opportunity cost of inadequate investment is substantial: schools are forced to ration food, delay meals, or compromise hygiene all of which directly impact learning outcomes, student health, and school attendance. Therefore, addressing resource allocation is not just a logistical matter, but a strategic imperative for improving educational equity and social protection.

### **Stakeholders' Involvement in the Implementation of the School Feeding Program**

The study finds that stakeholder involvement in the school feeding program is weak, fragmented, and largely symbolic. All ten measured indicators fell below the satisfactory threshold, underscoring limited engagement from parents, teachers, and local authorities. This lack of inclusive participation is not merely a matter of passive disinterest but stems from systemic exclusion, unclear roles, and socioeconomic constraints. Parents are often expected to contribute financially without being empowered to influence decisions leading to disengagement, mistrust, and low compliance.

The deficit in stakeholder engagement reflects misaligned governance structures where headteachers and local officials bear the burden of program delivery without shared responsibility or collaboration. Furthermore, socioeconomic factors such as poverty, food insecurity, and competing household priorities dampen parental involvement. For the program to be sustainable, schools must cultivate co-ownership, whereby stakeholders understand not only their responsibilities but also the benefits of participation. This includes building trust, strengthening accountability, and demonstrating the value of feeding programs in improving children's cognitive development and school retention.

### **Challenges of Public Secondary Day Schools in Implementing the School Feeding Program**

The school feeding program in Nyamasheke is severely constrained by a web of interrelated challenges like logistical inefficiencies, inadequate infrastructure, and cultural acceptance issues. High mean scores for logistical problems (e.g., food price fluctuations, poor roads, and insufficient monitoring) indicate that these barriers are not random but systemic. The lack of timely food delivery, weak oversight mechanisms, and unhygienic food handling environments were frequently cited in both quantitative and qualitative data, indicating urgent and foundational problems.

These challenges are exacerbated by limited adaptability to local conditions, such as reliance on centrally managed procurement and one-size-fits-all food menus. Comparatively, best practices in East African countries suggest that localizing procurement, involving communities in planning, and strengthening monitoring through digital tools can improve responsiveness and accountability. Without addressing these root causes particularly in supply chain coordination, infrastructure upgrading, and data-driven oversight the program will remain vulnerable to disruptions. Ultimately, the success of the school feeding program



requires a systems approach that integrates education policy with agriculture, health, and local governance.

## 5.2 Recommendations

### Enhancing Resource Allocation

- The Ministry of Education should prioritize school feeding within the national education budget by establishing a dedicated fund that guarantees minimum per-student allocations for meals and infrastructure development. This will ensure continuity and reduce dependence on parental contributions or unpredictable donor support.
- Schools should adopt cost-saving procurement models such as sourcing from local farmers and cooperatives to reduce transportation delays and food spoilage, while promoting local economic development.
- District education offices, in collaboration with school boards, should develop phased infrastructure improvement plans that address critical kitchen, storage, and hygiene needs. These plans must be integrated into school development plans with timelines, budgets, and community input.

### Strengthening Stakeholder Engagement

- Each school should develop a stakeholder engagement plan detailing who is responsible (e.g., headteacher, school board chair), what actions are to be taken (e.g., community meetings, co-planning sessions), and when these actions occur (e.g., termly). These plans should include indicators to track stakeholder participation and feedback.
- Schools should introduce non-monetary incentives such as recognition ceremonies or reduced school fees for active parental involvement, helping to shift the perception of school feeding from obligation to opportunity.
- The Ministry and District Education Officers should offer regular training for school leaders and parent representatives on participatory planning, budgeting, and program monitoring. This builds community ownership and strengthens local governance.
- Schools must publish termly reports on contributions received, funds used, and feeding program performance. This transparency will improve trust and accountability, especially when linked to student attendance and performance data.

### Addressing Logistical Challenges

- The Ministry of Education should work with local governments to establish decentralized warehouses or buffer stock systems at sector level, reducing delays due



to procurement or transportation issues.

- Introduce school-based mobile platforms or simple reporting templates for real-time tracking of food stocks, deliveries, and consumption, which can be overseen by parent committees and verified by school inspectors.
- Establish school-level hygiene standards aligned with national health guidelines. Schools should assign health focal teachers to conduct weekly inspections, supported by periodic training and basic hygiene kits.

Schools should form feeding program oversight committees composed of teachers, parents, and local health workers to monitor program compliance and identify problems early. These committees should submit termly reports to district authorities.

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