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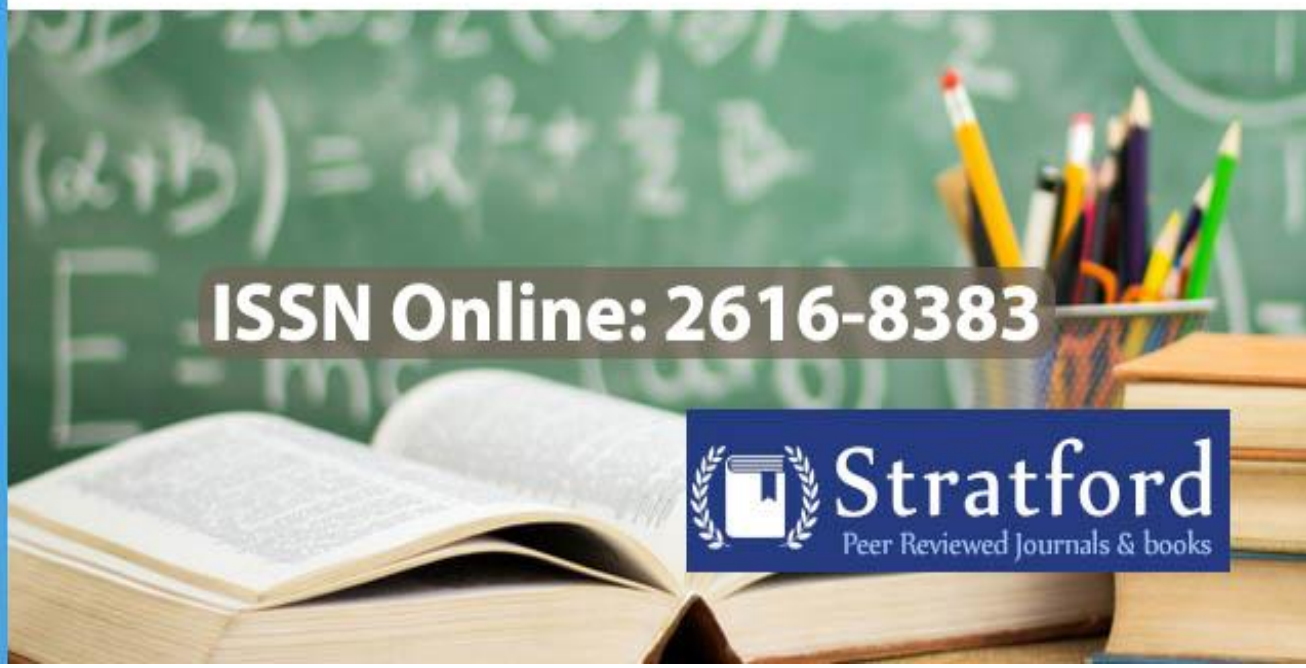

Community Participation and Performance of One Cup Milk Per Child Programme in Rwanda; A Case of Selected School Based Early Childhood Development's in Gicumbi District

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Community Participation and Performance of One Cup Milk Per Child Programme in Rwanda; A Case of Selected School Based Early Childhood Development's in Gicumbi District

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Abstract

The study lookd at the role of community participation on the performance of one cup milk per child programme in Rwanda especially in Gicumbi District (2019-2021). Specific Objectives were to examine the influence of program planning, decision making and monitoring and evaluation on the performance of one cup milk per child programme in Gicumbi District. The study was guided by stakeholder theory and resource based view theory. The research adopted a combination of descriptive and analytic research designs to assess the community's involvement in the program and evaluate its effectiveness. The target population consisted of committee members, student committees, parent committees, and program teams at the district and sector levels, with a total population size of 244 individuals. The research used purposive sampling to select participants with relevant information, and data was collected through questionnaires, interviews, observations, and documentary reviews. The collected data was analyzed using descriptive statistics, correlation analysis and multiple linear regressions. Findings on the first objective confirmed that the community's suggestions and input were considered, together with the resources that were available, while designing the One Cup Milk Per Child Programme in the Gicumbi district stated by 85.3% respondents strongly agreed and agreed. Findings on the second objective confirmed that healthier judgments about the One Cup Milk Per Child Programme in the Gicumbi District are made as a result of gathering pertinent community involvement information, stated by 89.7% respondents strongly agreed and agreed. Findings on the third objective showed the community is aware of the program's goals and objectives, which helped with the creation and execution of One Cup Milk Per Child Programme in the Gicumbi District, stated by 94.1% respondents strongly agreed and agreed. The correlation matrix results indicated there is a very strong correlation

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between program planning and performance of One Cup Milk Per Child Programme as Pearson correlation is 0.917** with the *p-value* of 0.000, which is less than standard significance levels of 0.01. This indicates that, out of the considered other factors influencing performance of One Cup Milk Per Child Programme in Rwanda, only program planning has significant and high positive effect on the performance of One Cup Milk Per Child Programme in Gicumbi district. This eventually signifies that planning for the program is very vital and assists in the management of the stakeholders. The research recommended that management of school programme for One Cup Milk Per Child should choose among best decision alternative that improve performance in the programmes in the district. Management of the program should ensure that community members have a control over the choosing and electing One Cup Milk Per Child Programme committee members in the district. Management should ensure that community is understanding the goals and objectives of the program to aid the design and implementation of One Cup Milk Per Child Programme in Gicumbi district.

Keywords: *Program planning, decision making, monitoring & evaluation, performance, Gicumbi district, Rwanda*

1.0 Background to the study

Globally, community involvement in development initiatives dates back centuries. Communities participated in cooperative initiatives before colonial governance began as a way to mobilize community resources to offer physical improvement and practical amenities for their social, political, and economic life. A society without access to the necessary finance, managerial resources, or contemporary technological trappings responded par scientifically to the demands of development and the media. As a result, these criticisms rekindled interest in local resource management and decision-making (Thomas, 2013). Since the 2014, international organizations like the World Bank have placed more focus on community involvement to promote sustainable development (Gonzales, 2014). It is currently viewed as a crucial element that might increase the likelihood that development programs would be sustained through community empowerment and capacity building (Espejo 2019). Giving those who are vulnerable, disadvantaged, and excluded from development the capacity to control their own resources is what is meant by empowerment in this context. Participation is thought to result in empowerment via capacity building, skill development, and training (Ayieke, 2015).

One cup milk per child programme has existed in the developed countries since the beginning of the 19th century (world food program (WFP), 2016). The United States of America (USA) established a school lunch program in 1946, later adding a school breakfast program (World Bank, 2008). The WFP (2019) revealed that by 2014, these programs reached 78 percent of the students in the USA each year at a total cost of more than 8 billion dollars per year. The main aim was to improve education attainment and health of children. However, this aim has not been fully achieved due to various challenges affecting the school breakfast programme. The study done by WFP (2010) found that school meals lead to cash savings as it reduces the amount of money spent in households for food purchase. This has an economical benefit to most countries that represents between four to nine percent of annual household income. School lunch allows parents to enroll and leave their children in school during the entire day which frees up time that almost 30% of

households use to expand income-earning activities. In rural areas most parents spend their time to prepare meals for their children.

World Bank (2018) highlights that children education in many African countries is greatly influenced by seasonal food shortages, as well as endemic diseases and weaknesses resulting from poor living conditions. The food insecurity is caused by harsh environmental and economic conditions, coupled with conflicts in the African continent undermining child survival (Bwonda and Njeru, 2015). Research done by World Bank (2018) found that over70 percent of children in Africa are caught up in the grip of hunger and poverty hence majority are cut out of school. Moreover, 72 percent of elementary school age children (6-11 years) have either never set foot in a classroom or dropped shortly after enrolment. World Bank (2018) explains the need to address the issue of food insecurity; otherwise, majority of these children do not get the education they deserve and develop to their potential. It is against this background that SFP were mounted in Africa, as a way of enhancing enrollment to educational programs.

In African countries, Mali launched feeding program in 2000, the national school feeding program has contributed to increase in school enrollment and retention in primary schools, especially for girls. The program promotes locally owned one cup milk per child programme, benefitting communities through community organizations, providing training, and supporting smallholder farmers (Del Rosso, 2012). One challenge is that there has not been an impact evaluation on the program, so there is no significant data on its social and economic impacts. According to Kirianki (2013), the most sustainable programs are those that respond to a community need, are locally owned and incorporate some form of parental or community involvement and in Mali school feeding programs have put schools at the heart of local development by promoting locally owned meal programs.

In Ethiopia, the SFP in Ethiopia was started in 1990 in the regions of Amhara and Tygray. The aim of the SFP is to raise and maintain school enrolment, attendance and reduce dropout rates of chronic food insecure and vulnerable children (WFP, 2019). However, lack of sustainability of the SFP has adversely affected learning of the pupils in this food insecure region, and completion rates are very low. For instance, the completion rate in Ethiopia is 38 percent (UNESCO, 2019). In Kenya, study carried out by Wamaru (2012), SFP led to an increase in enrolment in some schools while in others there have been a decline in enrolment and also the study done by Murungi (2012) indicated that 65% of children in Kenya do not attend pre-schools and suggested that provision of SFP may increase enrolments of pre-school children. Based on Murungi's findings there was need to find out whether there are SFP in all preschools in Chepalungu SubCounty.

In Rwanda, the government of Rwanda started the school feedings program (SFP) in 2016 under a partnership between parents and government to address the problem of food insecure in districts of Rwanda. School meals are a lifeline for many families. A daily school meal provides a strong incentive to send children to school and keep them there (especially girls), it helps to increase school enrollment and attendance, decrease drop-out rates, and improve learning. The aim of the school feeding program (SFP) is to raise and maintain school enrolment, attendance, decrease drop-out rates of chronic food insecure and vulnerable children (MINEDUC, 2016). The school management committees have, in many cases, a very narrow definition of their responsibilities and

do not serve the vital purpose of representing the school to the community. Currently, in most of the schools covered by the evaluation, the school is perceived as a government building and not as a community asset; hence the lack of parental involvement in the smooth run of the school feeding programme in achievement of its objective (MINEDUC, 2013).

Indeed, Kaziyanga (2018) states that feeding programs whether breakfast and lunch have positive influence on the performance of children in schools (cognitive, ability), increase school enrollment (boys and girls), attendance and participation, as well as the nutritional and health status of pupils within the community and also contributes to bridging the gap between the children from poor and rich homes. However, community participation in one cup milk per child programme in Rwanda is minimal although it enacted in all laws, policies governing the education. The Problem facing the Rwandan Government is how to accelerate community participation in educational system as lack of community participation leads to programmes failure. But the research done by Mbui and Wanjohi (2018) showed that community participation in financial planning and in monitoring and evaluation had a moderate positive influence on program performance, Therefore, this study sought to investigate whether community participation (program planning, decision making and monitoring, and evaluation have the influences on the performance of one cup milk per child programme in Rwanda, with reference selected school based ECDS in Gicumbi district

1.1 Problem Statement

In Rwanda, one cup milk per child programme is one of program set up by government to help learners' access to education especially in lower primary. The schools were facing high variation of absenteeism, poor attendance, students eating cold food and late coming in morning lessons (Nine- and Twelve-Years Basic Education) (MINEDUC, 2016). Basically, one cup milk per child programme has the potential to increase learners' friendship, increase meals at schools, improve food diet and reduce children's dropout. The one cup milk per child programme aims at improving basic education, especially by increasing enrollment, attendance and academic achievement and it contributes to reducing drop in areas of high food insecurity (WFP, 2015). WFP and USAD have significantly supported the one cup milk per child programme, supporting over 200 hundred schools nationwide. Government of Rwanda passed a one cup milk per child programme policy envisaging a school based on local purchase of commodities with a view to eventual nationwide implementation without external support (MINEDUC, 2015).

In Gicumbi District, one cup milk per child programme has the potential to increase access to twelve years basic education in lower section, reduce dropout rates, and improve academic achievement of pupils. The school community has failed to register children to the program, there is still high school dropouts, children delay morning lessons and eating cold food both home and at school, small budgets for the program, inadequate financial capacity of parents and negative attitudes of teachers and administrators towards the program. Despite the implementation of one cup milk per child programme to reduce the problems of malnutrition, and poor quality of education in twelve- and nine-years basic education at lower section in Gicumbi district; yet dropout rates is still high where, a number of learners from poor families who are left behind the program in accessing to meals at schools with complementary health and nutrition intervention, (Gicumbi District report, 2019).

The one cup milk per child programme therefore, needs to be effectively implemented by community participation in programme planning, decision making, and in monitoring and evaluation. Studies done showed that community participation especially in financial planning; monitoring and evaluation had moderate positive influences on program performance (Mumbi, 2017). There is a gap in conceptual because it did not mention how community participation in program planning, decision making and monitoring and evaluation affect performance of one cup milk per child programme in schools at lower section. Hence, this study seeks to assess the role of community participation on performance of one cup milk per child programme in Gicumbi District.

1.2 Research Objectives

The study was guided by the following specific objectives:

i. To examine the program planning on performance of one cup milk per child programme in Gicumbi district
ii. To examine the role of decision making on performance of one cup milk per child programme in Gicumbi district
iii. To evaluate the effect of monitoring & evaluation on performance of one cup milk per child programme in Gicumbi district

2.0 Literature Review

Kirianki (2013) did a study on an assessment of community participation in the sustainability of school breakfast Programme in Primary Schools: A Case of Kasese, Rwanda. The general objective of this study was to assess to sustainability of school breakfast programme in Uganda. It explored the challenges of community participation. A descriptive study design was used to collect quantitative and qualitative data adopted deliberate sampling technique. The findings revealed that at least 63.1% of the respondents feel that there is consultation in the design meaning that there is a bit of involvement necessary for sustainability and over 70.1% agree that there is committee in place that comprises representative of stakeholders which is also key to sustainability. However, this finding does not consider other factors such as community involvement in decision making how affect the sustainability of the study. Thus, it appears inconclusive to claim that the difference in enrollment between treatment and control groups was the result of the program without considering unobservable factors.

Mbui and Wanjohi (2018) studied on the influence of community participation on program performance of Rubanda water projects, Rubanda Country, Tanzania. The purpose of this study was to investigate the role of community participation in the performance of community water projects in Rauri Area, Rubanda Country, Tanzania. Specifically, the study sought to establish the influence of community participation in financial management, program governance, operations and maintenance and monitoring and evaluation on performance of Rubanda Water Project. The study adopted a descriptive survey research design. The target population was 413 respondents comprising 400 heads of household that were benefitting from Rubanda Water Project, 11 program committee members and two donors (Catholic Diocese of Kabale country Government). Proportionate stratified sampling was used to derive a sample of 211 respondents 196 household leaders, 11 program committee members and two donors.

Mwende (2016) assessed the role of community participation on the performance of development projects in Muko County in Uganda. The purpose of this study was to investigate the influence of community participation on development program performance in Muko Country, Rwanda. The objectives of the study were: to determine the influence of involvement of community in information sharing to establish the influence of involvement of community in resource contribution, to evaluate the influence of involvement of community in collective decision making and determine the influence of involvement of community in program governance on development program performance. According to Liu, (2015) states that venture awareness and resources allocation is the awareness of the program venture and acting towards the attainment of set objectives is the first step in the management planning process. Awareness enables the decision-making authority to identify available and future opportunities and plan on their effective utilization. Venture awareness also entails the understanding of organizational goals. A detailed overview of each goal should be looked at and anticipated outcomes analyzed. At this stage, objectives should be described in quantitative terms. The anticipated profit margin should rise by approximately 30 per cent. Again, it is important to note that the set goals should be allocated adequate human and financial resources for effective completion. Cernea (2015) suggested that the terms, participation in itself does not adequate address the issue of ownership of local initiatives. He argues that people who take control of their own lives through making their own choice and priorities, planning implanting, and making judgment on the project's success or failures cannot be said to have participate in development, they simplify do it. They are the actors and managers of their own economic growth, survival, and change program (Cernea, 2015).

Conceptual framework is an estimated show distinguishing the ideas under study and their connections, (Mugenda, 2013). The applied system gives an auxiliary of the relationship between the factors shaping the ideas of the study on the usage of wellbeing contributor subsidized tasks. The free factors are gathered on the left side yet not in any request of significance. Conceptual framework shows the relationship between independent and dependent variables. For this study, One Cup Milk Per Child Programme performance was the dependent variable while the independent variable is community participation which include programmes planning, decision making and monitoring and evaluation. The moderating variables for this study were government policies, and organization culture affecting program (project) performance and sustainability. The conceptual framework for the study is shown in figure 1:

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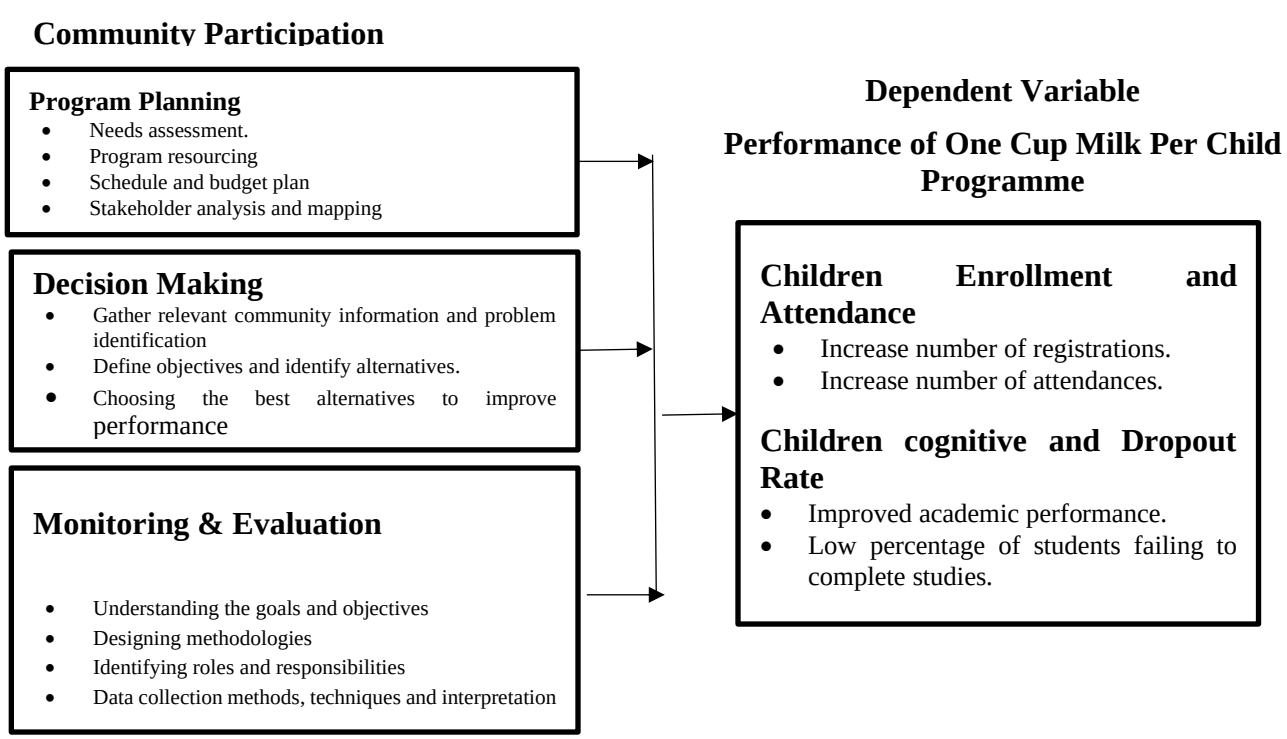
Figure 1: Conceptual framework



Source: Researcher compilation, (2022)

3.0 Research Methodology

The research study on the One Cup Milk Per Child Programme in the Gicumbi District adopted a combination of descriptive and analytic research designs to assess the community's involvement in the program and evaluate its effectiveness. The target population consisted of committee members, student committees, parent committees, and program teams at the district and sector levels, with a total population size of 244 individuals. The research used purposive sampling to select participants with relevant information, and data was collected through questionnaires, interviews, observations, and documentary reviews. The collected data was analyzed using descriptive statistics, correlation analysis, and multiple linear regressions. Ethical considerations such as informed consent, anonymity, and confidentiality were observed throughout the research process. Overall, the study aimed to provide valuable insights into the program's implementation and its impact on child welfare in the Gicumbi District.

4.0 Data Analysis, Interpretation and Conclusion

This chapter covered the presentation of the analysis of data obtained from the field through questionnaire. From the findings, the analysis and presentation were done through frequency

tables, regression and percentages aided by Statistical Package for Social Science (SPSS) (Version 23) computer software. Thereafter was a brief description of the findings guided by the Questionnaire Response Rate

Table 1: Questionnaire Response Rate

The response rate of the study indicated in Table 1.

Table 1: Response rate

Results	Frequency	Percentage (%)
Respondents	68	98.55
Non-Respondents	01	01.45
Total	**69**	**100.00**

Source: Survey Field Data (2023)

Questionnaires were distributed to 69 randomly selected respondents out of sample from all study population. From the 69 questionnaires, 68 were filled and returned, giving 98.55% response rate. This compares well with Atieno, (2019) research study, out of the 130 questionnaires sent out, all were returned giving 100% response rate. 2% never returned the questionnaires in time. It was not easy to collect questionnaires from respondents on the collection date due to unavoidable circumstances such as maternity leave and sickness.

4.2 Descriptive Statistical Results

According to Rwanda National Food and Nutrition Policy (2018) the programme of subsidizing secondary school tuition by providing meals was slated to continue and expand. A feeding programme for highly vulnerable districts formerly supplied with food from WFP was moving toward closedown with only about 80 schools covered. When implemented on a large scale the Programme had benefits to the educational system, to pupils, and to small scale farmers in the communities. It is therefore this section presents the perceptions of respondents on the influences of the program planning on the performance of One Cup Milk Per Child Programme in Gicumbi district; the influences of decision making on the performance of One Cup Milk Per Child Programme in Gicumbi district; and effect of the monitoring and evaluation on the performance of One Cup Milk Per Child Programme in Gicumbi district.

4.2.1 Findings on the influences of program planning on performance of One Cup Milk Per Child Programme in Gicumbi district

Planning remains a management process concerned with crucial goals for a concern's future direction and determining the resources required to achieve those goals. Running planning process is a step-by-step guide to creating a realistic organizational plan to meet set goals after assessment of available resources. Findings showed the influences of program planning on the performance of One Cup Milk Per Child Programme in Gicumbi district based on the need's assessment; program resourcing; schedule and budget plan; and stakeholder analysis and mapping of the programme. All perceptions from respondents during the survey on influences of program

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planning on the performance of One Cup Milk Per Child Programme in Gicumbi district are presented in Table 2

Table 2: Perceptions of respondents on influences of program planning on Performance

Program planning on the performance of One Cup Milk Per Child Programme	SA		A		N		D		SD		Mean	Std Dev.
	fi	%	fi	%	fi	%	fi	%	fi	%		
The community's suggestions and input were considered, together with the resources that were available, while designing the feeding programs in the Gicumbi District.	29	**42.6**	29	**42.6**	3	**4.4**	4	**5.9**	3	**4.4**	1.8676	1.04958
The management plan specifies the type and quantity of personnel needed to carry out the One Cup Milk Per Child Programme in the Gicumbi District and achieve the organization's goals.	38	**55.9**	18	**26.5**	6	**8.8**	4	**5.9**	2	**2.9**	1.7353	1.04550
The community is informed about the schedule, budget, and planning process for the district	34	**50.0**	23	**33.8**	4	**5.9**	5	**7.4**	2	**2.9**	1.7941	1.04466
The Gicumbi District consults with all pertinent parties during the planning stages of its One Cup Milk Per Child Program.	38	**55.9**	24	**35.3**	2	**2.9**	2	**2.9**	2	**2.9**	1.6176	.91471
Overall Average											**1.7536**	**1.0136**

Source: Primary Data, Field results (2023)

Findings on Table 2 confirmed that the community's suggestions and input were considered, together with the resources that were available, while designing the One Cup Milk Per Child Programme in the Gicumbi district stated by 85.3% respondents strongly agreed and agreed. The management plan specifies the type and quantity of personnel needed to carry out the One Cup Milk Per Child Programme in the Gicumbi District and achieve the organization's goals, confirmed by 82.4% respondents from in Gicumbi district. The community is informed about the schedule, budget, and planning process for the district, stated by 83.8% respondents. The Gicumbi District consults with all pertinent parties during the planning stages of its One Cup Milk Per Child Programme, confirmed by 91.2% respondents.

According to findings from program planning in One Cup Milk Per Child Programme of Gicumbi district has presented overall average of ($\bar{x}$ =1.7536 and SDEV=1.0136) in stimulating the performance of One Cup Milk Per Child Programme in Gicumbi district; that means there is moderate mean and evidence of the existence of the fact and heterogeneity of responses. However there are different influences of program planning affected performance of One Cup Milk Per Child Programme in Gicumbi district that include community's ideas and contributions that are considered in in the design and assessment of available resources of One Cup Milk Per Child Programme; the management plan and identifies the number of staff and type of staff that are required to meet the organization's objectives hence coming up performance of programmes; the community is informed about schedule time, budget plan and planning process of One Cup Milk

Per Child Programme in Gicumbi district, and all relevant stakeholders are consulted about planning processes of One Cup Milk Per Child Program in Gicumbi District.

According to findings from program planning in One Cup Milk Per Child Program of Gicumbi District has presented overall average of ($\bar{x}$ =1.7536 and SDEV=1.0136) in stimulating the performance of One Cup Milk Per Child Program in the district; that means there is moderate mean and evidence of the existence of the fact and heterogeneity of responses. However there are different influences of program planning affected performance of One Cup Milk Per Child Program in Gicumbi district that include community's ideas and contributions that are considered in in the design and assessment of available resources of One Cup Milk Per Child Program; the management plan and identifies the number of staff and type of staff that are required to meet the organization's objectives hence coming up performance of One Cup Milk Per Child Program; the community is informed about schedule time, budget plan and planning process of One Cup Milk Per Child Programme in the district, and all relevant stakeholders are consulted about planning processes of One Cup Milk Per Child Program.

According to the study of Jyoti and Sonya, (2015) feeding programmes when designed with micronutrients in mind, can greatly improve the children's micronutrient status and improve their class attendance, retention, and participation. To alleviate this type of hunger the designers of the feeding programmes must make sure that the diet contains the three micronutrients are linked to mental and learning capacity accompanied by the need's assessment; program resourcing; schedule and budget plan; and stakeholder analysis and mapping of the programme that influence the attendance of children with reduced hunger due to One Cup Milk Per Child Program leading to improved learning performance.

4.2.2 Findings on perceptions of respondents on effects of decision making on performance

Literally, people who take control of their own lives through making their own choice and priorities, planning establishing, and making judgment on the project's success or failures cannot be said to have participate in development, they simplify do it. They are the actors and managers of their own economic growth, survival, and change program. Findings on perceptions from respondents argued that effects of decision making on performance of One Cup Milk Per Child Program in Gicumbi district based on gathering relevant community information and problem identification; defining objectives and identify alternatives; and choosing the best alternatives to improve performance as detailed in Table 3

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Table 3: Findings on perceptions on effects of decision making on performance

Decision making and performance of One Cup Milk Per Child Program	SA		A		N		D		SD		Mean	Std Dev.
	fi	%	fi	%	fi	%	fi	%	fi	%		
Healthier judgments about the One Cup Milk Per Child Programme in the Gicumbi District are made as a result of gathering pertinent community involvement information.	50	73.5	11	16.2	4	5.9	2	2.9	1	1.5	1.4265	.85197
The effectiveness of the One Cup Milk Per Child Programme in the Gicumbi District is attributable to the discovery of different concepts for community engagement in project decision-making.	37	54.4	26	38.2	1	1.5	2	2.9	2	2.9	1.6176	.89825
Choose from many options to enhance the effectiveness of the One Cup Milk Per Child Programme in Gicumbi District.	27	39.7	35	51.5	2	2.9	3	4.4	1	1.5	1.7647	.83071
Community members in the Gicumbi District have control over which One Cup Milk Per Child Programme are implemented.	35	51.5	28	41.2	2	2.9	2	2.9	1	1.5	1.6176	.81092
Overall Average											1.6066	0.8479

Source: Primary Data, Field results (2023)

Findings on table 3 confirmed that healthier judgments about the One Cup Milk Per Child Programme in the Gicumbi District are made as a result of gathering pertinent community involvement information, stated by 89.7% respondents strongly agreed and agreed. The effectiveness of the One Cup Milk Per Child Programme in the Gicumbi district is attributable to the discovery of different concepts for community engagement in project decision-making, confirmed by 92.6% respondents. Choose from many options to enhance the effectiveness of the programs in the Gicumbi District, stated by 91.2% respondents. Community members in the Gicumbi District have control over which One Cup Milk Per Child Programme are implemented, stated by 92.6% respondents.

According to findings from decision making in One Cup Milk Per Child Programme in the Gicumbi district has presented overall average of ($\bar{x}$ =1.6066 and SD=0.8479) in influencing the performance of One Cup Milk Per Child Programme in the Gicumbi district; that means there is moderate mean and evidence of the existence of the fact and homogeneity of responses. However the effects of decision making on performance of One Cup Milk Per Child Programme in the Gicumbi district supported by the researcher by confirming that they have gathered relevant community participation information leads to better decisions making of One Cup Milk Per Child Programme in the Gicumbi district; the efficiency One Cup Milk Per Child Programme in the Gicumbi district is due to identification of the alternatives community participation ideas towards making decisions for the program; choosing among alternatives to improve performance of One Cup Milk Per Child Programme in the Gicumbi district; and community members have the control over the choice of the One Cup Milk Per Child Programme in the Gicumbi district Committee members in Gicumbi District.

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According to study of Bhatanagar and Williams (2012) argued that if people in a community are involved in all phases of an activity especially if they are involved in the decision making of each phase, the activity is theirs; they have invested their time, talents and other resources, thus, they have ownership of the activity followed by gathering relevant community information and problem identification; defining objectives and identify alternatives; and choosing the best alternatives to improve performance. They therefore are responsible for its outcome, and local leaders have the responsibility for ongoing activities in a community, for example, One Cup Milk Per Child Programme in the Gicumbi district. They represent and understand the people and culture and are probably aware of community needs and working with local leadership that is usually essential if one is to deliver effective assistance.

4.2.3 Findings on influences of monitoring and evaluation on the performance

Findings stated monitoring and evaluation are significant management tools used to track progress of a program and facilitate decision making. Monitoring is as a continuing function aims primarily to deliver the management and main stakeholders of an ongoing intervention with early indications of progress, in the achievement of results. The results showed that the influences of monitoring and evaluation on performance of One Cup Milk Per Child Programme in the Gicumbi district based on understanding the goals and objectives; designing methodologies; identifying roles and responsibilities; and data collection methods, techniques and interpretation as detailed in table 4

Table 4: Findings on influences of monitoring and evaluation on the performance

Monitoring and evaluation and performance of One Cup Milk Per Child Programme	SA		A		N		D		SD		Mean	Std Dev.
	fi	%	fi	%	fi	%	fi	%	fi	%		
The community is aware of the program's goals and objectives, which will help with the creation and execution of One Cup Milk Per Child Programme in the Gicumbi District.	38	55.9	26	38.2	0	0.0	2	2.9	2	2.9	1.5882	.8849
The community is given a thorough explanation of the policies, processes, and staff duties pertaining to the programs in the Gicumbi District.	40	58.8	24	35.3	2	2.9	1	1.5	1	1.5	1.5147	.7628
The relevance of data gathering methods, strategies, and interpretation in relation to policies on community involvement in One Cup Milk Per Child Programme is explained to school officials.	34	50.0	25	36.8	5	7.4	2	2.9	2	2.9	1.7206	.9438
To improve the effectiveness of the district's schools, quarterly evaluations and audits of school meals and One Cup Milk Per Child Programme are conducted.	38	55.9	15	22.1	3	4.4	7	10.3	5	7.4	1.9118	1.301
Overall Average											**1.6838**	**0.97312**

Source: Primary Data, Field results (2023)

Findings in table 4 show the community is aware of the program's goals and objectives, which will help with the creation and execution of One Cup Milk Per Child Programme in the Gicumbi District, stated by 94.1% respondents strongly agreed and agreed. The community is given a

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thorough explanation of the policies, processes, and staff duties pertaining to the One Cup Milk Per Child Programme in the Gicumbi district confirmed by 94.1% respondents. The relevance of data gathering methods, strategies, and interpretation in relation to policies on community involvement in programs is explained to school officials, stated by 86.8% respondents. To improve the effectiveness of the district's schools, quarterly evaluations and audits of school meals and One Cup Milk Per Child Programme are conducted, confirmed by 77.9% respondents.

According to findings from monitoring and evaluation of One Cup Milk Per Child Programme has presented overall average of ($\bar{x}$ =1.6838 and SD=0.97312) in affecting the performance of One Cup Milk Per Child Programme; that means there is moderate mean and evidence of the existence of the fact and homogeneity of responses. However, opinion's results for influences of monitoring and evaluation on performance of One Cup Milk Per Child Programme are community which is understanding the goals and objectives of the program to aid the design and implementation of One Cup Milk Per Child Programme; community is provided a detailed identification description of the procedures and staff responsibilities about One Cup Milk Per Child Programme in Gicumbi district; the school administrators are informed about the importance of data collection methods, techniques and interpretation relating to policies on community participation towards One Cup Milk Per Child Programme; and evaluation and auditing of feeding is done quarterly for better performance of schools in Gicumbi district.

A program that has grown via a participatory process of identification, planning, and execution should, according to the study by Barasa and Jelagat (2013), be evaluated in the same spirit with the key stakeholders keeping a vital role throughout the process. Participatory M&E is a process that allows stakeholders at different levels to monitor or evaluate a specific project, program, or policy, share control over the content, the process, and the results of M&E activity, and take or identify corrective actions. It also assistances stakeholders understand the goals and objectives, design methodologies, identify roles and responsibilities, data collection methods, and techniques, as well as interpret One Cup Milk Per Child Programme.

4.2.4 Perceptions of respondents on performance of One Cup Milk Per Child Programme

Study findings show that Cup Milk Per Child Programme is a scheduled activity designed to provide food to children such as those in pre-schools and lower primary. It provides enough nutritious and a balanced diet to a selected group of children to foster their holistic growth and development, including school enrollment, attendance, and retention. Program provides meals that provide high-energy such as biscuits or snacks aimed at generating greater impact on school enrolment, retention rates and reduce gender or social gaps. Table 4.8 shows the perceptions of respondents on the performance of Cup Milk Per Child Programme in Gicumbi district, confirmed by the children enrollment and attendance which increased number of registrations, and increased number of attendances. Children cognitive and dropout rate in terms of improved academic performance; and low percentage of students failing to complete studies.

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Table 5: Perception of respondents on performance of One Cup Milk Per Child Program

The performance of One Cup Milk Per Child Program	SA		A		N		D		SD		Mean	Std Dev.
	fi	%	fi	%	fi	%	fi	%	fi	%		
Children number of enrollment has increased through implementation of One Cup Milk Per Child Program in the district in terms of improved number of registration and increase number of student's attendance.	38	55.9	18	26.5	6	8.8	3	4.4	3	4.4	1.7500	1.084
Children cognitive level has improved in terms of academic performance and reduced student's dropout rate through implementation of One Cup Milk Per Child Program in Gicumbi District over the last 3 years.	30	44.1	28	41.2	5	7.4	3	4.4	2	2.9	1.8088	.9659
Overall Average											**1.7794**	**1.02495**

Source: Primary Data, Field results (2023)

Findings on table 5 show that Children number of enrollment has increased through implementation of One Cup Milk Per Child Program in the district in terms of improved number of registration and increase number of student's attendance, stated by 82.4% respondents strongly agreed and agreed. Children cognitive level has improved in terms of academic performance and reduced student's dropout rate through implementation of One Cup Milk Per Child Program in Gicumbi District over the last 3 years, confirmed by 85.3% respondents. According to findings on the performance show overall average of ($\bar{x}$ =1.7794 and SD=1.02495) in One Cup Milk Per Child Program in Gicumbi district; that means there is moderate mean and evidence of the existence of the fact and heterogeneity of responses.

According to the study of Oyefade (2014) feeding program based on different perspectives, in-school meals, and take-home rations where families are given food if their children attend school; in-school meals have been the most popular modality of the feeding interventions. Performance of One Cup Milk Per Child Program is the ability of a program to deliver intended outcomes such as increasing children's enrolment, increasing children's attendance, reducing dropout rate, and increasing children's comprehension/retention of learning content and alleviate hunger in schools while meeting the constraints of scope, cost, and quality.

4.3 Correlation Matrix and Regression Analysis test

4.3.1 Correlation Matrix Results

A correlation matrix is a table showing correlation coefficients between variables. Each cell in the table shows the correlation between two variables. Each random variable (Xi) in the table is correlated with each of the other values in the table (Xj). Findings show correlation matrix results in table 6.

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Table 6: Correlation Matrix Results

		Program Planning	Decision Making	Monitoring and Evaluation	Community Participation	Performance of the Programme
Program Planning	Pearson Correlation	1.000				
	Sig. (2-tailed)					
	N	68				
Decision Making	Pearson Correlation	.783**	1			
	Sig. (2-tailed)	.000	.000			
	N	68	68			
Monitoring and Evaluation	Pearson Correlation	.866**	.919**	1		
	Sig. (2-tailed)	.000	.000			
	N	68	68	68		
Community Participation	Pearson Correlation	.941**	.934**	.975**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	68	68	68	68	
Performance of the Programmes	Pearson Correlation	.917**	.877**	.941**	.962**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	68	68	68	68	68

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

From the correlation matrix Table, the results show that there is a very strong correlation between program planning and performance of One Cup Milk Per Child Program as Pearson correlation is 0.917** with the p-value of 0.000, which is less than standard significance levels of 0.01. This indicates that, out of the considered other factors influencing performance of One Cup Milk Per Child Program in Rwanda, only program planning has significant and positive effect on the performance of One Cup Milk Per Child Program in Gicumbi district. The results showed that there is very strong correlation between decision making and performance of One Cup Milk Per Child Program in Gicumbi district as Pearson correlation is .877**. The p-value is 0.000, which is less than standard significance levels of 0.01. This indicates that, when ignore other factors affecting performance of One Cup Milk Per Child Programme in Rwanda, only decision making has significant influence on performance of One Cup Milk Per Child Program in Gicumbi district.

From the correlation Table, the results show that there is very strong correlation between monitoring and evaluation and performance of One Cup Milk Per Child Program in Gicumbi district as Pearson correlation is .941**. The *p-value* is 0.000, which is less than standard significance levels of 0.01. This indicates that, out of other factors influencing of performance of One Cup Milk Per Child Program in Rwanda, only monitoring and evaluation has significant relationship with performance of One Cup Milk Per Child Program the district. Generally, table 4.10 revealed that, *p-value* is 0.000, which is less than standard significance levels of 0.01. The results from correlation matrix analysis showed relationship between community participation and performance of One Cup Milk Per Child Program in Gicumbi district with a Pearson correlation value of .962** and it is significant, the researcher proved that there is very high and positive relationship between community participation and performance of One Cup Milk Per Child Program in Gicumbi district.

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4.3.2 Regression Analysis Test

Regression analysis is a form of predictive modelling technique which investigates the relationship between a dependent (target) and independent variable(s) (predictor). This section testing research hypotheses as follows.

4.3.2.1 Testing Ho1:

"There is no significant influence of program planning on performance of One Cup Milk Per Child Program in Gicumbi district."

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917[a]	.841	.838	.79358

a. Predictors: (Constant), Program Planning

Table 7 shows the value of R-square in this study is 84.1% means that the proportion of performance of One Cup Milk Per Child Program in Gicumbi district (dependent variable) is explained by the independent variables (Program Planning) at 84.1%. This indicates that the model is very strong, as the independent variable highly explain the dependent variable. The adjusted R-square is used to compensate for additional variable in the model. In this case, the adjusted R-square is 83.8% for performance of One Cup Milk Per Child Program in Gicumbi district.

Table 8: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	219.200	1	219.200	348.063	.000[b]
	Residual	41.565	66	.630		
	Total	**260.765**	**67**			

a. Dependent Variable: Performance of One Cup Milk Per Child Programme

b. Predictors: (Constant), Program Planning

In this case, from the ANOVA Table 8, *p-value* is 0.000 which is less than the 0.001, set as standard significance levels with fit level of 348.063. This means that null hypothesis stated that there is no significant influence of program planning on performance of One Cup Milk Per Child Program in Gicumbi district, was rejected and goes by the alternative hypothesis, which states that the independent variable affects performance of One Cup Milk Per Child Program in Gicumbi district.

Table 9: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(**Constant**)	.212	.204		1.042	.301
	Program Planning	.477	.026	.917	18.656	.000

a. Dependent Variable: Performance of One Cup Milk Per Child Program in Rwanda

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$Y = \alpha+\beta_1X_1+ €$

Y=Dependent variable–Performance of One Cup Milk Per Child Program
α=Constant €=Error

β =Coefficient of the Disbursement

X_1 = Program Planning

Y = 0.212+ 0.917 (Program Planning) + 0.026

The regression equation shows that performance of One Cup Milk Per Child Program in Rwanda will always depend on a constant factor of 0.212 regardless of the existence of other factors. The other variables explain that; every unit increase in program planning will increase performance of One Cup Milk Per Child Program in Gicumbi district by a factor of 0.917.

4.3.2.2 Testing Ho2:

"There is no significant effect of decision making on performance of One Cup Milk Per Child Program in Gicumbi district"

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.877[a]	.769	.765	.95599

a.Predictors:(Constant), Decision

Table 10 shows the value of R-square in this study is 76.9% means that the proportion of performance of One Cup Milk Per Child Program (dependent variable) is explained by the independent variables (Decision making) at 76.9%. This indicates that the model is very strong, as the independent variable highly explain the dependent variable. The adjusted R-square is used to compensate for additional variable in the model. In this case, the adjusted R-square is 76.5% for performance of One Cup Milk Per Child Program in Gicumbi district.

Table 11: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	200.446	1	200.446	219.325	.000[b]
	Residual	60.319	66	.914		
	Total	260.765	67			

a. Dependent Variable: Performance of One Cup Milk Per Child Program

b. Predictors: (Constant), Decision making

In this case, from the ANOVA Table 11, *p-value* is 0.000 which is less than the 0.001, set as standard significance levels with level of fit equals 219.325. This means that we cannot accept null hypothesis stated that "There is no significant effect of decision making on performance of One

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Cup Milk Per Child Program in Gicumbi district"; and we go with the alternative hypothesis, which states that there is significant and positive effect of decision making on performance of One Cup Milk Per Child Program in Gicumbi district.

Table 12: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.626	.305		-2.050	.044
	Decision Making	.651	.044	.877	14.810	.000

a. Dependent Variable: Performance of One Cup Milk Per Child Program

$Y = \alpha+\beta_2X_2+ €$

Y=Dependent variable–Performance of One Cup Milk Per Child Program
α=Constant €=Error

β =Coefficient of the Disbursement

X_2 = Decision Making

Y = -0.626+ 0.877 (decision making) +0.044

The regression equation shows that performance of One Cup Milk Per Child Program in Gicumbi district in Rwanda will always depend on a constant factor of -0.626 regardless of the existence of other factors and this means that without community involvement performance very poor due to factor of -0.626. The other variables explain that; every unit increase in decision making will increase performance of One Cup Milk Per Child Program by a factor of 0.877.

4.3.2.3 Testing Ho3:

"There is no significant influences of Monitoring and Evaluation on performance of One Cup Milk Per Child Program in Gicumbi district."

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.941[a]	.886	.884	.67081

a. Predictors: (Constant), Monitoring and Evaluation

Table 13 shows the value of R-square in this study is 88.6% means that the proportion of performance of One Cup Milk Per Child Program in Gicumbi district (dependent variable) is explained by the independent variables (monitoring and evaluation) at 88.6%. This indicates that the model is very strong, as the independent variable highly explain the dependent variable. The

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adjusted R-square is used to compensate for additional variable in the model. In this case, the adjusted R-square is 88.4% for performance of One Cup Milk Per Child Program in Gicumbi district.

Table 14: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	231.065	1	231.065	513.489	.000[b]
	Residual	29.699	66	.450		
	Total	260.765	67			

a. Dependent Variable: Performance of One Cup Milk Per Child Programme

b. Predictors: (Constant), Monitoring and Evaluation

In this case, from the ANOVA Table 14, *p-value* is 0.000 which is less than the 0.001, set as standard significance levels with fit level of 513.489. This means that null hypothesis stated that there is no significant influences of monitoring and evaluation on performance of One Cup Milk Per Child Program in Gicumbi district, was rejected and goes by the alternative hypothesis, which states that the independent variable influences performance of One Cup Milk Per Child Program in Gicumbi district.

Table 15: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.062	.174		.355	.723
	Monitoring and Evaluation	.519	.023	.941	22.660	.000

a. Dependent Variable: Performance of One Cup Milk Per Child Programme

$Y = \alpha+\beta_3X_3+ €$

Y=Dependent variable–Performance of One Cup Milk Per Child Programme
α=Constant €=Error

β =Coefficient of the Disbursement

X_3 = Monitoring and Evaluation

Y = 0.062+ 0.941 (Monitoring and Evaluation) + 0.023

The regression equation shows that performance of One Cup Milk Per Child Program in Gicumbi district in Rwanda will always depend on a constant factor of 0.062 regardless of the existence of

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other factors. The other variables explain that; every unit increase in monitoring and evaluation will increase performance of One Cup Milk Per Child Program by a factor of 0.941.

4.4 Joint Model: Community participation on performance of one cup milk per child programme in Rwanda

Multiple regression analysis was conducted to investigate the statistical effect of community participation on the performance of one cup milk per child programme in Rwanda using the model below:

$$Y_{ocm} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

The independent variables (X_1-X_3) under consideration included program planning, decisions making and monitoring & evaluation.

4.4.1 Testing Ho:

"There is no significant influence of community participation on the performance of one cup milk per child programme in Gicumbi district."

Table 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949[a]	.900	.882	.34001

a. Predictors: (Constant), program planning, decisions making, monitoring & evaluation

Table 16 shows the value of R-square in this study is .900 (90.0%) means that the fraction of performance of one cup milk per child programme (dependent variable) is explained by the independent variables (community participation) at 90.0%. This indicates that the model is very strong, as the independent variable highly explain the dependent variable. The adjusted R-square is used to compensate for additional variable in the model. In this case, the adjusted R-square is 88.2% for performance of one cup milk per child programme in Gicumbi district.

Table 17: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.700	1	5.567	48.153	.000[b]
	Residual	1.850	67	.116		
	Total	**18.550**	**68**			

a. Dependent Variable: performance of one cup milk per child programme

b. Predictors: (Constant), program planning, decisions making, monitoring & evaluation

Basing on ANOVA Table 17, *p-value* is 0.000 which is less than the 0.05, set as standard significance levels with fit level of 48.153. This means that null hypothesis stated that there is no significant influence of community involvement on performance of one cup milk per child

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programme in Gicumbi district, was rejected and goes by the alternative hypothesis, which states that the independent variable influences performance of one cup milk per child programme in Gicumbi district in terms of number of children enrolled has grown in terms of both registration and student attendance.

Table 18: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(**Constant**)	.088	.228		.387	.704
	Program planning	.340	.198	.431	1.718	.105
	Decisions making	.032	.259	.036	.122	.904
	Monitoring & evaluation	.665	.165	.555	4.023	.001

a. Dependent Variable: Performance of one cup milk per child programme

$$Y_{PI} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

$\mathbf{Y_{OCM}}$ = Performance of one cup milk per child programme

$\boldsymbol{\alpha}$=Constant

$\boldsymbol{\varepsilon_{(1\text{-}3)}}$ =Error

$\boldsymbol{\beta_{(1\text{-}3)}}$ =Coefficient of the Disbursement

$\mathbf{X_1}$ = Program planning

$\mathbf{X_2}$ = Decisions making

$\mathbf{X_3}$ = Monitoring & evaluation

Y = .088 + .340 (Program planning) + .032(Decisions making) + .665(Monitoring & evaluation) + 0.622

The multiple regression equation demonstrates that one cup milk per child programme performance in Rwanda will always depend on a constant factor of .088 regardless of the existence of other factors. The other variables explain that; every unit increase in monitoring & evaluation will increase one cup milk per child programme performance by a factor of .665, followed by unit change by a factor of .340 in program planning and decisions making by .032. This signifies that proper involvement of community by participating in monitoring and evaluating the performance of one cup milk per child programme will effectively increase in the country in the public schools.

5.0 Conclusion

According to the findings on correlation matrix, it is indicated there is a very strong correlation between program planning and performance of One Cup Milk Per Child Programme as Pearson

correlation is 0.917** with the *p-value* of 0.000, which is less than standard significance levels of 0.01. This indicates that, out of the considered other factors influencing performance of One Cup Milk Per Child Programme in Rwanda, only program planning has significant and high positive effect on the performance of One Cup Milk Per Child Programme in Gicumbi district. This eventually signifies that planning for the program is very vital and assists in the management of the stakeholders. The results showed that there is very strong correlation between decision making and performance of the programmes in Gicumbi district as Pearson correlation is .877**. The *p-value* is 0.000, which is less than standard significance levels of 0.01. This indicates that, when ignore other factors affecting performance of the programmes in Rwanda, only decision making has significant influence on performance of One Cup Milk Per Child Programme in Gicumbi district. The results also show that there is very strong correlation between monitoring and evaluation and performance of One Cup Milk Per Child Programme in the District as Pearson correlation is .941**. The *p-value* is 0.000, which is less than standard significance levels of 0.01. This indicates that, out of other factors influencing of performance of One Cup Milk Per Child Programme in Rwanda, only monitoring and evaluation has significant relationship with performance of the programmes in district.

As for conclusion, study findings confirmed generally that *p-value* is 0.000, which is less than standard significance levels of 0.01. The results from correlation matrix analysis showed relationship between community participation and performance of One Cup Milk Per Child Programme in Gicumbi district with a Pearson correlation value of .962** and it is significant, the researcher proved that there is very high and positive relationship between community participation and performance of One Cup Milk Per Child Programme in Gicumbi district. The study thus concluded that the community participation in program planning, followed by monitoring and evaluation, and decision making respectively increased the performance of One Cup Milk Per Child Programme in terms of children enrollment and attendance such as increase number of registrations and increase number of attendances as well as in terms of improved level of children cognitive and reduced dropout rate in terms of improved academic performance and low percentage of students failing to complete studies in Rwanda.

6.0 Recommendations

Given the importance of the One Cup Milk Per Child Programme in education in Rwanda and especially in Gicumbi district, there is a need to sustain this program to strengthen its support to education as a key economic pillar for economic development in Rwanda.

A healthy nation would provide a vibrant working environment for One Cup Milk Per Child Programme and so that it functions effectively through the country in terms of level of children enrollment and attendance and improved children cognitive and reduced dropout rate. Therefore, the management of the program should put emphasis in the community to be informed about schedule time, budget plan and planning process of One Cup Milk Per Child Programme in the district. School management should gather relevant community participation information that leads to better decisions making in One Cup Milk Per Child Programme meetings in the district.

Management of school programme for One Cup Milk Per Child should choose among best decision alternative that improve performance in the programmes in the district. Management of the

program should ensure that community members have a control over the choosing and electing One Cup Milk Per Child Programme committee members in the district. Management should ensure that community is understanding the goals and objectives of the program to aid the design and implementation of One Cup Milk Per Child Programme in Gicumbi district.

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