

## Role of Stakeholders' Collaboration in the Implementation of School Feeding Programme: A Case of Twelve Years Basic Education Schools in Nyabihu District, Rwanda (2020-2022)

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### ABSTRACT

*This study was carried out to assess the role of stakeholders' collaboration in the implementation of school feeding programme of twelve years basic education schools in Nyabihu District, Rwanda. The study utilized a convergent research strategy to collect both quantitative and qualitative data simultaneously. Questionnaires, interviews, documentations and observation were the techniques employed to obtain the primary data and secondary data. The population of the study comprised of 75 stakeholders. Census sampling was used and samples of 75 stakeholders were drawn. For collecting data, researcher organized well-structured questionnaire; data were edited and sorted for the next stage. The data were presented in statistical tables, with frequencies and percentages for classifications of responses by statistical package of social sciences (SPSS) for easier analysis and interpretation. Data from interview sessions was obtained from 4 chairpersons of school general assembly committees. Data from documentation was obtained from school records whereas data from observation were obtained before and during lunch periods. The results indicated that there is positive and significant effect on the role of parents' engagement on the implementation of school feeding program in twelve years basic education schools ( $R=.979$ ,  $p<0.05$ ). To make implementation of school feeding program very successful, parents should make timely payments for their school food donations. To administer the school feeding program, parents should collaborate closely with school administration. Parents must participate in the school meal program rather than believing that it should only be funded by the government.*

**Keywords:** Basic Education, Collaboration, Committees, Feeding, Implementation, Parents, Rwanda, School, Stakeholders, Twelve Years

### I. INTRODUCTION

A stakeholder in an organization is defined as any group or individual who has an impact on the organization's objectives (Freeman, 1984) Stakeholders can actively contribute to the improvement of corporate governance systems (Schwieters, 2023). Stakeholder collaboration is the process by which organizations with similar or opposing viewpoints can exchange ideas and seek solutions that go beyond their own perception of what is achievable (Ganeshu et al., 2023).

Implementing a school feeding program puts all plans' actions into practice. This initiative delivers nutritionally adequate food to all schoolchildren, in addition to health and nutritional treatments. School health and nutrition programs, especially school feeding, are now recognized as playing a key role, acting as a strong incentive for parents to send their children back to school, and for children to stay in school (Silva et al., 2021).

Effective implementation of school feeding programs requires coordination, collaboration, and partnerships across organizations responsible for education, agriculture, health, infrastructure, water, and sanitation (Ministry of Education [MINEDUC], 2019). A study by the World Food Program in collaboration with the World Bank and Partnership for Child Development estimates 368 million children, 1 in 5 of all children globally, receives a meal at school each day (Drake et al., 2016). As overweight and obesity rates rise in high-income countries, school feeding program aims to address them by promoting healthy lifestyle practices. School feeding program seeks to increase access to food in low-income nations (Oduya & Mwangi, 2019).

The School Feeding Council specializes in addressing how to include all stakeholders in Europe and how to deliver nutritious meals in schools. It invites a forum discussion to address this with people from all countries. These cover the following topics: forums: consideration for dietary practices, collaboration with commercial companies and non-governmental organizations, and community involvement. 160 million kids in numerous nations in Southeast Asia and the Pacific region receive school meals. In Australia, regionally specialized school food service regulations

have been established by all states and territories. The oldest was introduced in Tasmania in 2014, while the first was created in New South Wales in 2005 (Cupertino et al., 2022).

Brazil's school feeding program is strongly interwoven into national policy as a result of the National Constitution, legislation, and a national initiative. According to the National Constitution of 1998, every school-age child in the nation is entitled to one meal at school. National Ministry of Education's purview supports the school feeding program. Based on these regulations, the National Fund for Educational Fund for Development, the organization in charge of carrying out the program, was established in 2001, and the primary operational components of the program as well as the resource allocation for the fund were established. Brazil was passing legislation that required the school feeding program to buy at least 30% of its food locally. Additionally, the school feeding program is a component of "Zero Hunger," the largest campaign in Brazilian history to eradicate hunger (Owusu-Nantwi et al., 2011).

In underdeveloped nations, school feeding programs have become increasingly popular, especially among children who suffer from severe hunger and malnutrition. By delivering meals in schools, these initiatives hope to increase schoolchildren's attention spans and learning capacities by reducing temporary hunger that may otherwise affect students' performance (Jomaa et al., 2011).

In order to ensure that students receive a quality education in addition to food at school, the World Food Program and the World Bank have increased their support for nations adopting pre-poor school feeding programs that are appropriately integrated to larger education policies (Drake et al., 2016).

Alongside cooperating partners, the role of the World Food Programme (WFP) is anticipated to change from direct implementation of all phases of programming, including planning, procurement, transport and warehousing, distribution, and monitoring, to enabling, building capacity, advising, and serving as a repository for best practices (Molinas & de la Mothe, 2010).

Like other African nations, Botswana began its National School Feeding Program with financial and implementation assistance from the United Nations World Food Program (WFP), a situation that persisted until 1993, when a gradual process of WFP's withdrawal of resources and implementation assistance started. The country was also not self-sufficient in food production. In response to chronic child malnutrition brought on by a prolonged five-year drought, school feeding in Botswana began in 1966. Since 1998, Botswana has effectively carried out its national school feeding program (Moreira et al., 2023).

Partnerships are crucial for the National School Nutrition Programme (NSNP) because they enhance program delivery and allow for the testing of novel concepts. In South Africa, a number of Non-Governmental Organizations (NGOs), including the Peninsula School Feeding Association, JAM, Lunchbox Fund, Add Hope, and Tiger Brands Foundation, provide school meals. These NGOs increase access to school meals in a number of ways, such as by supplying meals to NSNP schools through a DBE contract, or by contacting quintile 4 and quintile 5 schools that are in need but ineligible for NSNP assistance, or by focusing on preschoolers (such as in Early Childhood Development [ECD] centers), or by providing a second meal at schools where NSNP only offers one meal per day. Children in quintile 1-3 schools receive two meals daily in wealthier provinces like Gauteng and the Western Cape; but, in provinces with limited resources, the NSNP only provides one meal each day (Faber et al., 2018). Designing an effective school feeding program should engage key cooperating government institutions actively. The Ministry of Education, the Ministry of Food and Agriculture, the Ministry of Health, and the Ministry of Local Government and Rural Development, which houses the National Secretariat, are important national stakeholders in Ghana. The primary implementing body at the local level is the Metropolitan, Municipal, and District Assemblies. Collaboration makes it possible to supply the program with a variety of essential supplemental services (Owusu-Nantwi et al., 2011).

In all of the schools it operates, the Ghana school feeding program only employs the in-school feeding strategy. The World Food Program (WFP) launched the home-delivery ration in many of its program schools in Ghana in addition to the school feeding program. When students went to school, they received food supplies. This was done to encourage parents of low-income kids to enroll them in school and get them to go to class (Iddrisu et al., 2022). Kenya SFP was introduced due to chronic food insecurity and poverty which contributes to reduced opportunities for children to complete primary schools and hence come out of inter-generational poverty (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005). According to the Uganda Education Act of 2008, parents and guardians are responsible for feeding their children while they are in school. Parents are encouraged to voluntarily provide food to school with their children under the Parent/Guardian Led School Feeding Program. As a result, information on the types of meals involved, the number of children receiving food is scarce. The government estimates that roughly 34% of primary and 45% of secondary children receive food during the school day with the help of their parents, which is the basis for the data cited in this report for the Parent Led Program (Global Child Nutrition Foundation [GCNF], 2019).

In Rwanda, The National Strategy for Transformation (NST1-7YGP), the Education Sector Strategic Plan, the Food Security and Nutrition Policy, the School Health Policy, and the Multi-sectoral Strategy to Eliminate Malnutrition all include provisions for school feeding. The social protection sector has also identified school feeding as an effective targeted safety net in the country's social protection sector strategy. The elimination of malnutrition through improved prevention and management of all forms of malnutrition is emphasized in the National Strategy for Transformation (NST1-7YGP 2017-2024). Furthermore, the government seeks to expand school nutrition programs, engage the community, and establish a national HGSF program in the Education Sector Strategic Plan (2018/19-2023/24) document (MINEDUC, 2019).

Any country wants to make school feeding successful and sustainable, it could do the following: to integrate the program into national policy, budgeting and institutional frameworks; collaboration with international partners to finance the program; linking the program with local agricultural production; effective planning; local procurement and involving schools to make school gardens (Bundy et al., 2009). According to global nutrition foundation 2019, Rwanda country report, the Home Grown School Feeding Program in Rwanda has improved the nutritional status of students from vulnerable families, increased student attendance and retention rates, and increased agricultural production.

In Rwanda, secondary boarding schools have had food programs in place for a long time. In 2014, school feeding began in secondary day schools. In 2018, 19% of primary and secondary pupils in Rwanda reported eating lunch at school, according to a report from the Global Child Nutrition Foundation for 2019. According to the national school feeding policy of 2019 in its vision, all school children in Rwanda must receive enough nourishing meals at school as part of a sustainable school feeding program to reach their full developmental potential. The Ministry of Education in collaboration with the UN world food program has developed school feeding Operational Guidelines to guide schools and other stakeholders involved, to effectively implement a high-quality and safe School Feeding Program by leveraging food produced by local farmers and cooperatives while improving the local economy.

In Rwanda, there are currently three active school food programs: The first is the One Cup of Milk per Child school milk program, which is supported by the National Early Childhood Development Programme (NECDP) and provides milk to pre-primary and primary pupils in grades 1 twice a week in 19 districts. After the Integrated Development Programme (IDP) resolution gave the Rwanda Agriculture Board (RAB) permission to conduct the program in schools, the Government of Rwanda launched the "One Cup of Milk per Child" program in May 2010. The program changed from RAB to NECDP in 2018. The "One Cup of Milk per Child" program was established to decrease malnutrition among Rwandan children, with a focus on enhancing the nutritional status of children enrolled in school to promote retention of students in pre- and primary schools and to enhance the development of their brain capacity. The Government fully funds and oversees the NECDP-supported initiative (MINEDUC, 2019).

The MINEDUC-sponsored secondary public and government-aided school feeding program is the second school feeding initiative. The program is community-based in public and government-aided secondary day schools, and parents are generally responsible for providing food for their children, either in kind or with money (MINEDUC, 2019). For each student, the government contributes 56 Frw per day, on top of what the parents already pay. This approach focuses on offering at least one wholesome meal each day in an effort to boost enrollment, encourage consistent attendance, and ultimately improve student performance. 413,235 of the 455,487 secondary day school pupils receive lunch in school, with the other children receiving it at home (MINEDUC, 2019). The third School Feeding Program is a WFP-supported initiative that was started in 2002 in response to the Southern Africa Regional Drought's impact on the region's food insecurity. The HGSF Program currently provides assistance to at least 83,000 primary school students in 104 schools spread among the four districts of Nyaruguru, Nyamagabe, Karongi, and Rutsiro, all of which are characterized by high levels of food insecurity and poverty. These programs are acknowledged as having worked well together to significantly improve the educational, health, and nutritional status of school-age children (MINEDUC, 2019). One of the National Food and Nutrition Policy's primary strategic directions is to improve food and nutrition in schools. The strategy calls for the continuation and expansion of existing school feeding programs, as well as the emphasis on bringing on line and rapidly expanding novel methods to school feeding, such as the large-scale Home Grown School Feeding program (MINEDUC, 2019).

The need for strengthening the ongoing school feeding programs is further reiterated in the National School Health Policy. Finally, the 11th National Leadership Retreat in 2014 at Gabiro recommended "putting in place mechanisms to implement the school feeding program in 12-year basic education in collaboration with parents". The 16th national leadership retreat recommended revamping the implementation school feeding program (MINEDUC, 2019).

In Rwanda to reopen schools after Covid-19 large investments went to school infrastructure construction. For this reason, for the academic 2020-2021 due to case of insufficient funds, the Government has decided to start with a

universal subsidy of school meals of 56RWF. It called the collaboration of other stakeholders; parents, local governments and potentially private sectors and external donors to compensate its contribution where parents' contribution is paramount to allow school program successful (MINUDEEC, 2021). Although, there is Positive initiatives include providing school lunches in needy areas and offering meals to secondary school students who study from morning to evening, Rwanda is criticized for minimal community participation, which includes school meals, bad infrastructure, firewood, and concerns about chefs cooking insufficient meals for students (GCNF, 2019). It is in this regards this study was conducted to assess the role of stakeholders' collaboration in implementation of school feeding programme.

## II. LITERATURE REVIEW

Providing food to students through their schools is known as school feeding. Different nations may use one of the two feeding modalities alone or in combination, according to Oyefade (2014), depending on their goals. Nevertheless, they can be divided into two major categories: take-home rations and in-school meals, where families are provided with food if their children attend school.

School feeding dates back to the 1930s when programs were launched in the US and the UK with the express purpose of enhancing children's development (Richter et al., 2000). In the United Kingdom, a scheme that subsidized milk for students began in 1934 and from that point on, milk was free (Baker et al., 1978). South Africa was one of the first countries to implement school feeding, beginning in the early 1940s with a scheme to provide free milk to white and colored schools. Since then, school nutrition has expanded to include the distribution of nutrient supplements, entire meals, or fortified biscuits. These meals are either free or at full or reduced cost (mostly in the US and the UK) (more typical of countries in the developing world). It should be mentioned that the majority have questionable nutritional value and quality.

Rwanda's school feeding program is part of the larger National School Feeding Program, which began in 2003. The initiative began with disadvantaged students in primary schools and has subsequently grown to include pre-primary and senior schools. The meals given by the program are aimed to suit children's nutritional needs and are frequently purchased from local farms to benefit the local economy (Mukamana, et al., 2023).

Rwandan school feeding programs strive to give nutritious meals to schoolchildren in order to improve their health, nutrition, and educational outcomes (Ekonomou et al., 2023). The Rwandan government implements these programs in partnership with a variety of partners, including non-governmental organizations and international organization (Hasselskog, 2023).

Food is seen as a basic physiological need in accordance with Maslow's Hierarchy of wants theory, and higher-order wants can only be satisfied if the basic requirements are addressed (Dar & Sakthivel, 2022). In the educational setting, learners' physiological needs, such as food and drink, must be provided before conducting teaching and learning activities in order for learners to concentrate on learning and for educational institutions to accomplish high-quality learning (Hirsh-Pasek, 2020).

Nutrition is one of life's most basic needs. Nutrition education in the early years of life, particularly in the preschool phase, is critical for an individual's long-term health (Annan et al., 2021).

Nutritional experiences as a child influence nutritional habits as an adult (Özlu et al., 2022). As a result, nutrition instruction should be ongoing, effective, and addressed at all family members (Qamar et al., 2022). It should encompass the following stages: education provision, knowledge acquisition, attitude formation, and behavior development (Christofaro et al., 2019). Parental eating habits have an impact on their children's eating habits, either directly or indirectly. Preschool is a time when children form numerous habits that they will carry with them into adulthood. It is critical that children not only learn about adequate and balanced nutrition, but also develop healthy eating habits (Bélanger et al., 2022).

Kujala et al. (2022) looked into the engagement of stakeholders in the past, in the present, and the future. The study found that the effectiveness of the program depended heavily on effective stakeholder engagement, including the government, non-governmental organizations, community members, and parents. The results underscored the necessity of involving many stakeholders in the decision-making, planning, and oversight phases of programs to guarantee their sustained sustainability and effectiveness.

According to the report, the program's success depended heavily on the effective involvement and cooperation of stakeholders, including parents, community organizations, government agencies, and school officials (Cheng et al., 2021). In addressing the different challenges associated with managing school food programs, it emphasized the need for group decision-making, coordination, and shared responsibilities (Colley et al., 2019).

The involvement of stakeholders in the execution of school feeding initiatives in Nigeria is examined by Ahmed et al. (2020). The results underlined how crucial stakeholder participation is to the successful execution of school food programs, including the government, local residents, parents, and non-governmental groups. The study emphasized that in order to guarantee the efficacy and sustainability of the program, stakeholders must be actively involved in decision-making, resource mobilization, and program monitoring. When it comes to putting school nutrition initiatives into action, school officials are essential. The program's internal execution must be coordinated and overseen by school leaders. They work closely with educators, parents, and other program participants to guarantee the feeding program is successful. When it comes to evaluating the program's effectiveness and making the necessary adjustments, school administrators are also essential.

A significant role for parents is played in school food programs. Parents are crucial to the success of these efforts because they support and encourage them. They can assist by actively contributing to the idea and execution of the program, offering comments and recommendations, and making sure their kids take part. In addition, parents can help their children develop healthy eating practices at home and assess the nutritional value and quality of the meals that are provided. It is essential that parents participate in school food program implementation. Parents can support the program in a number of ways, such as by volunteering to prepare and distribute meals, forming parent-teacher associations to promote it, and providing comments on the caliber and efficiency of the meals. Parental participation in school meal programs has been shown to enhance children's academic performance and nutritional results (Smith et al., 2017).

In addition, parents have the ability to support healthy eating practices at home and emphasize the significance of wholesome school lunches. The administration of school food programs is a crucial function of the government. Governments are essential to school food programs because they provide funding, support for policies, and coordination. They frequently create national standards and regulations in order to guarantee the programs' efficacy and quality. Moreover, governments can collaborate with global institutions like the World Food Program to obtain resources and knowledge for creating school feeding initiatives.

### III. METHODOLOGY

#### 3.1 Research Design

The research design, sometimes referred to as the framework for research, acts as a blueprint for the suggested course of investigation (Yin, 2014). It acts as the "Glue" that holds the many components of a research endeavor together. A technique ought to form the majority of a study plan (Michie et al., 2013).

The convergent research design led this investigation, which used both quantitative and qualitative methodologies. In this study quantitative method was used by collecting quantitative data using questionnaire and qualitative data used interview, documentation and observation.

#### 3.2 Population and sampling

According to Oso and Onen (2011), the target population is the total number of subjects, objects, or events with common attributes or features that are of interest to a researcher. The target population for this research was 75 stakeholders, which included 19 school managers, 28 school feeding committees, 13 school procurement committees, and 15 audit committees from four twelve-year basic education schools selected in Nyabihu District (GS Shyira, Gakoro, GS Mukamira, and GS Jenda).

For this study considering that the target population is a limited number of 75 stakeholders, the researcher sampled all 75 stakeholders as a census or comprehensive enumeration of all items in the population since it is a manageable amount that meets inclusion requirements. Purposive sampling was employed to choose four chairpersons of school general assembly committees of the four schools to participate in interview sessions via telephone. Four accountants of the four schools were used to provide documentations records. Observations were done in four selected schools in different periods of time before and during lunch time.

#### 3.3 Statistical Treatment of Data

Because this study used a convergent research design, both quantitative and qualitative data were collected during the same phase but analyzed using distinct methods. Quantitative data was analyzed using descriptive statistics, and qualitative material was transcribed and subjected to content and topic analyses.



## IV. FINDINGS & DISCUSSIONS

### 4.1 Findings

This section presents the findings of the study. Findings from questionnaires and interviews were presented. The findings were presented in line with the research objective namely: to assess the role of parents’ engagement in collaboration with other stakeholders in the implementation of school feeding program in twelve years basic education schools.

**Table 1**

*Position of Respondents*

Position	Frequency	Percent
School managers	19	25.3
School feeding committee members	28	37.3
School tender committee members	13	17.3
School audit committee members	15	20.0
<b>Total</b>	<b>75</b>	<b>100</b>

According to the table above, 19 school managers correspond to 25.3% included school head teachers, deputy head teachers in charge of studies, deputy head teachers in charge of discipline and accountants responded. 28 school feeding committees correspond to 37.3% included Parents’ representatives, teachers’ representatives, students’ representatives, storekeepers and cooks’ representatives responded. 13 school tender committees correspond to 17.3% included parents representatives and teachers responded. And 15 school audit committees correspond to 20% included parents ‘representatives, teachers’ representatives and sector inspector officers responded. All of these respondents are stakeholders who intervene in implementation of school feeding program in twelve year basic education schools of Nyabihu District.

The study sought to examine the role of parents’ engagement in twelve years basic education schools. This was done on a 5-point likert scale where: Strongly Disagree = [1-1.8] = Very Low mean; Disagree= [1.9-2.6] =Low mean; Neutral= [2.7-3.4] =moderated mean; Agree= [3.5-4.2] =High mean; Strongly Agree= [4.3-5] = Very High mean. The findings were presented in Table 2.

**Table 2**

*Descriptive Statistics of Assessment on the Role of Parents’ Engagement in Twelve Years Basic Education Schools*

Statement	Min	Max	Mean	Std. Dev.
Communication from parents to school managers is always effective.	1.00	5.00	4.0533	1.17282
All Parents are engaged by attending school meetings prepared by school general assembly committee.	1.00	5.00	4.1467	1.02263
All Parents are engaged in putting into practice decisions which have been taken in the meetings.	1.00	5.00	3.9467	1.26163
All Parents are engaged by visiting their children at school to learn more about their challenges.	1.00	5.00	3.9733	1.20778
Parents are engaged in working closely with school managers to address challenges that arise on a daily basis.	1.00	5.00	4.1600	1.06593
Parents are engaged in school decisions making which have been taken at school.	1.00	5.00	4.1600	1.06593
Parents are engaged in planning and budgeting of school activities.	1.00	5.00	4.1067	1.12194
Parents are engaged in the management of school activities arranged by the school.	1.00	5.00	4.2400	.94211
All Parents are engaged by attending and celebrating international and national days with other stakeholders organized by the school.	1.00	5.00	4.2133	1.00396
Parents are engaged in monitoring and evaluation of school activities.	1.00	5.00	4.2267	.96665

N=75

The results in Table 2 show that the majority of respondents agreed that communication from parents to school managers is always effective ( $\mu=4.0533$ ;  $STD=1.17282$ ). All Parents are engaged by attending school meetings prepared by school general assembly committee. ( $\mu=4.1467$ ;  $STD=1.02263$ ). Respondents agreed that all Parents are engaged in putting into practice decisions which have been taken in the meetings ( $\mu=3.9467$ ;  $STD=1.26163$ ). All Parents are engaged by visiting their children at school to learn more about their challenges ( $\mu=3.9733$ ;  $STD=1.20778$ ). Parents are engaged in working closely with school managers to address challenges that arise on a daily basis ( $\mu=4.1600$ ;  $STD=1.06593$ ). Parents are engaged in school decisions making which have been taken at



school ( $\mu=4.1600$ ;  $STD=1.06593$ ). Parents are engaged in planning and budgeting of school activities ( $\mu=4.1067$ ;  $STD=1.12194$ ). Parents are engaged in the management of school activities arranged by the school ( $\mu=4.2400$ ;  $STD=.94211$ ). All Parents are engaged by attending and celebrating international and national days with other stakeholders organized by the school ( $\mu=4.2133$ ;  $STD=1.00396$ ). Parents are engaged in monitoring and evaluation of school activities ( $\mu=4.2267$ ;  $STD=.96665$ ).

According to the findings of the interviews with School General Assembly Committees (SGAC) representatives, everyone expressed their opinions on how parents cooperate with school members. According to number one, there is collaboration between parents and teachers, particularly if parents need to know their children's growth. He stated that parents visited their children at school and shared their children's behavior at school and at home with school administration. According to number two, half of the parents attended school meetings organized by the school general assembly committee. He stated that members of the SGAC were active in the school's planning and management. Number three stated that he cannot estimate the percentage of parents that attended various school meetings, but when they invited parents to the meetings, they discovered that parents came. He stated that when parents were interested in school activities, their children participated as well. Number four stated that there are parents that understand the importance of education and collaborate closely with school administration in all school-planned events, but there are others who collaborated when they were completely involved.

The researcher requested records of parent-teacher conferences at the four schools chosen. The researcher also requested the visitors' book. Every academic year, at least two meetings were observed at four schools. Meeting attendance lists were provided, and over 200 parents attended meetings. Parents visited their children in school, according to all four SGAC officials, but there were no records.

**Table3**

*Descriptive Statistics of Implementation of School Feeding in Twelve Years Basic Education Schools in Nyabihu District*

	Min	Max	Mean	Std. Dev.
The food procurement plan is always done before the academic	1.00	5.00	4.1600	.95917
Food Procurement is always done before the start of the academic year or term.	1.00	5.00	4.0933	1.08021
Before beginning to supply foods, suppliers' contracts are signed and kept.	1.00	5.00	4.1467	1.02263
The quality of food items supplied is always controlled before signing receipts.	1.00	5.00	4.1733	.99150
The quantity of food items supplied is always controlled before signing receipts.	1.00	5.00	4.1867	.95427
Food is well-stocked and protected from insects that can harm it.	1.00	5.00	4.1333	1.01786
The weekly list of food to be served is discussed and presented for everyone to read.	1.00	5.00	4.1067	1.12194
Before giving food to cooks, store cards are regularly filled.	1.00	5.00	4.0667	1.14294
Foods are always placed on pallets.	1.00	5.00	4.2133	1.00396
The meal to be served is sufficient.	1.00	5.00	4.2533	.93134
The meal to be served is well prepared.	1.00	5.00	4.1600	1.06593
The meals that are served are always balanced diets.	1.00	5.00	4.0800	1.11210
Before serving food, all equipment and materials to be used are always cleaned.	1.00	5.00	4.0000	1.21922
Handwashing is done efficiently before eating.	1.00	5.00	4.1600	1.06593
All Cooks always hold valid Health certificates.	1.00	5.00	4.2533	.93134
All cooks participated in specialized training for school feeding	1.00	5.00	4.1867	1.00933
All cooks have a minimum level of literacy and numeracy.	1.00	5.00	4.2267	.93828
The school tender committee is responsible to buy perishable foods or decomposable foods.	1.00	5.00	4.2400	.94211
All Suppliers are always paid on time.	1.00	5.00	4.2133	1.00396
The school garden is used for the purpose of school feeding only.	1.00	5.00	4.2267	.96665
There are contributions from Non-Government organizations (NGOs) to implement the program.	1.00	5.00	3.9467	1.26163
Parents' contribution is discussed and agreed upon with parents.	1.00	5.00	4.2667	.93481
All Parents pay for their children' contributions in cash or in kind.	1.00	5.00	3.8400	1.33599
Parents' contribution is sufficient to feed students.	1.00	5.00	3.9467	1.26163
The government provides school feeding contributions to the school regularly and on time.	1.00	5.00	4.2667	.93481

N=75

The results in Table 3 show that the majority of respondents agreed that the food procurement plan is always done before the academic year or term starts ( $\mu=4.1600$ ;  $STD=.95917$ ). The respondents agreed that food Procurement is always done before the start of the academic year or term ( $\mu=4.0933$ ;  $STD=1.08021$ ). Before beginning to supply foods, suppliers' contracts are signed and kept ( $\mu=4.1467$ ;  $STD=1.02263$ ). The quality of food items supplied is always controlled before signing receipts ( $\mu=4.1733$ ;  $STD=.99150$ ). The quantity of food items supplied is always controlled before signing receipts ( $\mu=4.1867$ ;  $STD=.95427$ ). Food is well-stocked and protected from insects that can harm it ( $\mu=4.1333$ ;  $STD=1.01786$ ). The weekly list of food to be served is discussed and presented for everyone to read ( $\mu=4.1067$ ;  $STD=1.12194$ ). Before giving food to cooks, store cards are regularly filled ( $\mu=4.0667$ ;  $STD=1.14294$ ). Foods are always placed on pallets ( $\mu=4.2133$ ;  $STD=1.00396$ ). The meal to be served is sufficient ( $\mu=4.2533$ ;  $STD=.93134$ ). The meal to be served is well prepared ( $\mu=4.1600$ ;  $STD=1.06593$ ). The meals that are served are always balanced diets ( $\mu=4.0800$ ;  $STD=1.11210$ ). Before serving food, all equipment and materials to be used are always cleaned ( $\mu=4.0000$ ;  $STD=1.21922$ ). Handwashing is done efficiently before eating ( $\mu=4.1600$ ;  $STD=1.06593$ ). All Cooks always hold valid Health certificates ( $\mu=4.2533$ ;  $STD=.93134$ ). All cooks participated in specialized training for school feeding ( $\mu=4.1867$ ;  $STD=1.00933$ ). All cooks have a minimum level of literacy and numeracy ( $\mu=4.2267$ ;  $STD=.93828$ ). The school tender committee is responsible to buy perishable foods or decomposable foods ( $\mu=4.2400$ ;  $STD=.94211$ ). All Suppliers are always paid on time ( $\mu=4.2133$ ;  $STD=1.00396$ ). The school garden is used for the purpose of school feeding only ( $\mu=4.2267$ ;  $STD=.96665$ ). There are contributions from Non-Government organizations (NGOs) to implement the program ( $\mu=3.9467$ ;  $STD=1.26163$ ). Parents' contribution is discussed and agreed upon with parents ( $\mu=4.2667$ ;  $STD=.93481$ ). All Parents pay for their children's contributions in cash or in kind ( $\mu=3.8400$ ;  $STD=1.33599$ ). Parents' contribution is sufficient to feed students. ( $\mu=3.9467$ ;  $STD=1.26163$ ). The government provides school feeding contributions to the school regularly and on time ( $\mu=4.2667$ ;  $STD=.93481$ ).

The following are the results of an interview with SGAC members about how schools organize their procurements: Two out of four answered that before the start of the academic year, the school feeding committee meets to establish the dates for purchase. Others stated they weren't sure if schools did it. The following are the findings of SGAC representatives on how schools make food buying decisions: All interviewees stated that their schools used request quotations for procurement. The following are the findings of SGAC officials on how schools make contracts with suppliers: All interviewees said that contracts are signed between school leaders and suppliers. The following are the findings of SGAC members on how schools acquire foods from suppliers: All interviewees stated that foods are delivered by suppliers and approved by school tender committees. The following are the findings of SGAC officials on how schools keep foods: Food is stocked and organized on pallets, according to interviewees one and two. Two other interviewees stated that foods are placed on tables. The following are the findings of SGAC members on how schools record foods supplied: All interviewees stated that store employees instantly record foods brought into the store on store cards. The following are the findings from SGAC members on how schools discuss and agree with parents' contributions: Parents' contributions are considered and agreed upon in school general assembly sessions, according to all interviewees.

The following are the findings from SGAC members on how schools discuss and agree with parents' contributions: All interviewees stated that schools established school feeding accounts into which contributions were put. When interviewees were asked about the sufficiency of the government's contributions, their responses varied. According to SGAC representative number one, if all parents paid their payments, government school food contributions would be sufficient to feed pupils. SGAC delegate number two stated that the government contribution for primary students is adequate, but the government contribution for secondary students is insufficient, and he urged that the government increase the contributions. The third SGAC representative stated that the government's contribution is sufficient.

The fourth SGAC representative stated that the government contribution is insufficient and urged that the government increase contributions in line with current pricing. Interviewees also mentioned the challenges that schools face while implementing a school food program. According to SGAC representative number one, some parents have delayed paying their payments, while others do not have the financial means to pay for their children. According to SGAC representative number two, food prices are unrelated to parental and government contributions. According to SGAC delegate number three, the school does not have a dining hall and children eat in classrooms, which disrupts instruction. According to SGAC representative number four, the school faces challenges because government and parent contributions are delayed. This delay causes the school to purchase foods at high costs because suppliers wait to be paid after a specific amount of time.



**Table 4***Correlation Analysis on Parents 'Engagement to Implement School Feeding Program.*

		Implementation of school feeding program	The role of parents' engagement
Implementation of school feeding program	Pearson Correlation	1	.979**
	Sig. (2-tailed)		.000
	N	75	75
The role of parents' engagement	Pearson Correlation	.979**	1
	Sig. (2-tailed)	.000	
	N	75	75

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient was 0.979; signifying a strong positive relationship between the variables. Therefore the strength of linear relationship between the roles of parents 'engagement and implementation of school feeding program is strongly positive. The test is significant (there is a significant relationship between parents 'engagement to implement school program).

## 4.2 Discussions

The findings on the role of parents' engagement in collaboration with stakeholders on the implementation of school feeding program in twelve years basic education schools indicated that there is positive and significant effect on the role of parents' engagement on the implementation of school feeding program in twelve years basic education schools"( $R=.979$ ) "and" P value"(.000). Parents are essential to ensuring the program's effectiveness and success. By actively participating, parents can provide valuable insights and feedback to the school administration, enabling them to further customize the support program to each student's unique requirements. Parents can provide vital information practically their Children's dietary needs, sensitivity, and social preferences, all of which can be considered while organizing the menu. Their association also fosters a sense of ownership and responsibility for the program, as guardians become partners in improving their children's health and well-being by Flores (2023).

Parents who actively engage in school nutrition program design and planning offer priceless ideas and viewpoints. They can provide advice on menu planning, nutritional requirements, and the best places to find locally produced, healthful food. Their involvement ensures that the curriculum is suitable for the students' and the community's diet and culture. Curry et al. (2019) found that program design that included parents increased stakeholders' and children's satisfaction and school nutrition programs' acceptability. Effective communication between parents, school administrators, and other stakeholders is essential to the success of school food programs, claim Pettigrew et al. (2012). In order to guarantee that all eligible pupils are aware of the program and actively engage, parents can assist in promoting it throughout their communities. Frequent feedback mechanisms, such surveys or parent-teacher conferences, can help find and fix problems. The success of school food programs can be significantly increased by collaboration amongst various stakeholders, including government agencies, schools, community organizations, NGOs, and the commercial sector.

Including stakeholders from many industries fosters innovative thinking, cooperative decision-making, and the sharing of knowledge, skills, and resources. These partnerships facilitate the creation of an all-encompassing support system that caters to the various needs of students and educational institutions (Abolade & Ismail, 2019). For school feeding programs to be effective and sustainable, the government and other stakeholders must be involved in their monitoring and assessment (Azarieva et al., 2022). Frequent monitoring finds development opportunities, permits information sharing between stakeholders, and guarantees that initiatives are carried out in compliance with standards and objectives (Khatun et al., 2023). During program implementation, evaluation facilitates openness, accountability, and evidence-based decision-making (Kurien et al., 2022).

## V. CONCLUSIONS & RECOMMENDATIONS

### 5.2 Conclusions

Basing on findings of the study, the role of stakeholders' collaboration in the implementation of school feeding program, a case of twelve years basic education schools in Nyabihu District, Rwanda, indicates that stakeholders 'collaboration has significance relationship in the implementation of school feeding program, Because the correlation coefficient is greater than zero and the two tailed-p value is less than zero point zero five. This research comes up with conclusion that parents' engagement in collaboration with

other stakeholders has positive effect in the implementation of school feeding program. This research will help school managers, parents and government to continue improving this program.

### 5.3 Recommendations

Parents are required to pay for the food they provide to the school on time. Parents and school administration should work closely together to operate the school meal program. Rather than thinking that the school meal program should simply be sponsored by the government, parents must engage in it.

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