

Ben Alexandre Mpozembizi

**Examining the Impact of Homegrown
School Feeding Program on Literacy
Improvement in Rutsiro, District, Rwanda**

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**EXAMINING THE IMPACT OF HOMEGROWN SCHOOLFEEDING PROGRAM
ON LITERACY IMPROVEMENT IN RUTSIRO DISTRICT, RWANDA**

By

Ben Alexandre MPOZEMBIZI
K/403573

**A THESIS SUBMITTED TO CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY
FOR THE FULLFILMENT OF THE REQUIREMENTS OF THE DEGREE OF
DOCTOR OF EDUCATION**

JULY 2019

DECLARATION

STUDENT'S DECLARATION

This thesis is my original work and to the best of my knowledge, it has not been presented for the conferment of a degree or any award in any institution of higher learning. No part of this thesis may be reproduced without prior permission of the author, or Chhatrapati Shahu Ji Maharaj University.

Ben Alexandre MPOZEMBIZI

Sign:

Date:

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SUPERVISOR'S DECLARATION

This thesis has been submitted for examination with our approval as the university supervisors.

Dr. Dinesh Shukla (1st supervisor)

Sign:

Date:

Dr. Suresh Singh Yadav (2nd supervisor)

Sign:

Date:

DEDICATION

I dedicate this work to the entire Chhatrapati Shahu Ji Maharaj University, my dear family, friends and classmates who gave me the necessary support throughout the course of my study.

ABSTRACT

This thesis explored the impact of Home grown school feeding program which were designed and implemented by WFP with its different partners in Rwanda between 2015 and 2020, with the aim to understand their impact on literacy improvement. Primary education is receiving much attention from governments of all countries and NGOs in recent times. However, poverty and hunger serves as barriers to achieving the Education for All (EFA) policy in Rwanda. To actualize the EFA in Rwanda, there was the introduction of some educational intervention programmes such as the capitation grant and the school feeding. School feeding programmes are safety net programmes as well as educational interventions ensuring that children with poor parents are given at least a meal a day at school. In Home grown school feeding program intervention (Rutsiro, Karongi, Nyaruguru and Nyamagabe districts), students get porridge and food respectively. A recent report on literacy in Rwanda notes, “The design and focus of EGRA and other tests of fluency and comprehension are based on the theory that a minimum level of reading speed is essential to comprehension. The body of research most often used to support EGRA and similar tests holds that to understand a simple passage, given the capacity of short-term memory, students should read a minimum of 45–60 words per minute.” The report also states that in 2012, a Rwanda National Standards Committee defined third-grade Kinyarwanda reading fluency as 33-47 words correct per minute (WCPM). Therefore, this thesis adopted the qualitative research method to investigate how Home grown school feeding program contributes to literacy improvement in Rutsiro district, Rwanda. As a result, approximately one-third of our research sample (34.9 percent) is reading at or above the WCPM range. Besides this, there are differences in boys’ and girls’ performance at certain ranges of WCPM, with a quarter of the male sample reading no words at all compared to 11.8 percent of females. Girls also outperform boys at the 16-30 WCPM range, but this trend reverses at the highest WCPM range, with nearly a quarter of boys reading 41-56 WCPM but just 13.6 percent of girls. The findings show that students who could read aloud have much better comprehension ratings: 92.6 percent meet or exceed standard compared to 64.8 percent of those with lower oral fluency. The difference is even more marked when comparing the percentages in the exceeds category: 65.6 percent of students who read on their own answered 4-5 comprehension questions correctly compared to 35.9 percent of those who listened to the story. The finding that students perform better on comprehension when they read a passage on their own rather than hear it read to them, underlines the importance of students having physical reading materials. The findings of this research indicated that literacy in pupils has increased in 21 schools of Rutsiro district through Home grown school feeding program.

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