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The Contributive Impacts of Food for Education Programme on Educational Sustainable Achievement in Primary Schools in Adamaoua region of Cameroon

A Dissertation submitted in partial fulfilment of the requirements for the award of a Masters' Degree in Educational Management

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APPROVAL PAGE

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CERTIFICATION

This is to certify that **CHII JOY KUH** worked on “*The Contributive Impacts of Food for Education Programme on educational sustainable achievement in Primary Schools in Adamawa Region of Cameroon*”. This is an original research project submitted for an award of a master’s in Educational Management in the department of Curriculum and Evaluation (Educational Management), Faculty of Education at the University of Yaoundé I. Also, it is certified that the dissertation represents an independent research work of the student and has not been submitted for an award of any other degree.

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DEDICATION

To My Family.

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LIST OF ABBREVIATIONS AND ACRONYMS

AADP	: Agriculture Development Programme
CFSVA	: Comprehensive Food Security and Vulnerable Analysis
CP	: Contingency Planning
FAO	: Food and Agriculture Organisation
FFEP	: Food for Education Programme
FGD	: Focus Group Discussion
NEPAD	: New Partnership of Africa's Development
NGO	: Non-Governmental Organisation
NSNP	: National School Nutrition Programme
PTA	: Parents Teachers Association
SCF	: School Feeding Programme
SE	: Strategic Evaluation
SEA	: Sustainable Education Achievement
SM	: Sustainable Management
UNEP	: United Nations Environmental Programmes
UNHTF	: United Nation Hunger Task Forces
USDA	: U.S Department Agency
WFP	: World Food Programme
AU	: African Union

ABSTRACT

The main objective of this study is to investigate the Contributive impact of the Food for Education Program on the educational sustainable achievement in Primary Schools in Adamawa region of Cameroon. The concepts adopted in the exploration of this study were: contingency planning, sustainable management, strategic evaluation and sustainable educational achievement. These concepts are fundamental in the sustainable management of food for education project and the overall education projection. The theories use in this study was: contingency theory, stakeholders' theory and the complexity theory. These explain the concepts in the context of the implementation of food for education programme. The study adopted qualitative research approach with case study research design. The analyses are done based on the sample of 10 stakeholders representing the projection at the organisational, school and community level. A structured interview guide and a passive observation were used for data collected. The data was made up of natural transcripts of the respondents, documents and field pictorial snaps shots. The data was presented and analysed based on the qualitative hermeneutic-interpretative approach from which the thematic concerns and content are based on the informant point of view. After analysis and discussion of findings of this we hypothesised as follow: H_{A1}: contingency planning has a significant impact on sustainable educational achievement in primary schools in Adamaoua region of Cameroon. H_{A2}: sustainable management from the stakeholder's perspective has a significant impact on sustainable educational achievement in primary schools in Adamaoua region of Cameroon. H_{A3} strategic evaluation from the complexity management view has a significant contribution to sustainable educational achievement in primary schools in region Adamaoua of Cameroon. From these hypotheses, a Model was developed for the conception and development of educational projects. This model is called CREEPF MODEL of educational sustainable achievement (conception - realisation - evaluation foresight). Therefore, the stakeholder, contingency and complexity approaches contributed tremendously in the effective implementation of food for education programmes and sustainable educational achievement in Cameroon primary sector of education.

Key concepts: food for education programme, contingency planning, sustainable management, strategic evaluation and educational achievement.

RESUME

L'objectif principal de cette étude est d'étudier l'impact contributif du programme "Food for education" sur la durabilité de l'éducation dans les écoles primaires de la région d'Adamaoua au Cameroun. Les concepts adoptés dans l'exploration de cette étude étaient : la planification de l'urgence, la gestion durable, l'évaluation stratégique et la réussite scolaire. Ces concepts sont fondamentaux dans la gestion durable du projet vivre pour l'éducation and projet global de l'éducation. Les théories utilisées dans cette étude étaient ; la théorie de la contingence, la théorie des parties prenantes et la théorie de la complexité. Ceux-ci expliquent les concepts dans le contexte de la mise en œuvre du programme vivre pour l'éducation. L'étude a adopté une approche de recherche qualitative d'étude de cas. Les analyses sont effectuées sur la base de l'échantillon de 10 parties prenantes représentant le projet au niveau organisationnel, scolaire et communautaire. Un guide d'entretien structuré et une observation passive ont été adoptés pour les données recueillies. Les données étaient constituées de transcriptions naturelles des répondants, de documents et d'instantanés picturaux de terrain. Les données ont été présentées et les analyses basées sur l'approche qualitative herméneutique-interpretative à partir de laquelle les préoccupations thématiques and le contenu sont basés sur les points des répondants. Après les analyses et les discussions ces résultats nous avons émis les hypothèses suivantes : HA1 la planification d'urgence a un impact significatif sur la réussite scolaire durable dans les écoles primaires de la région d'Adamaoua au Cameroun. HA2 la gestion durable du point de vue des parties prenantes a un impact significatif sur la réussite scolaire durable dans les écoles primaires de la région d'Adamaoua au Cameroun. HA3 l'évaluation stratégique du point de la gestion de la complexité a une contribution significative à la réussite scolaire durable dans les écoles primaires de la région d'Adamawa au Cameroun. A partir de ces hypothèses, un modèle a été développé pour la conception et le développement des projets éducatifs, ce modèle est appelé MODELE CREEPF de l'éducation durable (conception –réalisation – évaluation perspective). Par conséquent, les approches des parties prenantes, de la contingence et de la complexité ont énormément contribué à l'efficacité de la mise en œuvre de programmes vivre pour l'éducation et la réussite scolaire durable dans le secteur primaire de l'éducation au Cameroun.

Mots-clés : programmes vivre pour l'éducation, planification d'urgence, gestion durable, évaluation stratégique et réussites scolaires.

CHAPTER ONE

INTRODUCTION

Background to the Study

In developing countries wherein food scarcity is a seeming reality, food for education programme is an indispensable strategy for determining educational achievement for sustainable development.

The contextual Background to the study

The recent environmental variations and sustainable socio-economic development challenges are read in different dimensions across regions of the world (Cruz, 2020). The climatic changes, growing population and rising food prices makes it difficult for households to provide food that is sufficiently safe and nutritious to meet the dietary needs of children in Africa and in Cameroon in particular (Cruz, 2020). The feeding habits of many Cameroonian households depend greatly on the educational level of the parent and the availability of food stuffs (Alderman et al, 2010). The local communities still experience a low rate of school enrolment and attendance due to lack of mobilisation resources (material, human and financial). This explains why school feeding programmes can be an important mechanism in mitigating these challenges (Alderman et al, 2010).

The Food and Agricultural Organization (FAO) recognizes Cameroon as a low-income food deficit country (FAO, 2018). In this light, the Borgen project, (2018) highlight two major factors of Cameroon as being a low-income country which are; lack of infrastructure and education system that fail to development alongside shifting labour needs. This is indicative of the fact that sustainable food management is still a serious problem to Cameroon communities. This lack of sustainability in food management leads to acute hunger in many households which become a serious barrier to education (Child Poverty Action Group, 2011). A child who is stroke by hunger is not only unable to enrol in school at school going age, but also is likely to quit school because they have to deal with their needs before thinking about getting ready to go to school. This goes a long way to explain disparities or inequalities in the access and quality of education in Africa. Government and other stakeholders are yet to work out a framework that will serve as absolution to this bulk of problems in the educational sector in Cameroon. According AU, (2018)

Sustainable management strategies will depend on how food for education actors and various stakeholders ensure food security for school feeding. The Planning, implementation and evaluation activities of the programme contribute to sustainability processes for educational achievement.

Due to this reason, low school enrolment, class attendance, low academic performance and high pupil's dropout are serious problems in child education among poor household, especially in areas where food availability is a problem such as the Adamaoua region of Cameroon (AU, 2018). Sub Saharan Africa is one of the world's low enrolment rate regions (AU, 2018). Socio-economic challenges are accounted for by a cross section of factors such as poverty and inequalities in living standards. Food for Education programme is crucial for sustainable educational management as its developed strategies will enable the schools to improve enrolment, attendance and prevent dropouts. Therefore, sustainable governance structures of the program are incentives in promoting quality education and social justice in the Cameroon primary school. Without equal access to education by all children of school going age, there will be no social justice in Africa (AU, 2018).

In relation to the governance structures, the new partnership of Africa's Development (NEPAD) adopted the approach of United Nations Hunger Task Force (UNHTF) and also focuses the combination of school feeding program (AFP) and agriculture. The NEPAD which was founded in 2002 saw her secretariat formulated the comprehensive Africa Agricultural Development Program (AADP), which functions as a framework for the restorations of agriculture, growth, food security and rural development in Africa. In this framework the third pillar had a specific focus on increasing food supply and reducing hunger and with the objective of reducing malnutrition in school going children through complete and adequate meals in terms of calorie intake and production by small holder farms. NEPAD has formulated an indicator of improvement. The provision of basic school lunch is to help pupils from poor and vulnerable background throughout the NEPAD member states (NEPAD 2005).

The above facts and interventions state that education attainment has been low in many developing countries, although both private and social returns to education are high. However, there could be other factors contributing to this draw back apart from hunger. Many remote

communities which are relatively inaccessible and backward experience a low rate of school participation. The population of Adamaoua which includes the nomadic Fulanis, struggle with poverty, malnutrition and low school enrolment rates (Nascent solutions, 2020). Households in these areas usually find it difficult to feed the entire family since their own production of food falls short of demand in household. Food cultivated is subsistence and consequently, children have to carry out certain activities to generate livelihood for their household. For this reason, many primary school pupils in these food insecure areas remain out of schools. It is also clear that even if schools were free, like in most government primary schools in Cameroon, some households will still not be able to cover some cost of books, uniforms, and even transportation.

In this way, the integration of food for education program is a sustainable management strategy which can boost quality and access in the Cameroon primary schools. The program may build a strong community engagement through production, acquisition and confection of food stuff. This simply refers to the adoption of local strategies in the promotion of food for education in the Cameroon primary school.

More so, economic and social constraints also keep children out of school, forcing them to stay at home and help parents in household chores and also farming activities. Hence, to overcome such problems, investment in education must target not just pupils but also households. In response to these challenges, various interventions have been undertaken, prominent policies have been designed both at the national and international levels to help households invest on their children's education. School Feeding Program (SFE) also known as Food for Education programmes one of such interventions that aim at addressing some the nutrition and health problems of school children. It also aims at motivating poor households to seriously invest in their children education by subsidising some of the cost of school participation. According to Neeser (2012) 60 million children go to school hungry every day in developing countries. Policy makers, local and international organizations use different interventions to target various groups within a population through social safety nets to address the problem of hunger and malnutrition. Food for Education (FFE) is one of the interventions to tackle such problems (Lawson 2012).

According to Manea (2021) different objectives and merits are mentioned for programs that provide meals. The primary objectives are either to provide breakfast, morning meals, lunch or a

combination, depending on school day duration, to alleviate short-term hunger, increase attention, and facilitate learning to avoid food search by school pupils. World food program, (WFP) evaluates food for education (FFE) as having mints, like reduction of short-term hunger of school children, increase their attentiveness by stabilizing student school attendance, reducing dropout rates by giving food to student in the areas of unsecured food (Jamaa McDonnell & Probart, 2011). School feeding program (SFP) contribute to the alleviation of short-term hunger and enable children to focus on their learning by gaining increased cognition and better education outcomes. Hence, school feeding programs need to be promoted with the intention of providing balanced meals for children in schools especially for those coming from poor households and food unsecured areas Maijo (2018).

School feeding program (SFP) operates in several dimensions. The first being that in which children are served hot lunches in school during break time in the school campus (school meals) while the other, known as take home ration (THRS) is one where pupils are served dry rations to take home based on a percentage of attendance recorded by the pupils concerned. The aim of the THRs is to motivate parents for allowing their children to be present in school, and also for not taking them to the farms during school going days. However, both schemes aim at offering educational opportunity with food-based incentives for children as well as their parents to send and support their children in school. Unlike some other poverty alleviation programs which focus on short term gains, SFPs target investment in children education as a strategy to tackle poverty in the long run. Nascent solutions, is an international organization with funding from United State Department of Agriculture (USDA) implemented the MC Govern Dole Food for Education and child nutrition program, in collaboration with the Cameroon Government in Bui Division from 2009. At the beginning, 50 schools were targeted and at the end of the project 92 schools benefiting food (Nascent solutions, 2020).

School feeding program (SFP) has been defined by the World Bank as a means of targeting Social Safety nets that provide both educational and health benefits to most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at household level. Beyond improvements in access to food, school feeding programs also have a positive impact on nutritional status, gender equity and educational status, each of which

contributes to improving overall level of country and human development. According to the United Nations World Food Program, 66 million primary school age children go hungry in Africa alone. Furthermore, 80% of these 66 million children are concentrated within just 20 countries (khalidi et al, 2020)

Additionally, 75 million school age children (55 % of them girls) do not attend school, with 47% of them living in sub-Saharan Africa, thus the need to reduce hunger while increasing school enrolment in those children is evident, and school feeding programs, on site meals and take-home rations. On site meals are food that are prepared and distributed to children while at school during morning or afternoon meals, which may include a plate of rice and beans. Take home ration (THR) are a collection of basic food items such as rice, beans and vegetable oil which are sent home and transferred to families of children who regularly attend school. According to DIXIS (2006) the school feeding program means a combination of projects addressed to bring meals to keep students nourished, independent of their condition (Nascent solutions, 2020).

Cameroon, located on the Gulf of Guinea, is a Central African country of varied terrain and wildlife, and a population of 24.05 million. The 2009 and 2015 MMD/FFE was implemented in the North West Region of Cameroon (Bui Division). The 2018 MMD/FFE is being implemented in four regions, including the North West (Bui Division 550.000). The four targeted regions cut across nearly all the major climates and vegetation of the continent. They are predominantly agrarian, with rich soils that produce an abundance of maize. However, the population experiences annual food shortages and malnutrition because of the use of poor agricultural practices and rudimentary tools on small plots, which produce food for immediate consumption with little or no mechanism for storage or processing. Social services in target regions are weak or non-existent, including those related to education and health (Nascent solutions, 2020)

The educational system suffers from poorly trained teachers and administration, underfunded schools, dilapidated infrastructure, a lack of school feeding program, insufficient teaching materials, teacher's absenteeism, and policy environment resistant to change. While the National average for literacy sits at 77%, figures for the North and far North are 35% and 26%

respectively (Nascent Solution, 2020). The health system struggles to support the nutritional and preventive medicine needs of children but this is hindered by poor water, sanitation and hygiene facilities, poor access to preventive medical intervention, and a lack of community knowledge surrounding hygiene and nutritionally optimal and safe food preparation. The changing climate, combined with Cameroon's growing population and rising food prices, makes it difficult for household to provide food that is sufficiently safe and nutritious to meet the dietary needs of children.

In some rural areas as many as 46% of children under 5 are underweight, up to 70% lack access to clean water and about 90% of children are illiterate. According to World food program's (WFP) comprehensive food security and vulnerable analysis (CFSVA, 2017) around 16% of household are estimated to be food insecure (3.9 million people) and about 1% are severely food unsecured. The regions of the great North, which have historically been exposed to issues related to food availability, access and utilization, remain the most food insecure areas ranging from the far North (33.7%), Adamawa 15.4% North 15.3% and North West 18.1% respectively. These statistical analyses give an understanding of food security situation in Africa and in the developing countries.

Furthermore, according to WFP report, Cameroon has been caught in between two major security crises in the sub region (Central African Republic & Nigeria) resulting in large scale population movements across borders as well as within countries. Cameroon currently host some 360,000 refugees from Central African Republic (CAR) and Nigeria and over 180,000 internally displaced persons (IDPs) who fled insecurity along Nigeria-Cameroon border. As a result of multiple shocks, stress, pressure from insecurity and displacement, the overall food security situation sharply deteriorated in 2015/2016, with the number of food insecure people in the country arriving at about 2.7 million in October 2021 (MINADER, 2021).

It's on the above light that the Cameroon government with consultation from other international organizations started in 2014 to formulate a National School Feeding Policy to address the above difficulties and guarantee that children effectively go to school not of hunger. This policy which was drafted in August 2015 saw the government and many NGOs come together at the Yaoundé Congress hall for its validation, has not yet been promulgated into law. Thus, school feeding in

the country is still run by international organisations like Nascent Solutions with funding from USDA and World Food Program.

Policy makers may use several interventions such as food distribution to target various groups within a population through social safety nets to address the problem of hunger and malnutrition. One intervention that governments and non-governmental organizations (NGO) have utilized in targeted areas where a significant part of the population face poverty and chronic hunger is Food for Education (FFE). FFE provides food to school children and their families in exchange for enrolment and attendance in school, and directly relate to the first three sustainable Development Goals: to eradicate extreme poverty and hunger, achieve universal primary education, and promote gender equality and to empower women by 2015.

Education for sustainability is becoming a crucial component in achieving a sustainable life and protecting our planet and human habitats [1–10]. In recent years, we have become increasingly aware of environmental degradation and the significant risks that climate change poses to our cities and communities. Ironically, people themselves, through their economic production and modes of consumption, are major contributors to the environmental crisis. Scholars, practitioners, environmental Sustainability 2012, activists, policy makers, teachers and others have been attempting to address the environmental crisis and climate change through a multitude of ‘sustainability practices’ in general and through education at various levels in particular. It appears that environmental education and education for sustainability have acquired a certain influence over the design of educational and environmental public policies around the world in recent years.

The Conceptual Background of the Study

Under this heading we shall be discussing three major concepts. These concepts include: contingency planning, sustainability management and strategic evaluation.

Contingency planning of Food for Education Programme

Contingency planning is one of the important functional process in the conception, realisation and evaluation of educational programs. Food for education program is one of the famous educational policies which fall in line with the education for sustainable development goals. In this way, school sustainable management depends on the effective planning of the program.

Planning is the formulation of policies, objectives, procedures, operations, strategies, activities and tasks that enable an institution to achieve its global objectives. Food education programs in Cameroon as a multicultural society with geographical spread of the population demand a careful and systematic planning to ensure the effective implementation of the program. Policy planning is a holistic approach which integrates situational analysis and various stakeholders to contribute to a comprehensive understanding of the phenomenon.

For the food for education program to be successful, the planners must develop strategic objectives which meet the needs of the targeted schools. Management by objective is one of the education planning concepts which gives mission to each school project. These objectives determine the kind of resources that are needed for the implementation of the program. Sustainable school management means effective attendance, enrolment, quality learning, and performance of pupils. This is possible only through effective planning.

In planning food for education programmes the planners consider all the resources that will ensure the realisation of the project. The resources include human, financial, material and informational. The human resources have to do with the stakeholders who are involved in the program and the contributions they bring in management and sustainability of the program. Financial resources are important in the planning phase as the success of the program will depend on the availability and sources of funding. Planning will determine the material resources needed by each school and region, given the variations in regions. Information resource planning provides communication strategies that will boost the operations of the programs. From this perspective, effective planning is an indispensable component of a food for education program that will ensure sustainable school management in the Cameroon primary school.

Sustainability management of food for education programme

Food for education programs aim at ensuring sustainable educational achievement, equitable access, quality and performance, and governance (Beckmann et al 2020). This means that the functioning of the program depends on the structures. Sustainability of the program means ensuring production, acquisition, and confection of food stuff. The contingency structure, culture, behaviour and resources determine the sustainability of the program. The dynamics of the program will lead to sustainable governance, sustainable behaviour, and sustainable culture which will contribute to educational achievement (Beckmann et al 2020). Educational achievement has to

do with enrolment, attendance, cognitive development, nutrition benefits, health feeding, sanitation, social equity and quality education in the local communities. Sustainable management of food for education impact decimation achievement. The implementation of food for education program depends on sustainability. Therefore, management and coordination of the program must be pertinent to contextual characteristics that influence the development of the programme (Beckmann et al 2020).

Evaluation strategies of food for education programme

Sustainable performance of food for education program relies on the evaluation strategies. The monitoring of the implementation of the programme and activities of food for education and reporting the outcome determine educational achievement. The regulation of objectives and strategies deploy in the management of the program depend on the evaluation. The organisation of food for education programme wherein workers are social constructed into teams and groups will ensure continuous evaluation and improvement in education achievement in Cameroon primary schools. Complexity of the environment is one of the elements that must be considered in the evaluation strategy (Hieu & Nwachukwu, 2019).

The eco-cultural and socio-cultural variations are complex phenomena that demand a serious evaluation strategy. The consideration of these factors will contribute to sustainability of food for education programme in the Cameroon primary schools. It is the target or the wish of the state to realise quantitative and qualitative education achievement in the Cameroon primary schools. This can only be a reality if the food for education envisages complexities that will emerge in the implementation and evaluation of the program in the schools across Cameroon (Sylvia, 20210).

The Theoretical Background of the Study

Food for education program is a community educational programme which can be read from different theoretical lenses. In this work we employ the contingency theory, the stakeholder theory and complexity theory. These theoretical approaches will enable us to explore the dynamics of the implementation, sustainability and evaluation strategies that will ensure durable educational achievement in the Cameroon primary school.

Contingency theory

This theory was first used in the light of organisational management by (Lawrance & Lorsh 1967) in their work “Differentiation and integration in complex organisation.” It was later developed by (Scott 1997 p 89) as quoted in (Afridi 2013). This is a postmodernist management theory which has become famous in organisational management. The dynamic and complex nature of Food for Education Programme also demands an agile way of management. This central ideology of the theory claims that there is no best way to structure an organisation, to lead an organisation or make a decision in the management of an organisation. That optimization is based on contingency of the internal and external environments. Therefore, organisation or institutions should be managed, structured and led based on environment or situation. There are three dimensions of this theory: the contingency of leadership which deals with effective organisational leadership. In this leadership the planning strategies of the organisation are based on the contextual realities. Here, collaborative and participative leadership is more relevant to the programme. The top management inspires his collaborators and make them more engaged (Afridi 2013).

The contingency decision-making looks at how decisions are made in organisations. This approach was criticizing classical notions of perfect rationality in decision making. The organisational configurations and communication strategies and systems should adapt the environment in which the institution is operating. The decision should be informed by the knowledge and information from the environment (Grondori, 1984).

Structural theory of contingency focuses on organisational structure. Meaning the structure adapt to the changing environments and context. Here there is flexibility where top management has a visionary, forecasting and extrapolative strategies within its contingency plan.

The contingency planning of resources and programmes, Cameroon basic education can be well handle based on the contingencies embedded in its environment. Planning of food for education programme is operating in complex and turbulent multicultural environment which demands a contingency plan which will enable an effective and efficient implementation of project across the national territory.

Stakeholders' theory

Stakeholder theory developed as an organisational theory in the mid-1980s with the work of Freeman (1984) article entitled "the strategic management and the subtitle a stakeholder approach" as quoted in Fontaimie, Haarman and Schmid (2006). He defines stakeholder as "any group or individual who can be affected or is affected by the achievement of the organisation objectives." The theory was developed from company point of view in defining the legitimacy of each stakeholders and their responsibility. The word stakeholder was developed from the Stanford research institute in the 1960s, it was further impacted by the planning department of Lockheed Company by Ansoff and Robert Steward. Freeman took a managerial and practical delimitation of the approach, but the theory further developed by Donaldson and Preston (1995) as cited in Fontaimie, Haarman and Schmid (2006). In their work entitled «The stakeholders of the corporation, concepts, evidence and implication?» They suggested three dimensions of the stakeholder theory. These perspectives are descriptive approach, the instrumental approach and normative. From these three approaches emerged two stakeholder's theories. With the normative theory and analytical theory.

Normative theory of the stakeholder theory developed from the normative approach. The analytical theory developed from the descriptive and instrumental approaches. The descriptive approach deals with how managers represent their interest. Instrumental looks at the organisational, consequences, practices and achievements. The normative outlining the moral and ethics of the organisation. It looks at the stakeholder's responsibility, the corporate legitimacy, stakeholder legitimacy, stakeholder fiduciary, entry and exits, governance, externalities, contracting cost, agency and limited immorality. They establish the difference between primary and secondary stakeholders. Also, there is managerial approach of stakeholder theory. This approach focuses on the managerial processes in terms of allocation of resources.

In education, stakeholders range from students, parent, local community, teachers, school administration, PTA, school management board, NGOs, government and civil society organisation. These stakeholders in education play a significant role in ensuring the smooth functioning and success of education programme. The stakeholder theory cannot only be read from the strategic management perspective. Stakeholders play an important role in sustainability management of educational projection. Food for education programme is an educational

programme which demands a holistic involvement of all the stakeholders of the educational sector to make it sustainable.

Community engagement can be in terms of role play, policies, planning, financing, and structuring activities, task and relevance of the programme to the local community. In this line, the implications will be on the stakeholders' involvement in the implementation of the project. This means integrating primary and secondary stakeholders who themselves are contributors and promoters of educational programmes in the sector. We can employ that the theory in educational programme give a strong community engagement. A community-oriented project of this nature must integrate multifaceted stakeholders, provide sustainable achievement to the basic education sector in Cameroon.

Complexity theory

The Complexity of organisational management in the multicultural society also demands complexity theory. This theory emerged in the 1980s in the field of physical and biological sciences (Schneider & Bauer2007). The theory studies the complex non-linear dynamic system with multiple positive and negative feedback effects. The complexity theory is the integration of chaos, and the network theory. This theory is relevance in evaluating Food for Education in that it gives an insight to non-linear dynamics that may occur in the implementation, monitoring and evaluation of the programmes in the Cameroon primary school. It helps identify the complexities and forecasting that will necessitate adjustments and adaptation in the evolution of the project. The multifaceted society varied social system.

According to Frye and Hemmer (2013) "Linear models based on reductionist theory may satisfactorily explain phenomena that are at equilibrium, a state in which they are not changing. Educational programs, however, are rarely in equilibrium." Therefore, the complexity theory welcomes the richness and diversity of systems which obscurity and incertitude are awaited. The principle of the theory ranges from emergent, messy, non-linear to uncertainty of systems built around the relationships among living things of human society. This theory enables educational evaluators and conceptors to accept the complexity and indeterminate educational programmes in a given environment as strategic approach to manage the programme effectively and efficiently.

The evaluation of educational programmes is based on normative, formative and summative approaches. The effectiveness of these approaches come from the consciousness of complexity of human nature, society, interdisciplinary and transdisciplinary which are involved in designing and elaboration of programme.

The complexity theory is an interest lens in analysing diversities which are involved in activities and define a way forward from a non-linear perspective; this theory takes a holistic approach. Food for Education Programme then needs a non-linear approach to the planning, implementation, monitoring and evaluating of it programmes and activities in the Cameroon primary school.

Justification of the study

Education is an important discourse in global and national issues; it is therefore compelling to investigating the school feeding program to find out whether it is achieving its intended objectives and identify if there are any challenges that it is facing.

First and foremost, the findings will add to the existing body of knowledge on the potential impact, if any, of school feeding in Cameroon. It will also assist researchers and students in further studies on the same subject. There are seemingly no scientific works on Food for education programmes in Cameroon. Therefore, this will be an open ground for some researchers in education to orientate research in this direction. The orientations will help increase enrolment and improve quality education in Cameroon primary school.

This study informs educational actors from triennial approach that is; contingency, stakeholders and complexity approaches which has to do with budgeting, resource allocation, and handling of material resources and health care facilities of the school feeding programs. Contingency as it operates in different regions, division, and sub divisions. They have specific regional variation in culture and sociological realities. The resources generation can be context based. In this perspective, this will create an understanding of the phenomenon.

The recommendations and findings from the study will also assist in improving the planning and implementation of the feeding program in schools. Above all, since the issue of access to quality education is of utmost importance to government and civil society, the information gathered in

this study will also be of immense value to government departments, non-governmental organizations (NGOs), health care institutions, promotion agencies, and officials of the school feeding programs. The work will have to create the consciousness of stakeholders who are yet to be involved in this programme

Statement of the Research Problem

According to the (UNICEF, 2007; Child Poverty Action Group, 2011), poverty affects children's right to primary healthcare, basic education, adequate nutrition and safe water and sanitation. To them, poverty is one of the world's greatest enemies to the peace and security of the nations. More than eight million people around the world die each year because they are too poor to stay alive (Munje, 2019). Whenever a family is hit by poverty, the children who are the vulnerable members of the family become its immediate victims. Since the early stages of life are critical to the physical, intellectual, and emotional development of an individual, poverty can prove to be a serious issue. The alarming problem of poverty, hunger, and malnutrition in the country has a rippling effect on the development of children who are the future generation. The nutritional inadequacies have impacted negatively on a number of school going children and even quality of education provided in the country.

Learners from an impoverished and economic disfavoured background suffer from severe educational problems. They went further to say that where learners malnutrition is very high; there is a possibility that the country will be experiencing high dropout rates. Based on the above analysis. Hungry children do more poorly in school and perform poorly in academic work because they are not properly prepared for school and so do not concentrate. It is clear that countries including Cameroon are paying and will continue to pay for the consequences of poverty, hunger, and malnutrition. Hunger is one the most pervasive and damaging phenomena for millions of children today. It has far reaching effects on the development of both individuals and nations. Poverty, hunger and education are interdependent proponents of school program therefore believe that providing social safety nets in form of school feeding, would attract vulnerable children to school, improve their attendance and improve retention rates.

According to the world food program (WFP) school feeding program act as safety nets and provide incentives for less privilege families to invest in children education and encourage poor households to send children to school and help keep them). Empirical studies also reveal that SFP have significant positive impact on school involvement (Munje, 2019). These studies suggest that SFPs are effective in encouraging school enrolment, enhancing attendance, and improving retention rates in school there are also contrary views where others think that apart from hunger and poverty, there are other factors hampering children's education. Also, there is no observable impact of SFP on school participation (Jamaa, McDonnell. & Probart, 2011). It is therefore, the intention of this study to evaluate the Contributive impact of SFP on educational sustainable achievement, the effectiveness of the programme and community potential to improve the children's ability to learn and attract them to school.

Research Objectives:

The study is focused on two objectives, namely the general objective and specific objectives.

General Objective.

The main objective of this study is to investigate the contributive impact of the Food for Education Program on the educational sustainable in Primary Schools in Adamaoua region of Cameroon

Specific objectives

- i) To explore the role contingency planning of Food for Education Program in educational sustainable achievement in Primary Schools in Adamaoua region of Cameroon.
- ii) To investigate the role of sustainable management of Food for Education Program in educational sustainable achievement in Primary Schools in Adamaoua region of Cameroon.
- iii) To explore the strategic evaluation of Food for Education programme and educational sustainable achievement in Primary Schools in Adamaoua region of Cameroon.

Research Questions

General Research Question

How does Food for Education initiative impact educational sustainable achievement in Primary Schools in Adamawa region of Cameroon.

Specific Research Question

- i) How does contingency planning of Food for Education Program influence educational sustainable achievement in Primary Schools in Adamawa region of Cameroon?
- ii) How does sustainable management of Food for Education Program (FFEP) influence educational sustainable achievement in Primary Schools in Adamawa region of Cameroon?
- iii) How do sustainable evaluation strategies influence educational sustainable achievement in Primary Schools in Adamawa region of Cameroon?

Scope of the study

The study intends to explore the contributive impact of the school feeding program on school achievement in Cameroon primary school. The focus here is on how contingency planning, sustainability management and evaluation strategies impact on school enrolment, academic, attendance and achievement.

The Theoretical Framework

This work is anchored on three theories: contingency theory focuses on contextual/environmental contingencies dynamic (Putri and Salanah, 2018); stakeholder theory focuses on the sustainability and complexity theory focuses on the richness and non-linearity of the food for education programme. These theories hold that food for education programme in contemporary Cameroon primary school improve educational achiever.

Significance of the Study

Empirical significance: Contribution to knowledge in existing literature in the areas of food for education program and educational achievement in Cameroon primary school. This work employs contingency planning, sustainability management and sustainable evaluation strategies. These concepts will give a new perspective into the phenomenon. The work will ensure that the

programme will continuously impact the lives of young Cameroon in the rural communities where feeding and food difficulties are highly needed.

To the school community and policymakers: The School Feeding Program should be seen as an opportunity to find an alternative, affordable and appropriate approach that will make feeding school children possible so as to enhance academic performance and promote consistent learning in primary schools. It should also improve a child's growth and development. The findings of the study are used to provide information to managers or sponsors of the Feeding Program on effective implementation and management of SFP. They may also assist the government and others involved in the feeding program. Also, the study helps to guide parents, teachers and the community on the ways of best practices of SFP in primary schools. The study also provides general knowledge on the impacts of SFP in primary schools in relation to enrolment, attendance, and academic performance. The findings may also help the Ministry of Education to improve ways of learning and managing primary schools. Food for education programme falls in line with education for sustainable development. Integrating this programme is promoting intergenerational sustainability in education growth and social security in Africa. This will help in training vibrant youth who will improve the African and Cameroonian economies of the future.

The Structure of the Work

This work is divided into five chapters: chapter one is the general introduction, chapter two is conceptual framework, theoretical framework and literature review, chapter three is research methodology, chapter four is data presentation, interpretation and analysis, and chapter five is discussion of findings and the general conclusion.

The Non-Governmental Organisation (Nascent Solutions Incs)

It is a US based Non-governmental organisation involved in the food for education programme in Cameroon in four regions of Cameroon namely; the North West, East, Adamawa and the Far North regions.

The activities of nascent in the Adamawa Region

Nascent supports the Government of Cameroon (GoC) to promote teacher consistency in schools. In program year 1, collaborate with the, local MoBED staff, school administrators and the PTAs to institute activities that will boost teacher's morals and ensure consistent attendance

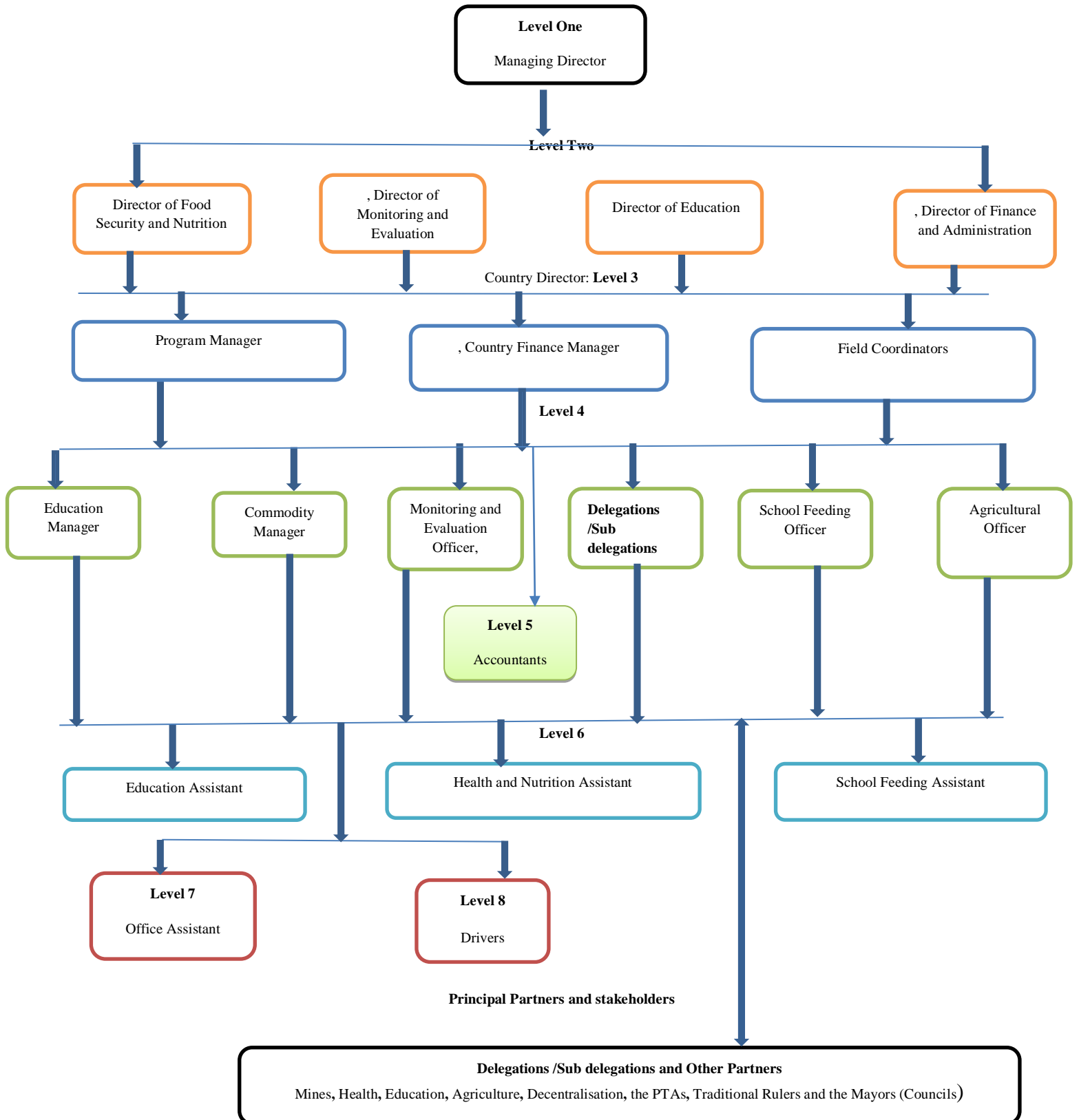
in the classroom. These activities will include; raising awareness on the importance of consistent teacher attendance, establishment of an attendance accountability system, and implementing an incentive program to motivate and promote teacher attendance.

Nascent will organize one outreach event in the 10 sub-divisions in the target region to sensitize stakeholders on the importance of consistent teacher attendance. During these campaigns, teachers, parents and local education stakeholders will be sensitized on the benefits of teacher attendance to literacy instruction as well as the role of parents in encouraging consistent teacher attendance. Nascent will work with school administrators in 30 project schools to develop tools to monitor teacher attendance and institute attendance-based incentive system for teachers who are consistently present and teaching for over 90% of the required school time. Nascent will distribute attendance-based incentive packages consisting of half a dozen pencils and pens, and two note pads as well as special recognition certificate for teachers. Nascent will advocate for need-based teacher placements and transfers, especially in the most remote schools.

Nascent also encourage the PTAs to organize an Annual Teacher Appreciation Day to recognize and celebrate outstanding teachers at the end of the academic year. Parents, teachers and students in each of the 30 project schools are guided to elect the 'teacher of the year' based on laid performance criteria. This event will be held in early program year 2, within the context of the annual World Teachers Day, on October 5, 2019. To standardize teacher appreciation within the educational system, Nascent will begin lobbying to institute a national Teacher Appreciation Week to recognize, support and celebrate teachers.

Distribute school supplies and materials, promote mother –tongue (MT) reading instruction, Activity 3: Provide Literacy Instructional Materials, Design professional teacher training curriculum, Identify and train Literacy Coaches, Train teachers, Establish Teacher Resource Centre : Increase the Skills and Knowledge of School Administrators ,Increase Student Time on Text, Improve Student Attentiveness, Improve Student Enrolment and Attendance, Increase Economic and Cultural Incentives, Improve School Infrastructure, Increase Student Enrolment, Increase community understanding of the benefits of education, Establish and Train PTAs, Improve Knowledge of Health and Hygiene Practices, Increased Knowledge of Safe Food Preparation and Storage, Build and Sustain Partnerships, Build capacity: Train government officials and education stakeholders, Increase in Access to Requisite Food Preparation and Storage Tool.

Figure 1: Organisational Structure of the Nascent Solutions



This chapter examines the background of the study, justification of the study, statement of the research problem, significance of the study, limitations of the study, definition of key terms. It established the pertinence of the research problem and gives the orientation the work will be taking. The following chapter will deal with the conceptual literature, theoretical literature and empirical literature. After these reviews the research gap will be identified and the position stated.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter focuses on the conceptual, theoretical framework and related literature based on the variables. The essence is to bring to light, the clarity of various theories which are central to this study and are selected carefully. The empirical literature gives an insight into the phenomenon and places the work into the perspective of food for education and community development, its associated effects on local, national and international stakeholders. Therefore, this chapter is divided into three parts:

Conceptual framework

Under this heading, we will explore scholarly definitions to explain these terms and put them in the context of our work. These concepts in educational management have not received much attention, hence little or no literature to that effect.

Food for education

We first looked at food for education programme as a new concept in Cameroon primary school, and many Cameroonian scholars have not given little or no attention it. This may be a pioneer scientific work on food for education programme in Cameroon. Food for education programme involves the deployment of resources (human, material, financial and information resources) to ameliorate educational achievement. FFE programs are developed and implemented as part of a greater strategy in improving access and quality in education, equity and efficiency in educational programme. The combination of food with other education resources lead to sustainable management of school plant “Food for education (FFE) programs, include meals served in school and take-home rations to encourage school attendance,” (Adelman, Gilligan& Lehrer, 2010)

The implementation of meals served in school and take-home ration are some of the strategies developed by food for education organisations to improve educational achievement. These strategies help to ameliorate school attendance; enrolment and health of the pupils as well

improve the cognitive abilities of learners. At the end the training of future human capital they will be more relevant as the student become more productive. School feeding programmes are also perceived as interventions that deliver meals or snacks to children in the school, with the objective of improving attendance, enrolment, nutritional status and learning outcomes (Ramadhani, 2014).

This definition corroborates the first in that it still sees food for education programme as an intervention or strategy to improve school enrolment, attendance and nutritional status of learners. Looking beyond these, we took note that the effective implementation of this programme can lead to sustainable food sufficiency, which is one of the crisis in the developing countries and especially in the local communities where feeding habits are very rudimentary. The improvement of the aspect of education in our communities will promote sustainable development. This will also develop agricultural potentials in the young learners wherein the organisation can teach agricultural techniques through school gardening.

School feeding programs, defined here as the provision of food to school children, can increase school enrolment and attendance—especially for girls (Reuben, 2017). When combined with quality education, school feeding programs can increase cognition and educational success (Chege, 2013). With appropriately designed rations, school feeding programs can improve the nutrition status of preschool and primary school aged children by addressing micronutrient deficiencies. Combined with local agricultural production, these programs can also provide small scale farmers with a stable market (Mwendwa, & Chepkonga, 2019). School feeding programs can provide short term benefits after crises, helping communities recover and build resilience, in addition to long term benefits by developing human capital. School feeding programs can be classified into two main groups: in school feeding (when children are fed in school) and take-home rations (when families are given food if their children attend school regularly). A major advantage of school feeding programs is that they offer the greatest benefit to the poorest children. Several studies have indicated that missing breakfast impairs educational performance (Ramadhani, 2014).

This perspective of the programme will enable the stakeholders in the educational sectors to build mechanisms or frameworks that will better improve the living condition of pupils in their

local communities. This involves mostly the poorest children who cannot afford a single meal a day. Food insufficiency is one of the impediments to sustainable quality education in sub-Saharan Africa market (Mwendwa, & Chepkonga, 2019).

Contingency planning

Operating education programmes in the complex and dynamic environment demands a contingency strategic plan. This planning will be based on the aspects of realities of the given community. Therefore, scholars have various views of the contingency planning (Linton, 2014).

Contingency planning aims to prepare an organization to respond well to an emergency and its potential humanitarian impact. Developing a contingency plan involves making decisions in advance about the management of human and financial resources, coordination and communications procedures, and being aware of a range of technical and logistical responses (Linton, 2014). Such planning is a management tool, involving all sectors, which can help ensure timely and effective provision of humanitarian aid to those most in need when a disaster occurs. Time spent in contingency planning equals time saved when a disaster occurs. Effective contingency planning should lead to timely and effective disaster-relief operations (Grandori, 1984).

In this way, planning concerns actions and decisions involving the deployment of resources, channels of communication or communication strategies in the internal and external organisational action plan, elaborating financial strategic contingency, ensuring effective coordination through monitoring schemes. The organisational structure and leadership is very important when it comes to planning contingency. The organisational configuration determines the relevance of the contingency to its context. The leadership style will also highlight the outcome of the organisation contingency plan. Food for education programme is an educational programme but community oriented. Therefore, the implementation of the programme will only depend on the contextual realities of given a community. As such leadership and structure will vary according to communities (Linton, 2014).

Contingency planning involves anticipating a specific hazard based on specific events or known risks at local, national, regional or even global levels (e.g., earthquakes, floods or disease

outbreaks), and establishing operational procedures for response, based on expected resource requirements and capacity (Leweling, 2007).

Contingency planning involves forecasting and extrapolating by future structural changes or managerial operations. The objective of the plan is to enable the organisation attend its objectives of sustainability in the target communities. Food for education like other activities and events in organisational management demands an effective contingency planning (Linton, 2014).

Sustainable management

Sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their needs.” The means attend to the needs of the present generation while ensuring the continuity in the future to improve the society (Baumgartner& Winter, 2013).

Sustainable management is the deployment of resources and managerial action which ensures long-term efficiency and future generation impact on the stakeholders. Sustainable management demands a holistic integration of all the stakeholders in the organisation to be involved in the organisational activities as means to ensure its performance. Food for education programme is a sustainable development concept which helps to advance good health and food security of the underprivileged across the world. It also promotes quality education and access to all especially in the developing countries (El Khatib et al, 2020).

Education for sustainable development demands a sustainable food sufficiency, sustainable teacher quality, sustainable outcomes of learners. The learners are at the centre of activities because the future of the country’s economic development depends on the kind of education they receive. In this light sustainable management indicates management which deals with engagement of all the concern actors in terms of quality and quantity to produce potentials for educational achievement Secretariat of the Convention on Biological Diversity (2001).

Strategic evaluation

Strategic evaluation has to do with recognizing the complexity and non-linear managerial processes. The evaluation considers the difficulties the organisation will face in the course of the implementation of its programmes. This evaluation helps in monitoring the organisation actions

and plans to determine the potential for the benefit of its actors. The monitoring process help improve the effective implementation of the programme activities in the communities.

Organisational steering needs some transformational leadership skills to enable the actors to better engage in its realisation. The efficiency of the programme depends much on the follow up. The fact that the programme's operation is carried out across regions in the country demands a strong and healthy management process. The complexity of the cultural and socio-economic realities of these regions demands a non-linear approach which is a process of dynamic deployment of resources and activities. Working with local communities demands the understanding of the complexity, realities and then adopt a holistic and comprehensive management process.

Educational achievement

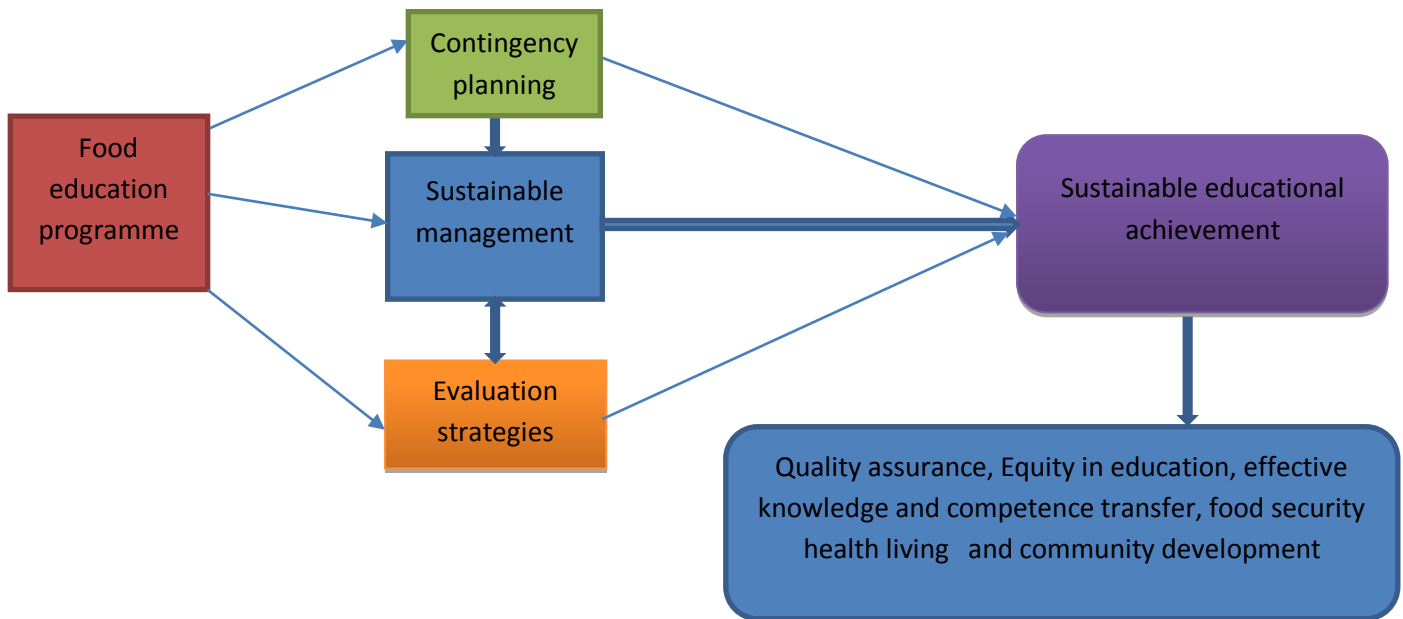
Educational achievement is an important concept in educational project management. An educational system is developed as the project of the society to achieve certain objectives put in place by the policies. The essence of educational system in any given society is to create wealth, ensure social justice and equal opportunities for all. Therefore, you cannot talk of accomplishing educational missions for the society without talking about its achievement.

Educational achievement is a broad and intricate concept which deals with improving literacy, enhancing training, ameliorating the attention of learning, school infrastructures, ensuring good health and dietary practices of learners, building capacity of local authority in enhancing school environment, reinforcing the skills of the teachers and school administrators and determining educational outcomes for the advancement of the society.

Food for education programme is one school project that aims at fulfilling these goals. Therefore, to attend the intended results there must be sustainability in strategies in the management of the programme. Monitoring and evaluation mechanisms ensure the effective implementation of the programme. The fact in Cameroon is that; the enrolment, attendance and performance of children is still far from standard and there is a need to address these impending challenges. Food for education is only one of the strategies developed by the organisation to solve these problems. Economic and social development of the Cameroon society depends on the educational

achievement. It is incumbent of the educational stakeholders to improve on the strategies of educational management in Cameroon.

Figure 2: The conceptual outlook of the study (Sources: researcher 2022)



Theoretical framework

This work used three theories to explain the phenomenon. These theories are: contingency theory, stakeholders’ theory and complexity theory

Contingency theory

This theory was first used in the light of organisational management by (Lawrance and Lorsh 1967) in their work “Differentiation and integration in complex organisation.” It was later developed by (Scott 1997 p 89) as quoted in (Afridi 2013). This is a postmodernist management theory which has become famous in organisational management. The dynamic and complex nature of food for education programme also demands an agile way of management. This central ideology of the theory claims that there is no best way to structure, to lead or make a decision in the management of an organisation. Also, that optimization is based on contingency of the

internal and external environments. Therefore, organisations or institutions should be managed, structured and led based on environment or situation. There are three dimensions of this theory:

The contingency of leadership which deals with effective organisational leadership. In this leadership, the planning strategies of the organisation are based on the contextual realities. Here, collaborative and participative leadership is more relevant to the programme. The top management inspires his collaborators and make them more engaged (Afridi 2013).

The contingency decision-making looks at how decisions are made in organisations. This approach criticizes classical notions of perfect rationality in decision making. The organisational configurations, communication strategies and systems should adapt to the environment in which the institution is operating. The decision should be led by the knowledge and information from the environment (Putri & Salanah, 2018).

Structural theory of contingency focuses on organisational structure. Meaning that, the structure adapts to the changing environment and context. Here there is flexibility where top management have a visionary, forecasting and extrapolative strategy within its contingency plan (levelling, 2007).

In the contingency planning of resources and programmes, Cameroon basic education can be well handled based on the contingencies embedded in its environment. Planning of food for education programme is operating in complex and turbulent multicultural environment which demands a contingency plan which will enable an effective and efficient implementation of project across the national territory (Linton, 2014).

Structural theory of contingency (Woodward, 1958, 1965; Burns and Stalker, 1961) cited in (Yocel 2016), this theory deals with organisational configuration. It was influenced by the open system theory (Terters196). The structural contingency promotes organisational innovation and dynamic in relation to environmental influences (Lathan & Stewarts (1997).

The contingency of leadership - This theory was proposed by the Austrian psychologist Edward Fiedler in his 1964 article “**A contingency model of leadership effectiveness**” the theory emphasizes the importance of both leader’s personality and the situation in which the leader operate. In modern organisational management, application of the theory holds that “there is a

direct correlation between a leader's traits and his/her ability to lead during changing circumstance to cope with uncertainty.”

The contingency decision-making theory (Thompson and Tuden 1959 and Thompson 1967) as quoted in (Grandori 2009). Thompson and Tuden state that “decision strategies are contingent upon two dimensions: organisational actors can be certain or uncertain about cause-and-effect relations and about their own preferences”

The relevance to the present study

The theory helps in redefining organisational structures and management according to context, available resources and technologies in the environment. School feeding in Cameroon will have to be implemented based on the contingency of the multivariate environment. There are different cultural realities which demand contingency planning and leadership in the deployment of resources. In this way, it will improve the programme to be more sustainable in Cameroon.

Stakeholders' theory

Stakeholders' theory developed as an organisational theory in the mid-1980s with the work of Freeman (1984) article entitled “the strategic management and the subtitle a stakeholder approach” as quoted in Fontaimie, Haarman and Schmid (2006). He defines stakeholder as “any group or individual who can be affected or is affected by the achievement of the organisation objectives.” The theory was developed from company point of view. The word stakeholder developed was from the Stanford research institute in the 1960s. It was further impacted by the planning department of Lockheed Company by Ansoff and Robert Steward. Freeman took a managerial and practical delimitation of the approach, but the theory was further developed by Donaldson and Preston (1995) as cited in (Fontaimie, Haarman & Schmid, 2006).

In their work entitled “The stakeholders of the corporation, concepts, evidence and implication?” They suggested three dimensions of the stakeholder theory. These perspectives are descriptive, instrumental and normative approach. From these three approaches emerged two stakeholder's theories which are the normative theory developed from the normative approach and the analytical theory developed from the descriptive and instrumental approaches. The descriptive approach deals with how managers represent their interest while instrumental looks at the organisational consequences, practices and achievements.

The normative outlines the moral and ethics of the organisation. It looks at the stakeholder's responsibility, the corporate legitimacy, stakeholder legitimacy, stakeholder fiduciary, entry and exits, governance, externalities, contracting cost, agency and limited immorality. They establish the difference between primary and secondary stakeholders. Also, there is managerial approach of stakeholder theory which focuses on the managerial processes in terms of allocation of resources. In education, stakeholders range from students, parent, local community, teachers, school administration, PTA, school management board, NGOs, government and civil society organisation. These stakeholders in education play a significant role in ensuring the smooth functioning and success of education programmes. The stakeholder theory cannot only be read from the strategic management perspective. Stakeholders play an important role in sustainability management of educational projection. Food for education programme is an educational programme which demands a holistic involvement of all the stakeholders of the educational sector in order to make it sustainable.

Community engagement can be in terms of role play, policies, planning, financing, and structuring activities, task and relevance of the programme to the local community. In this line, the implications will be on the stakeholders' involvement. This means integrating primary and secondary stakeholders who themselves are contributors and promoters of educational programmes in the sector. We can employ that the theory in educational programme gives a strong community engagement. A community-oriented project of this nature must integrate multifaceted stakeholders and provide sustainable achievement to the basic education sector in Cameroon.

The relevance to the present study

The stakeholder theory is relevant to this work in that it does not only map out the various stakeholders in the food for education programmes, but it also identifies their roles and show how they contribute to sustainable management of the programme and how this leads to school achievement in Cameroon primary schools. Food for education programme is the sustainable development concept which advocate for good health care, access and quality education, equity and effective school management. Therefore, integrating all the stakeholders in terms of policy, management, implementation and sustainability of the school feeding programme will lead to societal transformation.

Complexity theory

The Complexity of organisational management in the multicultural society also demands complexity theory. This theory emerged in the 1980s in the field of physical and biological sciences (schneider & Bauer2007). The theory studies the complex nonlinear dynamic system with multiple positive and negative feedback effects. The complexity theory is the integration of chaos, and the network theory. This theory is relevant in evaluating food for education in that it gives an insight to nonlinear dynamic that may occur in the implementation, monitoring and evaluation of the programmes in the Cameroon primary schools. It helps identify the complexities and forecasting that will necessitate adjustments and adaptation in the evolution of the project. The multifaceted society varied social system.

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The complexity theory is an interesting lens in analysing diversities which are involved in activities and define a way forward from a non-linear perspective. This theory takes a holistic approach. Food for education programme then needs a non-linear approach to the planning, implementation, monitoring and evaluating its programmes and activities in the Cameroon primary schools.

The principles of complexity theory

1. Emergence which deals with the bottom up management. Actions are based on the ground work as opposed to top-bottom approach is anticipated from the start.
2. Attractors are incentives, resources and permissions
3. Self-organisation this has to do with interconnected autonomous management
4. Self-direction has to do command and control organisational activities
5. Edge of chaos
6. Law of requisite varieties
7. Dialectic relationships

The relevance to the present study

The complexity theory is an important approach in the study of community oriented programmes in education. It maps out all the components and gives a comprehensive understanding of the phenomenon. In strategic evaluation of food for education programme we remark that the complexity of the Cameroonian society demands a complexity theory in understanding how education programmes and resources are deployed. The cultural diversities give organisational administration reasons to develop different evaluation strategies of management processes. Conceiving educational programmes need the knowledge of a multi-cultural society. The implementation and evaluation should also integrate the complexity dimension.

Figure 3: theoretical framework



Empirical literature.

Food for education programme literature

Lawson (2012) examines the impact of school feeding programmes on education, nutrition and agricultural development goals. This work is a systematic review of the literature on the school feeding programmes. In the study he adopts the systematic review approach as the research methodology. He identified, evaluated, selected and synthesised the relevant research question. This was based on randomized control trial design, quasi experimental design and experimental design. He used research protocol to extract information, in Data analysis he used excel spreadsheet. The findings indicated that food for education programme impact health and nutrition target children. His review strategies were to give an in-depth analysis on the phenomenon.

Meng Ryan (2007) seeks to understand how food for education affects schools in Bangladesh. The paper evaluates the effects of food for education programme on school participation and duration of schooling. The authors employ the survey designs in data collection, this is done based on household, community etc, and they also use the propensity score matching (PSM). This method permits them to match the eligible groups with their proper counterfeits. This was based on the sample of 600 households from 60 villages in 30 unions and 10 thanes. They were randomly selected. The findings show that food for education programme increase school attendance rate of the treated groups by 15 to 26% points and increase their duration of school by 0.7 to 1.05 year. This study indicates the importance of food for education programmes in the developing country in Asian. Their approach gives insight into the school feeding programme in Bangladesh.

Ahmed & Ninno (2002) evaluate the impact of food for education programmes in Bangladesh on the attainment and food security. Food security is one of the challenges facing less income countries; they evaluated the influence programme a way of mitigating of some of the challenge in this aspect. From the study, it shows that the goal of the programme is to increase primary school enrolment, promote attendance and reduce dropout rates and equally enhance quality education. This is indicative of the fact that educational achievement is still a serious problem in Bangladesh. Then food for education programme is coming as a strategy to address this.

They used primary data collected from multiple survey covering households, community and food dealers. They analyse target effective and efficiency of the programme and its impact on

food security. They used the descriptive statistics to separate the effect of the programmes from other factors that influence school life in Bangladesh. They wanted to measure the effectiveness and efficiency of the programme.

Taylor and Ogbogu (2016) assess school feeding programme in the public elementary school Osun state, Nigeria. This study focuses on the impact of the programme on school enrolment, retention and academic performances of pupils. The study adopted a survey research design. This research design enabled the researchers to obtain primary and secondary data. They used structured questionnaire and in-depth interview guide. The results were analysed using descriptive statistics. The results indicated that school feeding programmes in Osun state increase pupils' enrollment 87.7%, retention 44.8%, 58.6% regularity and punctuality 69% in school attendance. They equally noted that the major challenge was funding of the programme, insufficient classrooms and furniture, heavy workload, lack of monitoring and evaluation systems. They concluded that school feeding programmes in Osun state has increased the enrolment and improved performance of elementary public school.

Chage (2013) examines the influence of school feeding programmes on pupils' participation in primary school in conflict areas in Isiolo central district, Kenya. They also used the survey design. The population was made up of head teachers, and pupils in Isiolo central district. a questionnaire was used to collect data. This questionnaire has close-ended and open-ended question to collect data for both qualitative and quantitative analyses. The study established that school feeding programme influence the enrolment of pupils in primary schools in Isiolo central district. The programme influences attendance of pupils in school in Isiolo central district, it influences the lively participation of pupils in schools in Isiolo central district.

Ahmed and Babu (2007) examines the impact of food for education programmes in Bangladesh. FFE programs include interventions that feed children in school and those that give food to poor families if they send their children to school. The design, implementation, and impacts of FFE programs vary depending on many factors and from country to country. A review of international experience with the impacts of FFE programs show that they have been successful in improving educational attainment, dietary intake, nutritional status, and academic performance of participating children.

FFE programs are increasingly attractive to policy makers because they address the two major human development goals: education and nutrition. Yet several operational, budgetary, and political economy considerations need to be addressed to improve the efficacy of these programs.

The government of Bangladesh has tried two types of food-based interventions to increase primary education and food security of poor households. Your assignment is to recommend changes in the FFE program in Bangladesh, including possibly the scaling up of the programs, taking into account expected benefits and leakages. Discuss the policy options that the government of Bangladesh can consider in implementing a new FFE program, but which some stakeholders might resist. Justify your recommendations in light of the consequences for the various stakeholders.

Munie and Jita (2019) explore the implementation of school feeding programmes in South Africa. They evaluated the school feeding programmes in public primary schools. The researchers in their exploration used the collaboration framework to investigate the implementation of school feeding programme. Data was collected using the qualitative approach. In this approach they employed focus group interview with two primary schools and eight teachers. They equally carried out observation. The findings from their study showed that inspite the achievement recorded, the efficient implementation of the programme was hindered by many challenges. They remarked that the situation can be improved if the principals develop strategies to foster collaboration and teachers. Teachers and caterers are well trained on collaboration and professional ethics. They proposed developing monitoring and evaluation as means of solving the impending challenges. This will be the smooth way of managing the programme.

Laurie, Faber and Maduna (2017) assessed food garden as nutrition tool in primary school in South African primary school. The programme evaluates knowledge, perceptions and practice of production among learners and educators in gardening activities and the management of school food programmes involving the national school nutrition programmes. They employed a cross sectional research design. Primary schools were purposefully selected among primary schools in South Africa. The data was collected through questionnaire administered to workers' educators and learners. A checklist was also completed for school gardens. The results showed that 66 school food gardens varied in sizes of vegetable and fruits. They noted the lack of fund and infrastructure, workers and technical support. The attitude of educators and learners towards food

gardens was positive. They also discover that they like eating vegetables. On the whole, school food garden as significant indicator enhances school achievement and need to be improved upon by training educators, gardening personnel and support from external partners as well as policy directives needed to improve the sustainability of the project.

Devereux (2018) examines school feeding programme in South Africa drawing the proceedings on the workshop on school feeding programmes. This Workshop participant engaged with unresolved debates in school feeding, notably its objectives and impacts, which include food security and nutrition, education access and outcomes, intergenerational poverty reduction, employment creation and support to local agriculture. In South Africa, the National School Nutrition Programme (NSNP) currently provides meals to over 9 million learners. The NSNP has two other pillars – Nutrition Education and Deworming, and Sustainable Food Production – but 96% of the budget goes to school feeding. School food gardens can increase children's consumption of fruit and vegetables and function as 'outdoor classrooms', but less than half of NSNP schools have a food garden. No rigorous impact evaluation of the NSNP has yet been conducted, partly for methodological reasons – notably the challenge of identifying a control group – but a comparison of NSNP with an NGO-run in-school breakfast programme found that adding a second meal led to enhanced positive impacts on learners' nutritional status, school attendance and learners' performance. NGOs and public-private partnerships are making important contributions, either by expanding the coverage of school feeding or by piloting innovative modalities. South Africa can also learn from experiences in other countries, such as Brazil, Lesotho and Namibia, for instance with alternative models such as local procurement and 'home-grown school feeding'.

Chakraborty and Jayaraman (2016) investigate school feeding programmes in Indian public primary school. It focuses on math and reading test scores of primary school-aged children. The findings indicate that midday meals have a dramatic positive effect on learning achievement. It equally indicates that children with up to 5 years of primary school exposure improve their scores from 10-20%. They also explore the channels of improvement which include: enrolment, nutrition-learning effects, and heterogeneous responses by socio-economic status, complimentary schooling inputs and intra household redistribution. These channels contribute greatly to enhancing school achievement in India

Kiilu and Mugaambe (2019) examine the status of school feeding initiatives; to establish the sources of funding for feeding initiatives and assess the influence of feeding initiatives on school attendance in Machakos County. The study targeted 30 schools in Kalama and Kola zones. Simple random sampling was used to obtain a sample of 28 teachers and 55 class 8 pupils while 9 head teachers were selected purposively, making a total of 92 respondents. The study used descriptive survey design using questionnaires for data collection. Data was analysed by use of descriptive statistics aided by Statistical Package for Social Sciences. Findings were presented in frequency tables and graphs. From the findings, majority of schools have implemented the primary school feeding programs as attested by 53% of the teachers, 88% of the head teachers and 61% of the pupils. However, 70% of funding for the school feeding programme comes from the community and this has rendered the initiative less effective as most of the parents in the targeted schools have limited resources. The paper recommends for a more state participation to sustain the primary school feeding programme initiative in Machakos County.

Maijo (2018) assess the impact of school feeding programme on pupil's academic performance in Mlunduzi ward, Tanzania. The cross-sectional survey design was used for this study. This study was equally qualitative and quantitative in nature. A questionnaire was administered to capture the impact from 96 respondents in four randomly selected primary schools in Mlunduzi ward. Focus Group Discussion (FGD) was employed to complement the questionnaires. A checklist was used to validate data from learners and teachers through the focus group discussion. The data were analysed using descriptive statistics. The results expose that school feeding programme had shown significant impact on learner's academic performance. The analysis has indicated that the school feeding programme had increased examination performance, helped to get learners into school, enhancing enrolment and reducing absenteeism. The assessment of examination scores in the period before and during school feeding programme had shown that learners got better in an examination during the school feeding programme than before. The study recommends that in practice school feeding programme is difficult interventions; it can be with advantages if the policy makers and implementers can benefit from a careful examination of the programme by involving local communities than depending on donors so as to ensure sustainability of the programme.

Jomaa, Mcnonell and Probart (2011) explore school feeding programmes in developing countries. They noted that, School feeding programs (SFPs) are intended to alleviate short-term hunger, improve nutrition and cognition of children, and transfer income to families. This study investigates the impact of SFPs on nutritional, health, and educational outcomes of school-aged children in developing countries. Peer-reviewed journal articles and reviews published in the past 20 years were identified and screened for inclusion. Analysis of the articles showed a relatively consistent positive effect of school feeding in its different modalities on energy intake, micronutrient status, school enrolment, and attendance of the children participating in SFPs compared to non-participants. However, the positive impact of school feeding on growth, cognition, and academic achievement of school-aged children receiving SFPs compared to non-school-fed children was less conclusive. The study identifies research gaps and challenges that need to be addressed in the design and implementation of SFPs and calls for theory-based impact evaluations to strengthen the scientific evidence behind designing, funding, and implementing SFPs.

Ruffini (2018) Improving nutritional intake can improve children's academic achievement and long-term health outcomes. This paper evaluates the extent to which, and for which groups of students, school wide meals affect reading and math performance. Leveraging cross state variation in the timing of eligibility for school wide free meals under the Community Eligibility Provision, I find universal access to free meals substantially increases breakfast and lunch participation. Math performance increases approximately 0.02 standard deviations in districts with the largest shares of students becoming eligible for free meals. Scaling by the share of newly-eligible students, this effect implies gaining access to free meals increases math scores by 0.07 standard deviations. Test score improvements are concentrated among Hispanic and white students – groups with relatively low eligibility rates under the traditional school meals program.

Ramadhani (2014) investigated how school feeding Programme had enhanced the school enrolment, attendance and performance in selected primary schools in Singida District. Three objectives that guided this study dissertation were: To examine the levels of enrolment before and after commencement of School Feeding Programme, to investigate the effects of School Feeding Programme on pupils' attendance and to determine the effects of School Feeding Programme on pupils' academic performance. Data was collected using questionnaire, interview, and focus group discussions. The analysis involved frequencies of particular responses which

were presented using tables and graphs. The study sample was 172, comprising 9 head teachers, 45 teachers, 72 pupils, 45 parents, 1 District education officer. Sample random, purposive and snow ball procedures respectively were used to select the respondents. The findings of the study showed an increase in school enrolment and attendance and modest have achieved due SFPs and few schools noticed static in terms of school enrolment and attendance due poverty, long distance and poor negative attitude towards education. The study recommended that the government through MoEVT should expand and improve school infrastructure and encouraged parents to build the culture of contributing for proper implementation of the SFPs.

Summary and Identification of gaps in the literature

This chapter handled theoretical literature which was concerned with contingency theory of organisation, the stakeholder's theory from the sustainable management approach and complexity theory in the evaluation of the strategies of the educational programme. The empirical literature which focus on food for education, and how it influences educational outcomes. It equally identifies gaps in the literature as means of establishing the position of the present study. From the present literature we underscore that there is no scientific literature on food for education in Cameroon. Therefore, focusing on this area will create awareness and equally inform the policy makers and community leaders on the importance of developing food for education in our schools.

Most of the literature adopts the survey designs but the present want to take qualitative approach. The works mostly focused on school administration, teachers and pupils but we will focus on the organisation which is in charge of implementing food for education programme in Cameroon. We also try to understand government policy in this light. We note from the literature there is no scientific works on school feeding programmes in Cameroon. The work's reviews are from other African countries and other parts of the world. This explains why this work is imperative in the Cameroonian context. None has taken Contingency planning approach. Some have worked on Sustainability management but at the school level. We will understand organisational sustainability from the stakeholders' perspective. No single on the complexity approach in evaluating food for education programme. Using this approach to explain the Cameroonian reality can inform the world on the management and sustainable food for education programmes.

CHAPTER THREE

RESEARCH METHODOLOGY

The main objective of this study is to investigate the Contribution of food for education on educational sustainable achievement in primary schools in the Adamaoua region of Cameroon. This chapter aims at presenting the methods and procedures selected for this study. These include; the research design, area of the study, population of the study, sample and sampling techniques, research instruments, test for validity of instruments, methods of data collection, analysis, ethical considerations, model specification and operationalisation of variables

Research design

“A research design is a plan, structure and strategy of investigation conceived to obtain answers to research questions or problems. The plan is the complete scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data.” (Kerlinger 1986:279) in (Kumar 2011). The research design used in this study is a case study explorative research design. Exploratory research design was used in this study to obtain an in-depth data or grasp the understanding of field operations of nascent solutions and the community engagement in relation to educational achievement of the Adamawa region. Food for education is relatively new which has not yet received scientific and policy in the Cameroon education system. Based on the in-depth investigation from the exploratory case study design a practical model for designing education project was developed.

It involves a qualitative research strategy or design in which the researcher uses multiple sources of data collection such as: interviews, observation and historical documents to obtain data. This strategy is important in the exploration of the situation in which the researcher wants to understand the phenomenon holistically. It offers an in-depth understanding of the case, process and implicational changes of the case. (Kumar, 2011).

Area of the study

At this level of the methodology we presented the region of operation and organisation involved in the food for education programme. These include: The Adamaoua Region and Nascent Solutions Cameroon.

Adamawa Region of Cameroon

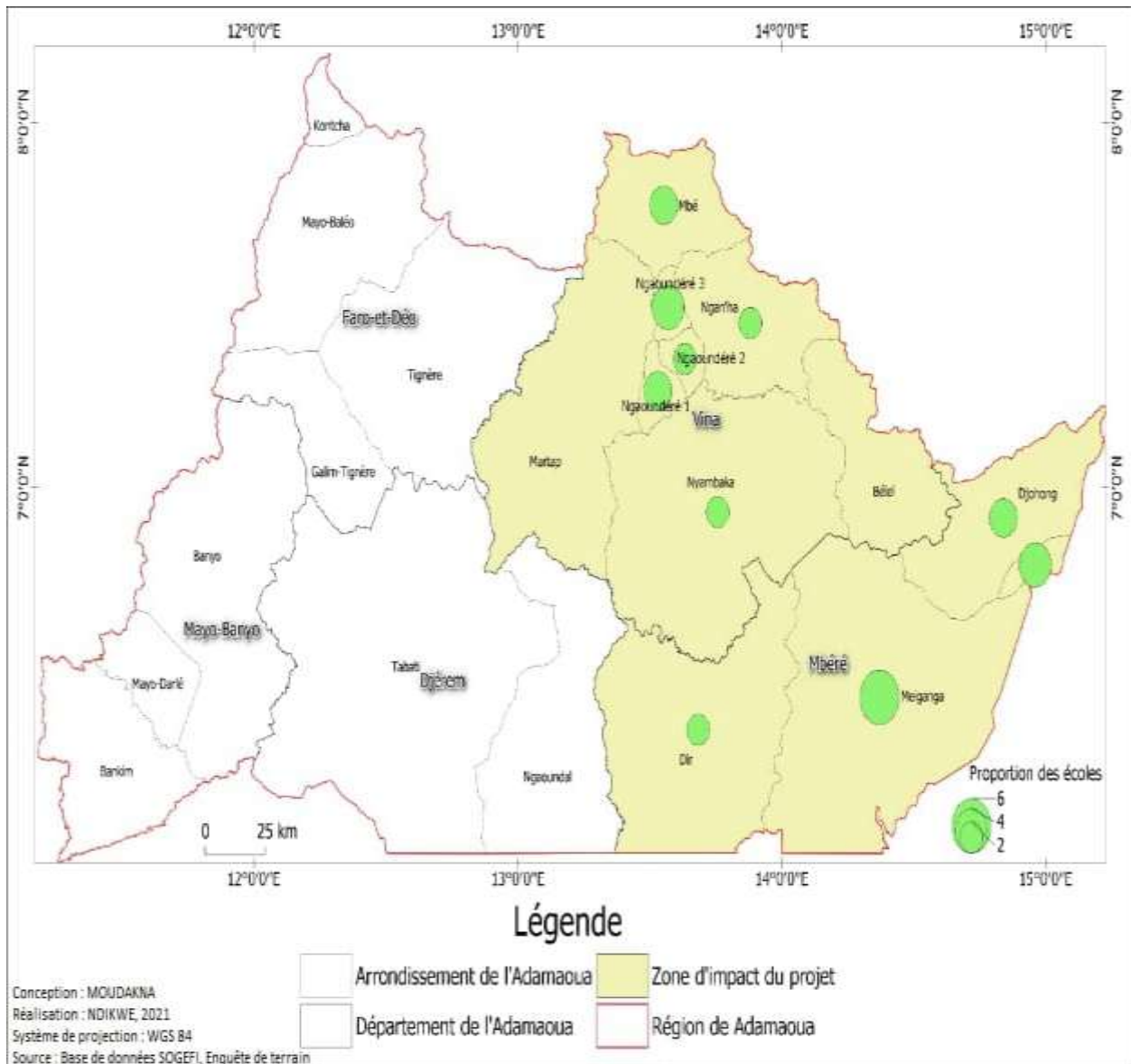
The Adamawa region is one of the 10 regions of Cameroon. This region shares boundary with the East Region west region, Centre Region, North West Region and Extreme Northern Region. The concern of this study is on 2 Divisions -Vina & Mbere of the Admawa region. These two divisions are made up of 10 sub-divisions. These sub-divisions are: Ngaoundere1, Ngaoundere2, Ngaoundere3, Ngan-Ha, Mbe, Nyambaka, Meiganga, DIR, Djohong, and Ngaoui where the non-governmental organization Nascent solution Cameroon, carries out its operational active.

Figure 4: Map of the Adamaoua Region



Source: nascentions, 2022

Figure 5: Map of the divisions of operation



Source: nascentions, 2022

Population of the study

Amin (2005) opines that a population is the aggregate of items or objects from which sample is drawn, constituting the entire collection of observations to which results are generalized.

The population of this study was made up of Nascent solution staffs at the regional levels as well school heads and regional authorities of the Adamaoua region of Cameroon. The food for

education programmes covered 30 schools in vina and mbere with the population of about 12000 pupils out of the 180 primary school in the Adamawa region. (Nascent Solutions, 2022).

Target population

The regional staffs of nascent solution Cameroon, Village heads, inspectors, Head of schools, delegates and PTA presidents, involved in the project in 8 schools. This population was targeted because the researcher focused more on the qualitative implications of the project stakeholders than their quantitative involvement in the implementation of the project. These stakeholders have to determine the educational achievement in the primary education sub sector in Adamawa.

Accessible population

The accessible population refers to the population that was within the reach of the researcher and is often drawn from the targeted population. In this study, the accessible population comprised of all the nascent solution staffs at the national and regional levels as well school heads and regional authorities of the Adamaoua region of Cameroon.

Sampling and sample procedures

Sampling Procedure

In this study, the stakeholders involved were selected using a purposive and simple random sampling technique. This technique permitted every member of the target population to be selected. For purposive sampling the stakeholders were selected based on the role they play in the implementation process.

Sample and size

Mbua (2003) states that, 'a sample is a sub unit of the population or total group which the researcher composes and then investigates as part of the study'. To Amin (2005) he affirms that in research, the sample should be a representation of the total population such that as much as possible most characteristics of the population should be represented in the sample selected. It is the process of selecting elements from the total population.

According to Amin (2005), a sample is a portion of the population to which the results can be generalised to the entire population. Hence it was the reduced number of the regional coordinators, inspectors, head teachers, delegates, mayors, and village heads selected from the wider population for the current survey. This is because it is not possible to collect data from the whole targeted population. Hence a sample is drawn from the accessible population.

Sample size

From the presentation of the accessible population of the 10 sub divisions of the Vina and Mbere divisions, we draw our sample of 10 out of 50 stakeholders. This gives 20% of the sample population which is the standard percentage in determining a simple sampling.

Research instrument

Research instruments are devices which are used by the researcher in order to access data. The instruments can be designed to collect qualitative or quantitative data. In this study, we used interview and observation guides as instruments of data collection.

Interview guide

An interview guide is a research instrument which is used to collect qualitative data in the research process. In this light, this is qualitative case study research which is the semi structured interview guide will help in data collection in a more naturalistic manner. The perceptions of the organisation and that of the local population involved in the projection built on the development of guide

Elements of the interview guide

The focus of the interview guide was to elicit natural responses and the perceptions of the various stakeholders. There were two interview guides, one for administration of nascent solution and the other for the partners/stakeholders. Each of the interview guide had four sections containing three variables of the study and demographic information.

Observation guide (passive observation)

A passive observation guide was used to collect pictorial data from school garden, community farms, construction, feeding, training, and programmes and campaigns. This instrument was used because the researcher wanted to understand the implementation operations of the food for education programme in the Adamawa region.

Validity and reliability

These are two concepts which are very important in the acceptability of the use of an instrument for research objective. These concepts will be discussed in detail in the paragraphs below.

Validity of instruments

When an instrument is capable of measuring what it is supposed or intended to measure it is said to be valid. The participants from the schools shared characteristics especially with respect to the independent and dependent variable.

Also, to do away with doubts and confusion from respondent, the researcher explained the study to them. In addition, permission was sought from the organizers and arrangements were made with the respective organizers for observations.

There was also follow up visits to the respective respondents to ascertain whether what the researcher had written was the true reflection of the views and sentiments that they intended to give during the interviews that the researcher had with them. Based on our observation, this study was conducted in a naturalistic setting in the respective schools where it was carried out without any undue interruptions. During the study the researcher took the role of a participant observer most of the times, the researcher interacted with the respondents freely. The schools sampled also had a wide representation of different learners.

Face validity

After constructing the interview guide, copies were presented to our classmates to scrutinize and correct the items. Also, they were distributed to some colleagues for peer review. The corrections made by them helped to improve the quality of the instrument for a data.

Content and Construct validity

In this study, the content validity was censured from the grounded literature where the opinions or perceptions of the targeted organisation were the main interest. It was checked to address the appropriateness of the content, the comprehensiveness of the instruments and the logicity of the instruments in getting at the intended variables. The adequacy of the sample of the probing questions in representing the complete content that was intended to be explored and the appropriateness of the format of the instrument was equally verified.

The interview and observation guides were constructed based on the research questions which reflected the objectives of the study. By so doing, there was construct validity since the observation and interview guides were seen and validated by supervisor, senior research students and class mates.

Reliability of the instrument

According to Amin (2005) reliability is the dependability or trust worthiness of a measuring instrument. It is the degree to which the instrument consistently measures whatever it is measuring. When an instrument is repeatedly used and it produces the same results, it implies that it is reliable. He further explained that while validity tells about the appropriateness of a test, reliability tells the consistency of the scores produced.

The researcher administered the interview guide to the participants of sample population. Thus, the responses registered from the different stakeholders indicated that, if administered to other stakeholders in other regions where the project is implemented the same data will be obtained.

The procedure of administration of the instruments for data collection

The one on one method was used to collect data. First, the researcher obtained a written authorization which gave the go ahead to visit the schools. The researcher proceeded to the organization and personally administered the interview guide. After presentation, the respondent was briefed on what the study was all about. The instrument was accompanied by a cover letter assuring the respondents that the information needed from them will be treated confidentially and that it will be used for research purposes only. This enabled the researcher to create a good relationship with respondents before administering the instruments.

Interview

Structured Interviews are similar in that, the topics or questions to be asked are planned in advance, but instead of using closed questions, structured interviews are based on open-ended questions. Structured interviews are useful when collecting attitudinal information on a large scale, or when it is not possible to draw up a list of possible pre-codes because little is known about the subject area. Responses can either be tape-recorded or written down by the interviewer. Obviously because of the use of open-ended questions it is difficult to establish uniformity across respondents.

It is therefore more important then, that the interviewer refrains from influencing the respondent in any way and maintains a neutral manner. With semi-structured interviewing, the open-ended nature of the questions defines the topic under investigation, but also provides opportunities for the interviewer and interviewee to discuss some topics in more detail. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further. In a structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee. An example would be: Interviewer: I'd like to hear your thoughts on whether changes in government policy have changed the work of the doctor in general practice. Has your work changed at all? Interviewee: Absolutely! The workload has increased for a start. Interviewer: In what way has it increased?" Fox (2009)

Passive Observation

This is the qualitative research technique in which data is collected through observation by the research. This event or activities is the kind wherein the researcher is passive in the course of the activities. The researcher is not involved in the organisational programmes and activities. We carried out the study in the Adamawa region in two divisions in order to see how effective nascent solution implements it activities in the food for education programmes. The participants were observed, in organisation management processes and community where observed in the course of the implementation of the project.

Qualitative data analysis

The data was interpreted and analysed using the hermeneutic-interpretive approach. It is an expository data interpretive approach in the qualitative research which enables the researcher to do an in depth expository analysis of the data based only on the subjects' perspective and perception of other phenomenon under study. The analysis followed the thematic developments drawn from the concept framework. The exact expressions of the interviewees were presented as collected.

Sources of data

This refers to the ways in which data is obtained in a research work

Primary data

The primary data was collected through interviews and observations which were carried out at the level of the organisation and in the field where the programmes and activities are implemented

Secondary Data

Means data collected by someone else earlier. Secondary data are data collected by a party not related to the research study, but collected for some other purpose and at different time in the past. If the researcher uses these data, then these become secondary data for the current users. Sources of secondary data that we used were government publications websites, books, journal articles, internal records. All these sources used are seen at the references of this work. This kind of data was gathered through administrative document of nascent solutions and other policies documents

Ethical consideration

Ethical considerations were made for the sake of feasibility, clarity and significance. Firstly, the researcher sought the consent of the school head in order to work freely with respondents. In this case, the researcher met the head teachers of the school, explained the purpose of the research and the set of pupils which the researcher wished to work with.

The issue of confidentiality was raised and discussed with the respondents and school authorities. The researcher avoided deception of both pupils and teachers promising them material or financial benefits.

Ethical considerations were made for the sake of feasibility, clarity and significance. Firstly, the researcher sought the consent of the respondents and interviewees in order to work freely with them. In this case, the researcher met the respondents and interviewees of the various faculties, explained the purpose of the research to the set of pupils and staff which the researcher wished to work with. The issue of confidentiality was raised and discussed with the respondents. The researcher avoided deception of both pupils and administrative staff promising them to ensure confidentiality and goal of the research which was purely academic.

Table 1: Operationalisation of the variables

Independent variable	Dependent variable
<ul style="list-style-type: none">- Food for education- Contingency planning- Sustainable management- Strategic evaluation	<ul style="list-style-type: none">- Educational achievement

Table 2: Synoptic table

The main hypothesis	Specific hypotheses	Independent variable	indicators	Dependent variable	indicators	Instrument of data collection
Food for education programmes has as significant impact on educational achievement in primary schools in Adamaoua region		Food for education	-nutrition -Health -Feeding -Infrastructure -Agriculture -In-service - training Food security -Enrolment -Attendance -Take home ration	Educational achievement	-Performance -outcomes -Quality -equity -Sustainability -Effectiveness -efficiency -Access	structured Interview guide Passive observation guide
	H _{A1} : contingency planning has significant in on sustainable education achievement in primary schools in Adamaoua region of Cameroon.	Contingency planning	-Policies, plans and objectives - risk and challenges -Organisational Structures -Decision-making and context			
	H _{A2} : sustainable management from the stakeholder's perspective has a significant impact on sustainable educational achievement in primary schools in Adamaoua region of Cameroon. Schools in Adamawa region of Cameroon.	Sustainable management	Infrastructures -Effective communication strategies - Coordination promesses -Integration stakeholders Field governance strategic			
	H _{A3} strategic evaluation from the complexity management view has a signification contribution to sustainable	Strategic evaluation	-Nonlinear managerial processes -benchmarking system -Diversity and richness - uncertainties			

educational
achievement in
primary

- complexities
-Monitoring and
evaluation
-Messy
situations
-Emergent
situation

Referencing Style sheet

The referencing style sheet adopted for this study was drawn from the American psychological association (APA) 7th edition.

In this chapter, we focused on the various methodological processes suitable for a qualitative study. These techniques involved area of study, research design, population, instruments, validity and reliability, mode of administration, ethical consideration, approach in data analysis and sources of data. The aim was to make the research project scientific. The following chapter will focus on data presentation and interpretation.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESULTS

The main objective of this was to explore the Contributive impacts of food for education programme on the educational sustainable achievement in primary school Adamawa region of Cameroon. This chapter presents the results of the data collected through structured interview. This involves all the three variables selected for present the study. The data was collect from various stakeholders engaged the implementation of food for education programme in the Adamawa region of Cameroon: these stakeholders include head teachers, field coordinators, mayors, village's chiefs sub divisional inspectors of basic education. The data is organised, presented and analysis using hermeneutic-interpretative analysis which is typical of the qualitative approach. This approach is built out of the social constructivism and transformative approach to understanding social phenomena. These variables are contingency planning, sustainable management and strategic evaluation. Therefore, this chapter will present and interpret the findings as follows:

Field coordinator

Contingency planning of food for education Programme and educational sustainable achievement in Adamawa region

Question:

- 1) How does the implementation of organisational objectives (policies and plans) consider field specificities?

Response

The respondent reviewed that *“before the concept of the project a lot field work has been done”* and he recall the fact that they have been working on food for education for *“child nutrition”* that have *“specific objectives to be achieved.”* The main objective of the project is to *“upgrade the literacy children in Level 1 and level 2,”* that they should be able to *“read and write effectively for the”* children at school going age the second one is to actually make sure when we talk about *“diversity of food,”* they work to make sure what children eat is of good quality , they equally work to *eliminate sicknesses* which are related *“to poor nutrition for children lives”*, before we was carried out the project people went to the field to *“assess the level of*

education of the children” at the level of the field after the *“assessment* of the level of the children. In this process they work with *“the ministry of basic education and the inspectorate at the level of Ngaoundere. Some evaluations”* were made to see the *“level of literacy”* of the children at the primary level and after that *baseline* was carried out to see and assess the *“dietary diversity”* of the children. *“Policies and objectives”* being put in place in the project was not built from the air. They were built actually from the field. The field work was carried and they saw the level of the children and then *“objectives and activities* were oriented towards achieving these objectives.”

Question:

- 2) What are field mechanisms use to determine risk and challenge in programme activities and task) implementation?

Response:

“Education programme is a programme in which we are trying to use food to pull children to school so that at least the children so that they can be taught this educational approach is actually carried out within the framework of the classroom.” So they use food given by USDA to bring the children to school. When the children are brought to school, there is an issue of high tendency of enrolment in which they may not have classrooms or the risk of having children and the teachers are not enough to teach the children that is why they work with *“the ministry of basic education, that is our main stakeholder”* they work with and then at the level of the region, they work with the delegation of basic education to make sure that if they have an inflation of children may be the enrolment actually increase to particular level they will be begging these people on what they will do with these children. May be there are no classrooms, there are no enough benches, no enough teachers, they look at what they can do. Maybe they can also come in at another level. There is the *“risk of having food and not have drinkable water”* They come in at the level of *“creating well bore hole”* that can be used, may be the one that are having problems need that the organisation can repair them. So, they are working with “a lot stakeholder - You have the *“delegation of basic education, we have the ministry of water and energy, we have the ministry of health, we have the ministry of agriculture.”* There is also the risk of having food at that school level and you do not the *“ingredients or species.”* That is why

we have the “*school garden*” put in place to produce “*legumes*” (*vegetables*) to produce “*species*” and then mothers may not be able prepare food in large quantities. This means that in most cases they may prepare “*food which is neither nutritive nor balance.*” “*Nutritionists come in now to train voluntary mothers how to prepare balance diet for children.*” In this way, they look at the problems and give solutions to them, they bring activities, “*they look for partners and they need to work together in order to “mitigate risk and in order to mitigate some difficulties that they may face in the course if the implementation.*”

Question:

3) How is the organisational structure always adjusting to field specificities?

Response:

Basically the “*organisation is structured*” in the way that they have the “*region coordinators,*” “*field agents*” who work in the field. These field agents work with the “*PTAs, mayors, inspectorate, and chiefs of the villages*» to make sure that there is a “*liaison between the project and the communities.*” Any time a problem comes up, the field agents will signal the “*coordination unit.*” If there is need for “*advice,*” they will give, if they need to be actively present to support the field agents at the level of the field, you see for example, if they need a garden and there is no garden or space, they can go dawn and meet the chiefs of the village and ask them, we have this project, we need a garden, we need a community farm. What can we do? The chiefs can locate a space for the garden. If they need people to work in the garden or work in the “*community fields.*” The parents are also there, the organisation is very “*flexible*” so much so that there is a “*channel communication, a channel of activities, a channel of putting hands on deck to make sure thing work.*” at the level of the region, the coordinators work with the “*technical staff manipulate*” to every component of the project the field agents at the level of the field are always working with the community day and night they are liaised with the regional office. They take from the office to the community and that is how “*adjustments are made in the course of “implementing the project thank you.”*”

Question:

4) How the decision-making processes in the implementation of the project are consider contextual realities?

Response:

From the beginning, they do not work in space, they work in the community. They highlighted that they are not do *“humanitarian work,”* but they are doing *“developmental projects”*. This means that they do *“work collaborating with the beneficiaries.”* they are not imposing the project on them. They are working together with community, so that decisions, they take, and they take with them together. This means that in development, they partner with whosoever is beneficiary and make sure that they beneficiary is at the *“centre of development, the decisions you actually taking are not actually aloof from the community but are within the community, meaning that we contextualise everything that we do.”* they do not bring the project from space and they come and imposed on the community, they work them. *“This is their problem that is true because the problem was identified with them and they know actually that their children need to be taught. They need a level of reading to be upgraded so much so that when you asked them what we do).”* When the organisation is training the teachers, they invite other stakeholders of the community for training, this is they need *“contributions,” if they are training PTAs on farms they are also there because the school need modern farms mechanisms to do good community farms, gardens we are not imposing on them, they are “collaborating in development.”*

This section present qualitative data on con tangency planning of food for education in the Adamawa region. The results on this section reveal that the field coordination team focus on *“field assessment”* for the development of *“main objective”* and *“specific objectives”*. The objectives are drawn from the preliminary field data analysis which help in need and situational analysis. From these, they focus on *“drawing the baseline”*, *“food diversity and dietary diversity”* and *“elimination of sicknesses.”* The integration of this programme into the management system lead to *“high tendencies in enrolment.”* Stimulating other problems that question quality education lack of teachers and classroom etc. to mitigate this emanating problem the project built bore hole for good drinkable water. The project work with the stakeholders and partner in order to ensure a holistic implementation of the projection.

Also, the *“contextualisation”* of the organisational structure (*regional coordinator technical staff, field agents and the stakeholders*) at each community is quite adaptive and facilitating the effective implementation. The communication processes are flexible and easy for they are

dynamic, the *“field agents”* play an important role the implementation process. They establish collaborative participation mechanisms in decisions create flexibility in various communication channels. Community oriented project call for in roots communication processes and tools for effective implementation.

The project is also engaging the creation of *“community farms and school gardens”*. Most the crops and vegetables produces are context based. This means that agricultural planning is done based on the contingency of the environment.

Sustainable management of food for education Programme and educational sustainable achievement in Adamawa region

Question:

5) How do you handle the provision of infrastructures to school at the field level?

Response:

food for education project is programme whereby when want to run the project you need some sort of *“infrastructures”* because it needs *“stores at the level of the school, you need kitchens at the level of the school, you need toilets, you need classrooms so much so that when you are in the field”* these are basic things that that organisation and the community are dealing with to be able run a food for education project. This Means that , you cannot run a food for education without a kitchen, without store, they need to have toilet, so they make sure that those are built at the level of the schools, while in the school, now they have brought food to the children are coming from all over to attend school. It is true that they have lack of benches and lack of classrooms what do they do, they work with other partners. Nascent solutions understanding that they look at places which are in dying need of classrooms and they built store and build classrooms. *“Just like the case of Bakomboh in the east region, we have built classrooms for the whole school because it was needed.”* They are on the fourth year and they still have many schools without classrooms, without benches. They work with the delegation of basic education to tell them that we have high number of children in that school, we need to partner also with other people. Those are things that you are asking. The fallout of the project or the consequences of the project. With this project now , there are other needs that are developing so they make sure that all these things are provide for , if there are not, they sources for funds to make sure

that they get these need that they may look for other funders who can help u them with classroom.

Question:

6) What are effective communication strategies at the field level?

Response:

At the beginning, communication at the field level, they have ***“stationed field agents at the level of the communities.”*** They work in their groups so that they will be able to identify the problem of the particular number of school where they have a bike at their disposal, they fuel the bikes and make sure the bike is repaired at any time, they use their bikes to go schools where they work, go the community where they carry out ***“meeting in the community.”***

They *“transmit “information from the office to the communities. Sometimes we also use communication media in case of health and nutrition. When we went to carry out an outreach, may carry out, during COVID19, we media we sent out information through CRTV, through local communication radios while supporting the field agents who are already working in the field, we also have community workers who carry out from door to door campaigns on going back to schools.”*

There are people do campaigns so that parents should send children to school but on daily basis the field agents that are in the field are very present so much so that any problem, any component is reported back to the office, any information through the field agents that use their bikes to coordinate here and there.

Question:

7) What are coordination processes used in the project at field level?

Response:

Coordination at the level of field, ***“each region has coordinators answerable to the region and this coordinator is answerable to the head office based in Yaoundé.”*** But at the level, the field, the coordinator runs the activities. Each component has the ***“TOR (terms of references)”*** that have to do with activities they have to carry out and it is approved in Yaounde. The coordinator looks at how the activities are supposed to be carried out do they need car; they need to invite to do this or that they invite their participants and money is released. All the materials are got and the place of ***“training and place of intervention,”*** if should be in a school they may organise

somewhere, they make sure this is done by the field agents with presence transport is given to them and food is prepared for them to eat, manuals are prepared, material are given to them and training is taking place. After that the field agents do what we called **“replication.”** For there is always the **“training of trainers,”** the field agents are there to make sure that the people who were trained go into the communities and the information is replicated that it actually affects everybody in the community so they are there, **“the coordinators to the technical staff, technical staff to the field agents”** to make sure the activities are well carried out so that we work in synergy, we group ourselves and carry out so many activities at the same time. Each person working on his component maybe we have only one car, we may hire more cars so that they work effectively so as to ensure coordination that is how it is done from activities **“to trainings, from training to reporting, replications” are done.** They have the backup that are brought back to the office to make sure that this done and the field agents make sure all the trainings are put into use.”

Question:

8) How do the concerned stakeholders integrated in the project implementation at the field level?

Response:

At the beginning of the project the stakeholders were contacted, each stakeholder. They have **“main stakeholders they are working with in the field.”** They work with the **“mayors, they are the major actors of education now the council, with decentralisation; they are in charge of “minimum package”.** The **“mayors are the alphas and the omegas of the communities.”** With the delegation of basic education on this project, nascent solution is trying to improve the learning level of school going age children. So, they work the ministry of basic education, principally they do most of the training of the teachers. They worker with partners, they do “train and we do follow up. We have coaches in the field.

“We call them pedagogic animators that work with us. We work with the ministry of agriculture we train on good farming methods; the ministry of agriculture does the training alongside the staff of nascent. There is a great follow up and the creation of cooperatives at every level. The ministry health works at the head of division office, we take care of pregnant women who are mal nourished. We do monitoring checks up at the health centres. We have community workers.

We work with surveyors. We build bore holes. The surveyors give us guideline to follow up to make sure that we do not miss any step. The ministry of decentralisation is there with the council.”

so, at every level, they bring our stakeholders together during **“governance training”**. These trainings are to try to see how they can work in synergy to make sure the project is well implemented, to make sure at the time of departure, they can be able to take over easily.

Question:

9) What are field governance strategies to ensure community involvement in the project?

Response:

The organisation has the **“Field governance strategies”** these strategies are developed through **“community engagement, community involvement,”** the organisation first of all carry out **“mobilisation and sensitisation”** of what the project is all about then they have to buy them in by the community people, like they indicated, they are not running humanitarian activities. They are **“running development activities”** so, they need **“partnering with the communities.”** The regional coordinator thinks that

“You cannot partner with someone without telling the person who you are and what you want to do and the person has to buy in that I will partner with you not so that is a way of telling you that you are Also important, that your point of view counts. You bring part and I bring part and becomes something. But if they only give, you know at the level there is a sought of communication with the chiefs.”

They hold meetings with the whole **“villages, sensitisation and mobilisation.”** They tell them what we do and what they are supposed to do. They agree when they are doing their part. Organisation is doing theirs. At the level of the stakeholders, *“communication is done with mayors, they help is to make sure that the communities are mobilised. They chiefs are involved. So, every activity we inform the mayors, the mayors are the key actors in the field you they are political but they also are involved so, communication flows effectively to the entire stakeholder and then to beneficiaries.”* So, they *“work in a chain.”*

In this section we present qualitative interpretations on sustainable management of food for education in which nascent solutions in championing in the Adamawa region. The project activities toward sustain focus on: the construction of **“classrooms, warehouses/stores, toilets**

and kitchens.” They equally create “*school gardens and community farms.*” The provision of these facilities and creation farms and gardens are indication of sustainability management for quality education. These reinforcement community consciousness and engagement.

The stationed field agents work to facility effective communication in all the four components of the projection. Nascent solutions provide motorbikes for them. They use “*national and local radios as communication channels*”. They also carry collective community campaign in creating awareness and the importance of the project to the community

Also for the various components of the projects there is kind of “*chain coordination*” that linear coordination. They work synergy following the “terms of reference”. For nonlinear approaches “*community meeting and impromptu visits*”. They equally carry “*internal coronation*” all of these are to ensure effectiveness and efficiency in the implementation processes of the project.

In terms of professional development, they organisation adopts (TRR methods) “*training–reporting- replication*”. these processes the integration of stakeholders in the “*training, pedagogic animation and coaching, follow up, agricultural training, creation of cooperatives, monitoring check-ups, surveying, field governance strategies and governance trainings.*” All of these organisational and continuous professional training activities work sustainable educational achievement. The nascent solution to improve access and quality education as well as sustainable community development through health and agriculture.

Strategic evaluation of food for education Programme and educational sustainable achievement in Adamawa region

Question:

10) Do you consider nonlinear managerial processes at the field and how are they implemented if any?

Response:

In every activity in project or programmes carried out you have some difficulties that were not identifying during the research process. It is true that managerial processes are linear when you

have to do and who does that and how and at what time it is supposed to be done. Sometime we also face difficulties where you **“need total community engagement”** and you are not getting the **“community engagement.”** need to succeed, you need to produce results, you need to attain objectives but the community are not involved. They try to see how to motivate them, motivation might have not part of the project, you **“create motivational lines.”** They talk of motivation; they must not be giving money them. There are some motivations,

“Appreciation is motivation. Being with them together is motivation, working with them is motivation. Maybe I did not plan to be in school every to work the farm and discover that another way I can involve is being in the farms them, being in the gardens with them, being in the community with them, make sure I am available to make understand what I am asking you people I can also do it for the benefit of the children. These children are your children; you see we have difficulties where things we are supposed to watch over.”

They have food stored in the store. The organisation has difficulties where people who, are supposed to watch over try to side fund it. The coordinator has to Take the key and give it to someone who is responsible. *“If you have proven to be responsible to watch over those commodities.”* The lack of those commodities is the lack to the project so those are the issues that come up, and then we come out of normal think to do extra-ordinary things that is why you need to have creativity in how to manage difficult situations which actually lead to the same goal. For example, when the COVID19 came up, schools were not going on, we had difficulties, what were we supposed do? We had to strategize to look for another way of functioning. They were supposed to feed children in school; we transformed the food cooked in school into take home rations. They cooked at home and bring it to school and eat in school because we cannot bring to children together. Even at that, they had difficulties in that food we gave was consumed in short time at home and everybody ate and the children were not coming with food anything. *“When you have difficulties and you are creative you see how you can on improve the project. In kumbo, when we were in kumbo during the crises which are still in kumbo now, what did we do? The only strategy to sustain the project was not more school canteens; it was not more the normal dietary”. They went into mobile libraries.* *“The libraries were created in communities where children could go and take books, go and read at home. After reading they come back and give them. School was not function. The food that was meant for school feeding. we converted them to take home rations and we were given them every month ends, they collect books twice a*

week four time a month and the project stay on board you understand even right up till now that is still functional in Kumbo because the crisis has not yet gone.” These things are happening we trying to see how mobile libraries can be created in new schools where we do not have so many crises. So, we are trying to look at head strategizing to see how things can occur that way which were not part of the planning that, that were not part of the coordination, we see how we can manage them and make sure they attain the set objectives.”

Question:

II) Is there any benchmarking for richness and diversity system in the programme implementation?

Response:

“When we started the project we started with school gardens to make sure that commodities given were actually well prepared for the children. We discovered that it was good that we have community farms, you see community farms were created now children not only rice. When you some communities where they have some cultural richness where they were cultivating beans and we introduced some new things which were not cultivated in that those communities and they were accepted. Those things are bringing high income to the community and helping to sustain the project. We imported high new cassava stems that were highly nutritive and produces with a short period of time.” We introduced these varieties to them and the new variety is helping them toward sustainability. We have large farms we can produce cassava instead of rice and beans.”

They may be subsidising it now with rice and beans. Knowing fully well that that will come when rice and beans will not be there but their stable meal will the three and a large farm sustain? We have also introduced the cultivation of a variety of Irish potatoes in some which as not the culture there before. You see, as they can do well there.

“We are supporting the school canteens and also the sources of income for the school to buy other thing that they cannot get easily, you understand. So, you find communities very engaged that are very diversity, you can introduce many things. Those are the receptive communities. There is some that very conservative. We work with them knowing fully well that with time things will change.

Question:

12) What are strategies used at the field level to management uncertainty and complexity in the project?

Response:

When you talk of uncertainties and complexities, coordination which is usually very practical you need to read in between the lines or see ahead of time.

“Some complexities or difficulties that may occur in the course of managing the project. You see the situation whereby at the beginning of the project we told the cooks that cooking was voluntary and they opted to cook voluntarily and at a particular time, they are not ready to cook or think they should need motivated. You understand and they should be motivated before they cook for the very children. We have to make them know that either or we look for new cooks that understand voluntarism and train them and put them at the level of the kitchen to continue the cooking or we carry out sensitisation and mobilisation to let them understand the meaning or voluntarism and the importance of their children’s education to them. So that the food that has been given for free. We tell them the children in these schools belongs to you. We have just the project and the for us to make sure that the project succeed, we need to make sure that they eat well, so, when you talk to with them. This way, they understand.

They also strategize to see how we can overcome certain uncertainties, there are uncertainties whereby we told them that food is not for sale. The food is only for the children and the quantity taken out is based on the enrolment. Some store keepers, some inspectors may be feeling that have some entitlement to the food you see. They might be pressurising the head teacher to give them food because they see food parked in the store. You organise community meetings to make them understand that based on the objectives of the programme the food is meant for the children only and any grain that goes out must be justified by each child. Accountability for everyday that this how it is taken out every day. If I give you a bag of rice how do I justify the bag of rice. The tin of oil how do I justify the tin of oil if it entered the record books. The children never ate it how do you justify it. They have to understand that we have to make sure that pupils study very well to become leaders of tomorrows. These are the uncertainties. This how we come in to manage the situation. In case, you where we have some difficulties, you see, when some of these happen we revisit the memorandum of understanding we had from the beginning for partnering.”

Question:

13) What are monitoring and evaluation strategies at field level of the projection?

Response:

I think from the beginning the organisation has a **“monitoring and evaluation unit of the regions and then the coordination.”** They have their tablets that they use to *«collect information, collect data and send the data to the monitoring and evaluation officer who analysis the data.»* They will do *«triangulation to see those various methods of data collection are appropriate.»* What is given in one channel is the same that is given in another. Then they **“synchronised the data”** to have **“quality data”** to see if there are some **“deviations in the field data.”** They have their **“data collection tools we have documentation,”** they use. They have tablets we also like the coordinator and technical staff make sure that what is being collected is what was intended.

Question:

14) What are strategies of auditing the project at messy and emergent situation at the field level?

Response:

“we have strategies of evaluation we also what we call first term, middle term and end-of-operations evaluations we get international firms to do an evaluation of the project to see if the project is in footing, achieving their objectives.” They set to achieve at the beginning. The external evaluation tells us we were doing and where you are doing well. Gives you orientations on how to improve on the various areas. This area has been abandoned improve on it. If their lack of community engagement they will tell you. There have not achieved what was intended to achieved. When the project was implemented half **“the middle term evaluation”** was carried out. The report was given to the organisation telling us what to do, the end of the project evaluation is carried to see in the final analysis. The messy situations or difficulties and challenges we in the field. The evaluators will advise to concentrate on this level for improvement. The M an E officers also ensure that effective evaluation is carried out at the field level.”

Strategic evaluation is key management complexities and environmental contingency for sustainable educational achievement in Adamawa region. The organisational in the

implementation processes of the programmes and activities they adopt varied ways of evaluation which internal and external:

For the “*internal (audit) evaluation*” they have “*monitoring and evaluation unit, tablets for data collection, monitoring and evaluation officer*” when data is collected, they analysis using the “*triangulation approach*” and after the analysis, they do “*data synchronisation.*” They also use “*documentations*” (questionnaire and interview guides). They identify “*deviations*” in the implementation through data analysis. The technical staff and monitoring and evaluation officers are in charge of “*supervision*” of the evaluation process. The evaluation is done in three terms: “*first evaluation, middle term evaluation and the end-of-operations evaluation.*” This is typically a strategic evaluation processes.

From the data it sure that the “*external (audit) evaluation*” is done by “*international firms*” who are employed to audit the organisation performance for who year. From these external audits “*recommendations*” are for the “*improvement and reorientation*” of the organisation objectives, programmes, and activities. Therefore, strategic evaluation from the results standpoint play a key role in educational sustainable achievement.

Head Teachers

Contingency planning of food for education Programme and educational sustainable achievement in Adamawa region

Question:

- 1) How do you contribute in the developing the project’s objective (policies and plan of action)?

Response:

The teachers contribute through the elaboration of “*the plan of action, participate in elaborating the plan in school, how to make sure that the project succeeds*”. The plan for women who cook, help the parents to choose a good plot of land for agriculture and others. They participate in the “elaboration of the plan action” in the project through “*meetings, meetings in which the resolutions are transmitted at the nascent solution for decision-making*”. They equally identify all our problem which we cannot solve and they submit them to whom is responsible or who has

the right. They talk among others things like the *«reading programme, which reading, health problem and the difficulties for the children to feed conveniently is what we posed to our partners. They contribute in “the elaboration of the objectives of the project notably concerning its policy and the action plan.”* his is through different components in the ranks of: **“education, agriculture, health and feeding and the putting of the library.”** The head of the institution that they are trying to implement the plan and formulas they received through the plurality of modules which were proposed to them. In one word, the diverse training they are receiving regularly each component is of capital importance to them for when they received and become leaders to implement in the field for the great good of the pupils.

Question:

- 2) What role do you play in the implementation of the projection programmes and how do you rate it?

Response:

The role monitoring and evaluation through constant check-ups. It is see through frequent visit to classrooms as the problem might be.

“My aim is to bring children to school. So that they can follow lessons because they are hungry. With frequenting the classrooms, I can say the project is successful in my school or not. Also in the garden and farm, if they are succeeding with the parents they are working with. In principle my role is that, I am in the middle, corridor of transmission. The programme, particularly the reading for the children of today have to learn how read and write.”

If he/she succeed to read well, if he/she will success in their studies. Nascent solution programme has come to help us and we as participants, they take care and participating in what nascent is asking them to do at the end of the programmes even now their children know how to read, it is already great step. Also, they play the role of **“finishers,”** w when the organisation transmitted the programme and the activities in which they are involved they realised then and evaluation are done at the end to see if the objectives were achieved through meeting as usual

*“I am in some, the **corridor of transmission**, I take from the community and take from nascent and transmit to the community. I am an **adviser**, an adviser that which less hidden because the*

*state has chosen well to take care of the children education and I evaluation.... the major role that we are playing in the implementation of the programme of the project is that of an **effective leader** and we evaluate through some indicators which we fixed.”* They work to ensure the effective implementation of the project

Question:

- 3) In your school or community how do organise yourself for the participation in the project?

Response:

Participation is done by community. It is not because they are head teacher that they participate; it is all of us that participate. Parents have their role to play and I have my own part to play and together we join our efforts and parents above all in agriculture, it is these parents that have to, who have to help to be involve so that the project succeed. *For the community to participate in the project:*

“We carried out proximity sensitisation. I will say to participate in the project proximity sensitisation is gauged element which determine the success. We integrate the PTA, the school council is the highest institution off the school, AME (Association des mere d’enfants and other stakeholders... We are organising in management committee they have as task to executive all of the activities that concerns efforts them such as, the creation of community farm and putting in place of school gardens and accompanying the school canteen in buying ingredients, my role is to supervised the entry and exit of stock to the manipulation of foodstuff. The feeding of our children to assure all our children have eaten so this role.... Knowing perfectly well the clauses of the contract which is joining us together, we arrange to respect scrupulously our engagement and we even go beyond the engagement clause of the contract.”

Question:

- 4) How do you ensure the provision of infrastructure for the project in your school or community?

Response:

“Our contribution in the sense of infrastructures is enormous at the point where we are mentioned there in the different report which we are sent to hierarchy on which as much as the experience on the increase in enrolment more of the infrastructure is needed in terms of classrooms are felt and there are times we send correspondence to the council and we do it regularly in order to have the infrastructures the proof is that. They have in the framework of the public investment budget benefited a building of two classrooms with complete equipment. “I think that it was possible through our cries our demands of every day before the decentralised structures. ...The women are organising into work groups and men also have their working groups, they have community also “our contributions, our contributions are in form of financial, human and also physical that is financial that, at the level of school canteen we buy ingredients to accompany the foodstuff which nascent give us, in the physical framework we have community farms that the local community go to work. Corn farm which we put in place once more this year. I am the coordinator of the cooks in the canteen; we give wood in the canteen that is the community participation. There is a school garden which the community is in charge of accompanying the project in watering and other thing and maintenance.”

They are the major pillar of the project, everything passes by the school head because they are advisers and they listen to that reason why the state has given me the responsibility to take care of the education of youth so I am the adviser.”

These transcripts present field data from head teachers’ interview. Their opinions are expressed on contingency planning of food for education in their communities and school. They are involved in the **“elaboration of plan action”** and **“elaboration of objectives”**. These elements set the pace the implementation and orientation of the projection in the various communities. They carry **“frequent visit to classrooms, gardens and community farms and bring children to schools.”** They play the role of “finishers, advisers, effective leaders and corridor of transmission.” These roles indicate that they main actors in the implementation of the organisational operations in the field.

They are engagement in different ways and adopting different strategies. Some of these strategies for planning include: **“Collective participation or joint efforts, proximity sensitisation,**

organising management committee, creation of community farms and school gardens. They carry operational supervision and respect of engagements.” From these activities, it shows that the head teachers and communities are very engagement in implementation and ensure the success of the project for the improvement of the education of their children.

In relation to challenges faced they send *“reports and correspondence”* the councils and other stakeholder for assistance. Also within the *“framework of public invest budget”* they work to benefit. From the lobbying classrooms and benches are provided by other stakeholders. The *“decentralised structures”* also work to ensure prevision of infrastructure and other facilities. By and large, their contributions are *“financial, human and physical (material).”* They also work on *“maintenance”* infrastructures in various communities. All of these work to improve on food for education planning and educational sustainability achievement in schools in Adamawa region of Cameroon.

Sustainable management of food for education Programme and educational sustainable achievement in Adamaoua region

Question:

5) How are you involved in the decision making process of the project?

Response:

In the process of decision-making. They are involved most often in giving directives in my schools if they have difficulties or they participate in giving data each month, even every week, to nascent solutions and it is from there that they decide what should/can be done at what moment

“We are involved in the decision-making, in decision-making through meeting and we hold meetings and through sensitisation from which all of the decision are put at the disposition of the management of the project... we, when we were informed as that you provided thing, we will prepare, we protect what we receive we hold meeting and we concert with the PTA.... our involvement in the decision making of the project take into consideration the proposals we formulated during our meeting and all of that we do, we notice that only that of the hierarchy of the project proposes because there are situations where sometimes we are not we are consulted for us to give our point of view for such or such subject. We sometime just fine ourselves inside

for example; it is difficult to take decision in the place of hierarchy of the project like nascent solutions. Most often they come and propose what they had to reflect on in advanced. There are times where we try to give our opinions on what is feasible to do waiting that hierarchy of the organisation decides. When it is local, we take decision because the feasibility is clear and everyone is involved.”

Question

6) What are your views considering interactions the project field works?

Response

*“Working with human beings is not easy even I can say that it has succeeded by it cannot succeed at a 100% but we are satisfied with the **collaboration** because the parents always contributed when there are asked, all is functioning well”,*

Question:

7) How do work to ensure that that projection is effective implemented in your community or school?

Response:

For this project to be effectively implemented, *“we assure by department through agriculture, school feeding in the school canteen and school library and others, trying to elaborate a plan for classroom reading.”* It is necessary that child learn how to read the book in the canteen it is necessary the children eat every day, in agriculture; they have to work the farm. It is from there that I am sure that the project is moving in school.

*“to assure, it is a necessary to have assurance to see nascent solutions come to my school, nascent constructed a warehouse with the kitchen, there are school materials that nascent solutions brought also and many other things “contributions for example, the community participated in bringing sand and gravel and some **bringing moral support** to those working in the construction site....By our **financial participation** and through the construction of warehouse at the cost of 5% or 10% in given gravel and sand and in the school canteen, in the library, the community also participate in the **fabrication of placards** in the **classification of document** in our disposal.... why we have to sustain the project that is why we move through agriculture to*

ensure what the children will eat and will permit them to study well and be in good health... we were informed before that there will be this or that activities we will be psychological prepared and if we could have an annual timetable or semester timetable that would have permitted us to evolve without difficulties. There are interconnections or interaction between the different components...Our role is regular sensitisation. We implicated and we take the point of view of the main beneficiaries in consideration”

To assure that the project is effectively implemented in the community they centred around certain indicators, more to that the tasks are very well distributes or divided to on another base on the pre-established programme and after we are going into scrupulous implementation of the calendar and we follow up

Question:

- 8) As a stakeholder in the project what are future perspective of the project for school or community?

Response:

well, my point of view is very important, the activities which are carried out in the field is for us a stimulus for education of the children because take example, the case of the library, our children are enriched in school manuals and documents which will help them in reading and the same thing with the caser of school canteen ameliorate the schooling of our children. In the case of school garden not only the pedagogic dimension is developed at this level, but also there is feeding dimension which take care of. This is how I can say my own point of view so that in the future the community, the responsibility of the canteen. They contribute by their forces.... We hope to sustain this project by our own resource because we notice that the project has taught us a lot many orientation and many openings... “We wish greatly that to project should remain sustainable and that can only be if we are accompanied by partners in my opinions. For the school resources are insufficient and, may not sustain the project. If they can diversity and all the components can only survive if there are resources and I want to precise that our PTA is course to be legalised. It is at the level of dos office eve if there are many things that are lacking. We say then that the day we will success with the PTA legalised we receive subvention from different angles.”

Question:

9) How do you organise yourself for the project at school or community?

Response:

“ Those thing are not moving because nascent solutions has already given all the support but for who contribution many in the school canteen, it necessary to bring species, it is in this sense that fool should be well cooked because nascent solutions had provided grain, now it is for the parents for the community to give species and in meeting *“we organise how we can pay for the species in my school in the beginning of the school year, the parents concerted among them on the mount so that they can support the school to buy species”*”

The future perspectives of the *“we wish that in the future even after the departure of nascent solution that the community should be capable to take the relay and continue the project. At this stage, it is still in the initiation phase as not everyone already knows the value of the canteen, it need at least that 50% of the population is involved in the project but that is why we continue to ask from partners to come to our aid in order organise the project of the rest of the project 50% in the future will be 100% with departure of partners...move from this adage which says “count only on yourself” we grew individual support, the support of our partners, that of the parents and that of the children, the support of teachers when we meet group we see that we have succeed.”*

For the project to move in the community, there is need of individual efforts. It is the individual efforts of each other that permit us to do collective accord and through peer educators have work extremely hard and the cooks have to be regular, the pupils have to respect their engagement in respect to wood and other things.

This section presents the transcribed field data on sustainable management of food education programme for sustainable achievement in primary school in Adamawa. In terms of decision-making the head teachers *“give directives”, “give data weekly and monthly”* to nascent solutions. They participate in *“meeting”* where they *“formulation of proposals and consultation”* are made.

Also in terms of contributions to infrastructural development the communities are involved in the construction of “warehouses/stores, kitchens classrooms.” They provide “**sand and gravel.**” They are involved in the “*fabrication of placards and classification of documents*” for the libraries. Provision of other material for construction. Therefore, head teachers work with the communities as well as nascent solutions for the provision of infrastructure and logistics, “**improvement of literacy, health and quality feeding**”. Their experience challenges and pledge clear need for “*defined annual timetable and semester timetables*” for the implementation operations.

They support the idea of the integration of community resources (“*food stuff, financial resources.*”) Also. The integration of new activities such as “*animal husbandry, Poultry and fishing.*”

There exist “*collaboration, provision of manual and documents, feeding dimension, pedagogic dimension, health dimension, regular sensitisation, distribution material based on pre-established programme and follow up.*” To this end. The interviews are of the opinion that their “*interactions and interconnections*” between the various components of the projects and the various stakeholders involve in the implementation processes.

Strategic evaluation of food for education Programme and educational sustainable achievement in Adamawa region

Question:

10) Which are some things you integrate into the project which may not all that organized?

Response:

“*We envisage them because nascent solutions come with grain they grain can also be produced on our community. For example, in agriculture we produce corn, we produce groundnuts, and we can produce many other things, if we are already contributing this one if also our contributions we are on good path for me*”

things they want to integrate in the programmes which not integrated in the programmes, plan, if they put in the is take care of PTA teachers will be welcomed, the lack of teachers sometimes

does not permit them sometimes to attain our pedagogic objectives. Actually creating a garden will which was not part of the project.

“The project we are envisaging to create activities that can generate income. I have an idea to create a community farm. The community farm will generate revenue to develop the village from there we create others.”

It is not easy it is true that nascent field workers have multiples strategies through sensitisation and other but which they could have integrated which could be not planned to the human resources. They have tried to sensitise the parent it is true that sometimes, they find themselves only the pupils

Question:

11) Do you consider integrating the richness and diversity of your community into the projects?

Response:

“we answer in the affirmative; yes, it is good to integrate resources.... uncertainties, if there are any, we concert with parents to find a solution we find directive for the uncertainties... we envisage to invest with our own means, resources in the project in bring our support personnel in terms of food stuff and financial resources ...it is our dream to integrate the riches and diversity of our community in the project, we will start by agriculture to have capital and we orientate to other fields of activities. May be animal husbandry, fish farming and poultry and others. We go progressively. Starting with agriculture because all of us are farmers.”

Question:

12) How do you handle the uncertainties of the project at school or community level?

Response

“in the implementation of the project at my level I give report on all that is happening in my school to nascent solution hierarchy do so that they should be effectively aware of what is

happening in my school and it to relay the information that what do all the time. To have information I am in my each if there are successes, I see the harvest tans how harvesting went on in relation to the portion of land that was cultivated and in the classroom I check if the children come to school if they have eaten, if they are not tire in the afternoon, if the food is that they should ne tire they out so that they will not tire.”

“we manage them in terms of sensitisations from sensitisation and from meeting and we are adapting the project to our context...we help children to choose the activities according to capacities and we locate school, Council and PTA also our partners because our children are the main the main beneficiaries and when our children can explain the importance of the project, they adhere, we have financial difficulties at times. We do not have enough means since. It is cooperative each person brings his contribution.”

“Here it takes the components of agriculture, the problems were facing are the same. We will a PTA meeting to discuss the work people are happy to do the work. However, when day which was chosen has come we will be found with the half of the number was in the meeting. This is difficulties we are facing, well when you do have enough human resources to do collective work in the short period of time we have seek help from the volunteers to come and help us and it is not free, we are forced to pay them. With the component of feeding, it is not easy with cooks but there is time we are forced to motivate them when we motivate them things change at least”

Question:

13) What are the ways you to follow up the implementation of the project in your school or community?

Response:

“We follow the implementation of the project through evaluation, we evaluate from the results we obtain at the end of each month... We due give suggestions, there are time nascent solutions takes decisions that are conforming with the community, it is necessary to tell nascent solutions it was supposed to do this. We give suggestions.... we elaborate the too, follow up the project and evaluate the project and we bring tentative solutions to each stage of the project of every difficulty faced.... we defined the manner of implementation, the indicators certain indicators since we want to success in something you start from point A to point B before everything we

define our objectives and scale of indicators. It is through the scales that we try see how we have evolved and at what level we are in relation to the objectives we defined. There are indicators.”

Question

14) After follow up, do you give recommendations to organisation’s management?

Response:

“After the follow up, we give suggestion to our partners like nascent solution and for them to take the final decision... we make suggestion to various stakeholders since we are counting to sustain the project... we give some suggestion for the complaint always accepted. When we have possibility we do not lost sight of that we give suggestions.”

This last section presents the transcribed data on the head teachers’ views on strategic evaluation, process in the implementation of food for education programmes for sustainable education achievement in Adamawa region. The head teachers in the evaluation process are in charge of **“reporting happenings, relay information.”** To field agents and the regional coordination team. They also, in charge of **“supervise harvesting, check assiduity of pupils, check pupil health conditions, check whether the pupils have eaten.”**

In relation to communication and consultations in the evaluation they are involved **“sensitisations and school meeting.”** They ensure **“adaption to context, guide children to choose activities according to capacities, localisation of schools.”** They work to ensure **Cooperation, ensure commitment, seeking help from volunteers, motivating volunteers.”**

They are equally involved in **“Evaluation, gives suggestions, take decisions, follow up the project, provide tentative solutions, determine manner of implementation, and develop a scale of indicators”** for measuring of implementation performance. In this light, the sustainability, the quality of education and community engagement is guaranteed by this strategic evaluation.

These data are indicative of the fact school head teachers are playing a central role in the strategic evaluation process in the implementation of food for education programme in Admawa region of Cameroon.

Inspectors

Contingency planning of food for education Programme and educational sustainable achievement in Adamawa region

Question

- 1) How do you contribute in the developing the project's objective (policies and plan of action)?

Response:

For that which concern objective the project was from the beginning when nascent wanted to implement the project we selected some school some necessary where they could implement their action. They choose more 20 schools but they are working with only six in my sub division.”

The projection arrived in their structure with précised objective, the have their objective already developed. *“We contributed in a certain manner in the elaboration of the objectives may be when they came, we oriented them in the choices of schools which should benefit from the project. They already had their objectives predetermined. Be they have to adjust view in the field work with many school in our sub division which have specificities as compared to others.”*

Question:

- 6) What role do you play in the implementation of the projection programmes and how do you rate it?

Response:

“I have role to sensitise the entire educational community and more is directed towards school heads so that at their level should meet with parents to increase enrolment as well as sustaining them in school also, we insist more on the girl child.... we play the role of coordination more interesting, it is already 3 years. I think that the project is functioning very well and we play coordination role.”

Question:

- 2) In your school or community, how do you organise yourself for the participation in the project?

Response

“For the participation in the project here my collaborators and I myself, we go down to the field most often to see what is really happening. This project is highly welcome, school which have poor enrolment rate; the enrolment has increase a bit. There is also reading a programme in the first grade there is amelioration on this subject... for the education community to participate in the project we sensitise them that is our first action we start with sensitisation of the community informing them of the importance and the benefit which they can have from the implantation of the project in their locality and it is about sensitisation meeting and information.”

Question:

- 3) How are you involving in the decision making process of the project?

Response:

“For the decision-making process, we are involved in that when the seminars are organised we are invited and we relay the resulted to schools that involves in the project.... we are involving in the process of decision-making at the level of selecting school. We proposed school susceptible to benefit, nascent, food for education we proposed and nascent analyses and retain them. The school which will benefit from the project and there are also seminars that nascent organises and they always invite us, when there are exchanges or interactions between the personnel of nascent and we who are involved in the field give our point of view concerning certain decisions and we propose to them thin to do for example during the training of teachers we remarked that to nascent that to train a part of the teachers is not an ideal, the ideal is that all the teachers should be trained at all levels in all the schools, influence decision-making of nascent.”

The transcripts from the inspectors' interview reveal that in contingency planning, they are in **“selecting school or choice of schools”** the implementation of the programme. The work with

the organisation to adjust the “**predetermined objectives**” to the “*specificities*” of each school.” They are involved the “*sensitisation of school heads*”, “*coordination of activities*” through “*field visits*”, “*informing the community*” and “*sensitisation meeting*” of the importance of the project.

They also, contribute to planning decisions through “involvement in “*seminars*”, “*selecting schools*” and “*sending proposal*” to nascent solution. Therefore, Inspectors of basic education contribute significantly to the contingency planning processes of food for education for the sustainable education achievement in the Adamawa region of Cameroon.

Sustainable management of food for education Programme and educational sustainable achievement in Adamawa region

Question:

- 4) How do you ensure the provision of infrastructure for the project in your school or community?

Response:

Concerning the infrastructures, the infrastructure which are in place- warehouse and kitchen; “we ensure that they are well managed by the community. It is our wish our that the present project could think of building of classrooms in some schools which are in need.... each year, we express our needs to council of the sub division, in terms of benches and needs in terms of classroom, our needs in terms of teachers, our needs in terms of playing space. Above all the concerns educational infrastructures to the council and we together with the quota that government gives to the council and the quota that or financing the council is looking for itself, we make choices of investment on our structures and we also contribute to PTA and the council and the elites of the locality they can also contribute in the maintenance of the broken benches, they can offer us gifts, they can renovate classrooms or build and all depend on the income level.”

Question:

- 5) What is your view considering interactions the project field works?

Response:

*“In the different sectors there exist **sybiotic relations** with the different actions that is, agriculture, and as you know feeding as the community farms and garden are need. The agricultural technicians add their contribution to the head teachers. There is counselling that medical team are adding to our school.... I think that all the components you cited are working perfectly in **collaboration** with, we have education, we health and feeding of pupils. These components work in perfect collaboration. There is good collaboration.”*

Question

- 6) How do you work to ensure that the projection is effective implemented in your community or school?

Response

*“we were engaged in data collection in relation to enrolment and also reading, we had seminars and When it came for that which concerns reading in particular in the sense the pupil of grade I of these schools should know how to read... for the effective implementation of the project in our community we already say, we sensitise the parents and we participate actively in all the activities. I want to say all that is proposed by nascent whatsoever, it is community farms, whether it is kitchen or the education or the **meeting and seminars** we participate effectively in the project and we are respecting the instructions and the suggestions that nascent gives us in relation to the materials that they give to the community. We **secure and supervise** the warehouses. The school heads are involving in the management of stock and even the community heads, village head of Dara.”*

Question:

- 7) As a stakeholder in the project what are future perspective of the project for school or community?

Response:

“I hope that the project last and that it should extend to other school that other schools should be taken into account for the project is for the children and beneficiaries in increasing the

enrolment most importantly the girl child. We wish that the project should continue. It is making the community and pupils truly there are no dropout and school disturbances that the project should continue and expand to other school in the sub division.... we think that our community are already ready to take the continuity or relay of the project given that they already having community farms they are cultivating vegetable and cereals. They can continue the action of nascent in the concerned schools such as school canteens.”

Question:

8) How do you organise yourself for the project at school or community?

Response:

“In the community I see their sensitisation which the project is asking of community to be involved in the project creating community farm and school gardens and even the construction of the warehouse and the kitchens, the community contributed in their personal support with sand, stone and gravel. I know a least that it is the beginning if the sensitise so that the community can continue after their departure to involve in the school.... there is financial contribution, there is voluntary participation, like cooks, they are not paid and peer educators who supervise the school farms they are not paid, they do voluntarily, there are Djoro and the head teachers they want that the project should, there are not paid for their service. They work in communion with technicians of nascent solutions.”

The data transcripts of the inspector’s perceptions on sustainable management of food for education programme indicates that the inspectors are in construction and management of **“warehouses/stores, kitchens, building of classrooms, school gardens and community farms.”** The work to **“express needs to council”** and also they **“make choices for investment.”** They contribute to: to **“the PTA activities”, “maintenance” and “renovation benches and classrooms”**

In terms of interactions there are **“symbiotic relations”, “perfect collaboration/good collaboration”** between the inspectors and other stakeholders in the management of the project.

The inspectors are engaged in “*data collection*” concerning “*enrolment, reading programmes and seminars.*” they equally involved “*sensitisation, active participation and respecting instruction and suggestion*” as well as, to “*secure and supervise warehouse and stock.*”

In relation to the continuity of the project explore avenue of “*expansion/extension of the project*”, “*taking continuity/ relay*” from nascent in the future. This is perceived in the creation of “*community farms and warehouses*”, etc.

They also indicate that the communities come through “*financial contribution, voluntary participation and peer educators.*” By and large, the sustainability of food education programme for sustainable educational achievement visit with the deployment of the inspectors’ role in implementation of the programmes.

Strategic evaluation of food for education Programme and educational sustainable achievement in Adamawa region

Question:

9) Which are some things you integrate into the project which may not all that organized?

Response:

*“for that which concern the teachers we know that teachers are recruited by the state but for instance there is a school of about 400 pupils with only the head teacher alone, if the project could think of **recruiting temporary teachers**, or PTA teachers, if they can support at this level that is PTA teachers it will be a good thing, it only **sensitisation and regular visits** to ensure that all move well at nascent.... it is difficult to say directly given that I am playing the role of a coordinator but I think that the head teachers are better placed to, we can note the involvement of others human resources which were not previewed like the security guards which was not in the plan. It was planned there will be working in the community farms we have **volunteers.**”*

Question:

11) Do you consider integrating the richness and diversity of your community into the projects?

Response:

“with uncertainties can address to the sponsors to indicate in which school it is not moving well.... we are already integrating our culture and riches given that in each school they cultivate the type of crops and species they want that is already diversity and riches can be physical and material. We are already giving our contributions examples in the constructions of the warehouses and kitchens. The community contributes in buying of stock and seedling for the community farms, contributed in giving land freely to the school. It is already done and we will continue to do more.”

Question:

12) How do you handle the uncertainties of the project at school or community level?

Response

*“Concerning follow up we go down to the field regularly to follow up the activities of teachers and the entire educational community in our field visit the PTA presidents who represent the educational community with meeting at this level... as the coordinator of the sub division, we play the role of **referee** because. There are occasions there are difficult. There are times people with different visions and different considerations in management of stock, sometime we have too many complications before that nascent is informed.”*

Question:

14) What are the ways you to follow up the implementation of the project in your school or community?

Response:

“May be because the question concerns evaluation, we talk of meetings and impervious meeting, there are ordinary and extraordinary meetings, when there is an urgent issue we try to arrange and make report and send to the nascent or even the community we try to plan on conflictual situation.

Question:

15) After follow up, do your give recommendations to organisation’s management?

Response:

“for that which concern suggestions to nascent we have not done it yet... effectively as we said above after meetings, we make reports and transmit to nascent through field workers to follow up the activities in the selected schools.”

In strategic evaluation, the inspectors perceive challenges and discrepancies in teacher recruitment. They identify **“involvement of resources”** which were not previewed the organised such **security guard and volunteers**. They reveal that the communities are integrating the **“richness and diversities”** of their communities in to the project.

The do **“follow ups”** and play the **“role referee in stock management”** they proposed and suggest that the organisation should involve recruiting and supporting PTA teachers, building classrooms for amelioration learning and sustainable education in primary school in Admawa region of Cameroon.

Mayors and Village Chiefs

Contingency planning of food for education Programme and educational sustainable achievement in Adamawa region

Question

1) How do you contribute in the developing the project’s objective (policies and plan of action)?

Response:

*“The project, as I found it is a good project which has to put into the council budget of municipality, so that they can take it into consideration because there will be relay after nascent... I think since the implantation of the project in our local council area we have been trying to discuss with the beneficiaries of the good of the project in the community. I think it is what we are doing for now.... our contribution is **sensitisation** because we have the sensitisation that nascent put in our disposal is something positive that we should do everything possible the disciplinary procedures of nascent is asking us to do.*

Question:

- 3) What role do you play in the implementation of the projection programmes and how do you rate it?

Response:

“The council is the centre of the project you know that mayor with the decentralisation, primary schools are our affair...I think that in the implementation of the programmes we as the council executive we sensitising and giving our support in the field with the local population. Our role is to help the community, the population through the use of gifts.... the role we are playing is that, we pass most of the often in school as we were designated as technical advisers with the school head how everything is going and that is how is done”

Question:

- 4) In your school or community how do organise yourself for the participation in the project?

Response:

“it is a very good project which give an accelerating speed to basic education to our children... for the participation in the project, we are working with the community in relation school can “we participate in the project, we participate in the project personally problem they to constitute groups to work in school gardens, the men and the women are involving in carrying wood which is used fencing and protecting the farm. There is also stray animal which is a problem in our community, se we are obliged to protect the garden each time, so that animal will not destroy that is the farm.” Involve in canteens and community farms in order to support the project.”

Question:

- 5) How are you involved in the decision making process of the project?

Response

“Most often in spite of the many preoccupations we visit the school, we have two visits every month to see at what level the project is with the two schools that hosting the project in my

council area, we are following it closing.... we are involved in the decision-making through meeting. When there are meeting they invite is. I think to have assisted in almost all the meetings. I think the last meeting was in month in term of evaluation. I think at this level I can say we are fully involved in the project. The decision is taken collectively.....I am involved in decision-making through my personal presents in meeting and activities. I am constantly in the field to show example in to if chief in the field that mean is a serious project also that those to come work to have good involvement.”

These data show that mayors and villages in communities where this project is implemented are involved in planning by **“integrating the projection the council budget”**. **“Discussing with beneficiaries and participation in food production.”** They **“help the communities through gifts”**, **“field support”** and **“sensitisation.”** They have been designated as **“technical advisers”** to the head teachers and communities. They equally carry out **“follow up through regular visits”** to schools, farms and gardens as well as the communities. In relation to decision-making, they participate through **“meetings”**, personal presence and activities”. These **“decisions are taken collectively”** by the entire concerned stakeholder. Meeting are therefore, organised for consultation and concertations. Therefore, the process the mayors and the village head play significant role the sustainable implementation of the project. Sustainable education achievement is very important in the local community where their challenges of resources so nascent involvement has great improve in the improvement in this direction.

Sustainable management of food for education Programme and educational sustainable achievement in Adamawa region

Question:

6) How do you ensure the provision of infrastructure for the project in your school or community?

Response:

We have taken action in the council of Ngamnaka in the elaboration of the budget we have involved thee school which running the project by nascent.... the council every year the school that were provide infrastructure even if it is only a single classroom. There are schools many

pupils than the classroom. They try to provide some infrastructure, toilets we also notice that their pupil who sit on the floor, so we will try to provide benches so that they follow up lessons normally.... provision, when started we gave our contribution. They were in need of sand and gravel we provided sand gravel. This was contribution because we wanted nascent should be effective in our community.”

Question:

7) What are your view considering interactions the project field works?

Response:

*“we involved in every circumstance when there are some activities we are involve; we see how the activities are carried out even more...we go down to the field and sensitise the population, mostly the population you know when villagers receive certain gifts they start thinking that, it is a private property like the bore hole or the farm. We have to make it in such a way that are will not come claim that hit.... interactions, I think they are **sybiotic** but we can see where there is bit of problem that that for which concerns the provision. At first we had a problem of warehouse we resolved the it, for now we are work **sybiotically**, but my id missing to know our children are eating in school because personally for me it difficult for me to remain to see how they eat. Another people so there are some children who to school only to eat and go home during break time”*

Question:

8) How do work to ensure that that projection is effective implemented in your community or school?

Response:

*“Infrastructure in a school in our community we do everything to see that everything is in a good condition....it is an important question, nascent is there for some time, and it will go. That is why the council put in place a committee so that with the departure of the organisation, the project can remain sustainable. I think do this, there is need for **committee** as I have already said to follow up the project.... I want that it should be effective, the project arrived with the objective*

which is to have many children in school and if they arrive and discover that they are not there, while investing much to provide for them it will not be good, it is not normal. This why I have pass in quarter, houses by house most often to see children that were registered and not going to school, tell the parents if they fail to ensure their children I will take them to the lamido to sub divisional officer.”

Question:

9) As a stakeholder in the project, what are future perspective of the project for school or community?

Response;

positive because all these actions are welcomed because the school need them, the children and community were really in need, if nascent come to accelerate of insist on these activities only go to reinforce the capacities of the community otherwise according to the government was supposed to put these activities into implementation before nascent had to come because I do not know how that escaped their minds

“It shows that the project will bring positive results, in the future, because with the arrival; of nascent there are indications there are many children and the government have open a technical college in the community which never existed. Another perspective is to help the population so that it moves forward.”

Question:

10) How do you organise yourself for the project at school or community?

Response

“As I was saying already is an affair of the council, is the priority of the council. Recently in the budget in December we elaborated place for each school at the centre of activities in each school as example nascent constructed a bore hole in the school we say from that angle that each school is supposed to have a bore hole for the good functioning of the school.”

In sustainable management the data from the mayors and the village chiefs indicate that they are engaged in the *“elaboration of the budget”* which is used in running the project, provision of *“classrooms,”* they work to improve infrastructures such as *“toilets, kitchens and benches”, in giving “sand and gravel.”* This shows that community participation which move towards sustainability of the project

In terms of interactions, they reveal that the *“interactions are symbiotic”*. The creation of the *“committee”* for managing the project at the council level. They carry out *“sensitisation”* of the parents and communities through *“door-to-door”* campaigns. They advocate for the *“reinforcement of capacities of the communities”* and the help the community to be fully engaged in the projects.

The villages’ heads provide “land” and ensures the *“security of the area.”* They participate in the provision of *“drinkable water”* through the construction of *“boreholes”* in some localities of the region. They hope to integrate cultural richness of the elites, interclass games and cultural activities.

They are involved in the *“recruitment of volunteers and recruitment of council teachers”* to assist in the course of the implementation of projection. To this effect, mayors and village chiefs significantly visible in engaging the communities and they are actively participating the implementation of food for education programmes in ensure sustainable education achievement. Quality assurance and competence transmission require all these facilities and programmes.

Strategic evaluation of food for education Programme and educational sustainable achievement in Adamawa region

Question

11) Which are some things you integrate into the project which may not all that organized?

Response:

A bore hole in the government primary school yanga for example which was not in the plan of action more so they also thought there should be an additional drinkable water in government

Yanga, we have a big bore hole in CAM beside the school, we add another drinkable water to give access to drinkable for teachers and pupils

“absolutely, you see that at certain time we had a problem of land, the we have a piece of land where animal could easily destroy, we struggled to find land in the secured area, we have our garden and farm now if nascent is not there we can continue”

Question:

12) Do you consider integrating the richness and diversity of your community into the projects?

Response:

“we are sensitising the parents and the pupils to tell them that it is an important support which nascent has brought so we have to concentrate to assure it continuity....we are envisaging to integrate we are good to the field, like now you I am thinking we focused only feeding in the we are integrating interclass games and cultural activities...when we talk of riches we talk of cultural riches, there are several riches, have another rich which are the elites we are envisaging that the elites support us when come to the mayor do not sufficiently support the project and of the mayor, we envisage to run behind our elites.”

Question:

13) How do you handle the uncertainties of the project at school or community level?

Response:

“Uncertainties, difficulties will never lack, they will never lack, but we managing as we can. When the case of teachers we recruited volunteer and the council recruited council teachers as well as the PTA we pay them every month and we know there many pupils but few teachers, you find a teacher who is overloaded with more three classes which not good for the children and even for the teacher in question....the unexpected difficulties you see, we have difficulties working with animal are doing in the community farms and school garden, we have try to secure them of with wire nascent offered us.”

Question:

14) What are the ways you follow up the implementation of the project in your school or community?

Response:

“I do unannounced visits, visit warehouse, kitchen, and farm to verify if all is going well, also I have the municipal councillors who are giving me information if there is something to regulate, village chiefs, work in close collaboration with village chiefs, schools’ heads who help in providing information.... we carry unannounced visits but It is not all the times. We go just to assure that the programmes so going on well.... absolutely, recently, I was in yanga I saw that the fence of the community in a poor state, I asked the community to repair the fence in order to secure the farm, you see in our community agriculture and animal husbandry is choice, you have to plan and secure the space if not you will not have any great thing from the farm.”

Question:

14) After follow up do you give recommendations to organisation’s management

Response:

“To nascent, have accompany us with food, water and health is already much being we have problems of infrastructure, you know yanga is a school which is not having classrooms, in council before my arrival, I put in place two building of two classrooms. This not enough up to this level so. I think I present the request to nascent if they could accompany us in this sense to have another building of two classrooms so that education can be fluid at this level... “We do some suggestions to the organisation so that the project can move on well”

On the strategic evaluation, the mayors and village heads are of the opinion that they carry out **“unannounced visits** “of the warehouses/stores, kitchens and farms. The municipal council team are involved **“information gatherings”** for the mayors to make informed decisions. They mayors work in **“close collaboration”** with the village chiefs and school head teachers in providing information and **“revolving infrastructural problems.”** From the data, they give some

“*suggestions*” the nascent solutions. This suggestion is based on their field evaluations and information collected

PTA Presidents

Contingency planning of food for education Programme and educational sustainable achievement in Adamawa region

Question:

- 1) How do you contribute in the developing the project’s objective (policies and plan of action)?

Response:

*“At the start of every school year, we seat at the PTA executive with the head teacher, we try to **elaborate the programmes of project** of school for the whole year and that which concerns the head teachers. We make are indicators we send them at head if there is any necessity... I believe we contribute to the project at different levels, I received the protocol that nascent sent to us. From the protocol our school was chosen. This **protocol** was having many topics and at many levels of responsibilities. Nascent assured that we are a school, nascent assured that the programme can function in our school because there are some good number things they have been doing from the beginning, like farming and have a **warehouse for storage**. They store the foodstuff what nascent could do. We **constructed the kitchen**. The protocol also shows that if nascent brings 80%, the community brings 20%. I think from this angle we can say that we contributed to project in a significant manner.”*

Question:

- 2) What role do you play in the implementation of the projection programmes and how do you rate it?

Response:

*“in the actual project we actually made available **cooks** and make available **peer educators** and each certain, **Liberians**, the **representative of the PTA** and the **representative of the teachers** and also the women who make available for the **school garden**...we can say the role is, the role*

of **partnership** and also of support at all levels. Above all, giving that we the presented the project, there were a good number of thing nascent told us and we accepted, it is now at the level of the community, that the community adhere and the community in understanding the objectives of nascent which are to bring to children school and feeding many times a day. One of the first was to convince the parents to accept that they can give food to their children coming outside of the country. It was a difficulty work and they believe that a lot of wisdom and meeting was needed with the parents and they ended up understanding the importance of the project. There were two groups of parents those who were for and those who were doubtful. They wanted to see that, they have given rice to pupils before they joint and those that were against saying whether it was good rice, whether they can give something to someone for nothing. Even those who were not directly linked to project just because they were the ants, nephews, and uncles. They could be an obstacle for the implementation. I think we sensitised them progressively. Right now everyone is engaged”

Question:

- 7) In your school or community, how do organise yourself for the participation in the project?

Response

“The organisation is only done sensitisation. When there is something to do we sensitise, we go from door to door, to make aware that there is an activity to carry out. Those who are available can come and do the activities together At this level, it is difficulty because everyone is not at the same **level of understanding complicated because there are parents who do understand the main objective community association work. **Individualism** has an impact on us and many do not understand that we can have a project for **the community interest**. That is where the difficulty is situated. Like the PTA president in the first years, we wanted the parents to cultivated, that the parents should work, we noticed that it was complicated. We could not have them. We took another **approach**, we told the parents that those who do want to work can give money, and we can find someone who will work for him/her. It is new approach that we took. Most of the parents contribute and PTA find people who goodwill who can do the work so that they can be remunerated. If not, it was not easy because many parents do not **understand****

*community thinking. Each person thinks that since I am in my home, they do not understand and they can come together to progress. One of the difficulties is that we are in the milieus where there are many religious groups. It is necessary that you pass by each religious group to convince and everyone is not having the same level of **accessibility** of certain understanding. If nascent could do something at this level so that people could understand that. We saying that we should come together, it is in effect to success together, and it is better integrate together that our problem can be addressed in one way or the other.”*

Question:

8) How are you involving in the decision making process of the project?

Response:

*“ the project that nascent brought before **making a decision**, there **ask us first**, me as the PTA president and the whole bureau we managing the project, I seat with the **members of management** and see if the decision we make is in the advantage of the school, if it is in the interest of our children we apply....we do field visit to see if the directives which were given, if the people are respecting them.....in principle and in collegiate manner, manner it was in effect from the **protocol to have representative at the all levels**. When nascent sends foodstuff, the PTA president should be there to sing the count, it to certify that the foodstuffs arrived. That in major role when he is there to certify a school representative is always supposed to certify that effectively that we received on this date this number of bags, I must be present and when I am not around delegate someone to do that. So that they cannot just informs, but that we should be based on fact. Sometimes, we have difficulties with the timing, sometimes is not accessible, sometimes we have logistics problems. For now, we are trying and we are happy with how it is going. There is no decision in my school without me coming in. I am the one who gives the green light, when it concerns gardening products, the school heads cannot do anything without first of all having the opinion of the PTA president, without consult PTA executive. At this level we cannot complaint. The school head respect this rules, even to take a bag of rice from the warehouse, I have to authorise to prove that I have all the keys to the warehouse. There are times I have to come several times. When I am not there, there is no problem with this*

collaboration, we are consulted in the chain in decision-making we are the one who give instruction so that the school head should implements at their level.”

The qualitative field data show that when it comes to overall planning processes the PTA presidents play an important role in the implementation of the project for the sustainable educational achievement in Adamawa region of Cameroon. They are engaged in the “**elaboration of the programmes**”, they receive the “**protocol**” from nascent solutions. This is prepared document establish the objectives and the field of operation of the project.

In terms of role the PTA presidents and the executive play, they work to: “**provide cooks, peer educators, librarians, and volunteers**” to work in the school gardens and community farms. They work in “**partnership**” (**partners**) in with nascent solution, they “**support**” (**supporters**) the organisation and carry out “**sensitisation**” in the community. But the community has the challenge of “**understanding**” and “community thinking.” This may be due the literacy level especially when it comes to collective work of the community.

There exist “**collaboration**” between the PTA and project. They also carry out “**consultation**” in the “**chain of decision-making.**” From the results it indicates that “**decisions are taking collectively**” through “**meetings**”. They PTA president also “**delegate his responsibility**” to some people in case of absence and he equally “**authorises**” the “**check out**” of grain and stocks from the warehouse.

In the light, of these analyses, it is evident that in terms of contingency planning for food for education programme, the PTA through the presidents and the executive contribute significantly in the effective and efficient implementation projection and in the achievement of sustainability of quality education and enrolment on the Adamawa region.

Sustainable management of food for education Programme and educational sustainable achievement in Adamawa region

- 9) How do you ensure the provision of infrastructure for the project in your school or community?

*“For the provision of school infrastructures when they were launching the project, we were asked to contribute at a rate, to contribute **sand and gravel** for the construction of the **warehouse and their site**. I think that what we did at that level of the school and I believe that we*

have done what we were asked to do but it is at 10%..... when nascent came they gave us a specification, we need to have a warehouse and what nascent should be giving and what we have given too. Nascent has to support, they support us at 80% and we have to provide 20% of the material in the case of school were we are false to produce a trip of sand and gravel in order to do the work. The cost which was enough so the PTA also comes into to support, provide technicians in pay their labour.”

Question:

6) What are your views considering interactions of the project field works?

Response:

“The interactions turn around on the well-being of the children and when you see at the side of peer educators all turns around the children, when you look on the side of the mothers, cooks all turns around the well-being of the children. Even you look at the level of health, at level the level of health centre which they take care of the pregnant women who are there, the focus is still on children. I believe in taking care of the retarded, I believe that in relation to interactions of these, of these multiple project goes in the same direction.”

*“At the community level, the components of **health, school canteen, education and agriculture are in school, malnutrition at the community level. Nutrition is the dimension which concern women who have put the birth, mal nourished children.** At this level we send **spokespersons** to explain the importance of nascent programmes, **fundamental of nascent**, how children can be **malnourished** because the parents think that we have given fufu to the child it is okay. While there are other feeding supplements that the child needs. The complementary work is that; we have to explain all of these to our community. We know children who are well instructed, strong and well brought up in effect, and it is the community that will benefit. They will bring development from where they were born and permit their young brother to be employed. It is at this level that we believed that explaining well to the community each and every one will gain in the process. This is the interaction to explain to the parents that their children have to be well feed and to go to school for it help to learn and equipped themselves and to each school and help to reduce frustration. When a child can eat because the father can provide food to eat and other*

parents are unable to provide it create frustration, we have school loses because of these kind of situation.”

Question:

- 7) How do work to ensure that that projection is effective implemented in your community or school?

Response:

We also, contribute through **school canteen**, through with **species** which are made available for the cooks.....it is quite challenging work; it is not easy as I said early at the level of understanding. We are not at the same level of understanding; we are not at the same level of sacrifice. We try to make parents to understand; if they are thinking their girl children go to school to well feed us will have won. The target is for us not to have on big participation of the community butt to have reactions that they understand, because education is pedagogic. If they will understand they will help others to understand and them to the library to read the document which were offered, we want to see our children at midday happy for they will have what to eat. We want to see children happy to go to school. I believe at my level I can say that all the components of the project in **synergy**. Each person at his level is **contributing**. The school heads are ensuring that children are in school. The teachers who are **undergoing training** are trying to apply the training in which they are receiving and within them we can see the evolution of the children in school, at the pedagogic level. The proof is that last year was first in the first school leaving certificate in Ngaoundere centre.” They work to improve school performance and educational achievement

Question:

- 8) As a stakeholder in the project what are future perspective of the project for school or community?

Response;

I believe that the year corona virus we failed to think of that perspective, this means that we had two years that we could think and rethink of the **sustainability** of the project because nascent was for five years and we were trying with the **palliatives** to bring so now we moving are

toward the end in which nears that we did not really take time to think of the **strategies** to continue to reflect on the continuity but as that holds, the PTA executive in office will continue to think of what to do because we think that it is good project and we sensitise the community to see how to elites, the resources persons can understand the fundamentals of such a good programme. We believe that we had two years which prevented us from thinking. this is where we have some difficulties we still have one year to reflect on the project, on the **sustainability**.... for the future perspectives, for the school in which I am PTA president, we **have previewed to work a hectare of corn and beans** and also previewed to also do **school garden** at the level of the school. I believe that this year at least see the engagement before yesterday before parent we to clear with about 75 people who end, that is to say the truly the parents are taking the project seriously.”

Question:

9) How do you organise yourself for the project at school or community?

Response:

“it is well organising, internal cuisine but we’ll have at least adopted a system in which we make groups by household with the people of goodwill who help us.....We can say that for that which concern task in school, we have volunteered parents for that which concerns agriculture who do the work that of others when concerning agriculture farm. There are parents who very engaged voluntarily. That which concern school canteen we have mothers who are available for the task, they come in the morning, they carry water, they wash dishes and plates, they cook and they wash before going home. At this level we do not have much to complain about except that many are not involved but these who are there we us we are satisfied with their tasks and services.”

The field data on sustainable management show that PTA work consistently to ensure the effective to implementation of food for education programmes. They provide **“ingredients/species for the school canteens”** and **“gravel and sand”** for the construction of classrooms boreholes and toilet, etc. the PTA presidents are engaged in the in the **“elaboration of the council budget”** for the running of the schools.

They also, work to create “*working groups*”. These groups are formed according “*household volunteer*”. They equally “*pay labourers.*” They animate “*interactions*” through “*spokespersons*” who carry out “*sensitisation*” in the community. These interactions are all focused on the “*well-being of children*”. One of the PTA president indicates that during the corona period they use “palliatives” as a contingency method in the sustaining the project.

The PTA working in future perspectives of expanding corn and beans farms as well as the expansion of school gardens. On whole, these activities, programmes, approaches and strategies are employed to ensure sustainable educational achievement in the Adamaoua region of Cameroon.

Strategic evaluation of food for education Programme and educational sustainable achievement in Adamawa region

Question:

10) Which are some things you integrate into the project which may not all that organized?

Response:

“We thought of integrating the dimension of poultry farming it is difficulty we thought of like integrating our culture, culture of “demjem” as means of increasing resources at the financial level. I think the bureau is working on it, we will reflect on it and see how we can integrate other elements which permit our school to be happy, the departure of nascent.”

Question:

11) Do you consider integrating the richness and diversity of your community into the projects?

“You will see like the library from the beginning the project was not indicated that it will construct a library and this year, last year at the beginning of the school year as was necessary to have a library. We were forced to construct small placards to put books from the project. The books in a hall the books are classified... Well, I think we have already envisage if people can already integrate into the project if that we integrate the diversity of the cultural diversity in the project.”

Question:

11) How do you handle the uncertainties of the project at school or community level?

Response:

“Well, the uncertainties can never lack, but we focused on sensitisation to show the importance of the project in the community..... we are a dispersed community and heterogeneous, it need a ground work and in-depth work at this level because there are some there who well educated and there some who are not well educated. So everybody is not at the same are not well educated. I think that nascent can help us have a literacy programme for the community. This will help them so that we speak they can understand what we are talk about and where we are going to and those who are apt, it is the question to already the importance for the project for the community. What is tough is the individualism, each person wants to success alone. Why the goal of nascent is that we succeed together, that every child according how the Cameroon policy of living together, nascent is helping us together. If this living together is well established it will be the entire community that will gain for they will not child am that of the individual but children of the community to accompanying, knowing that the child will feel belonging to the community if we fail children will not help his parent and his community. The goal is not that each should that, he/she belongs to the community which has accompanied them through his life and study....it is difficulty there are actually where when I get up done want my phone to ring, they should not call me for situation in school, there problem water, logistics. Some difficulties because the cost is high to fee 700 pupils in a day is not easy, rice beans and oil not enough while they to bring other compliment. We always assist or add at least 20000 FRS. Every day to buy compliments. Top put all these ingredients; it is costly for the community. It is not easy, there are difficulties especially water. For example, we use an about 1500 litre of waters. We need to have them ovary day. Opted for each child should wash their both from home because there is not water to be in school each child has to bring his drinking water. Water we can find is the one we can use in cooking for in our quarter water is difficult resources to have for everyone in the community.”

Question:

12) What are the ways you to follow up the implementation of the project in your school or community?

Response:

“we follow up every day, every well, I have to be in school to assure that, to see if food is well cooked, if the children are well fed, if they are happy every day. I have assured that wood is available that they prepared without problem. It is to tell you it is not an easy work, if we do have a heart, if we do feel engage we, we cannot, we would have abandoned it. In two the difficulties are enormous and many challenges.”

Question:

14). after follow up do your give suggestions to organisation’s management?

Response:

“For the evaluation of the projection we do it every month, if there are faults we correct, if there are difficulties we correct. I have already said we do auto evaluation each month to see id what was said or plan was actually executed or was respected in meeting. This is by simple meetings... it is true that nascent was supposed to make monthly evaluation, but I see nascent is on its side. We pray that there should be that can of meeting for is to express our difficulties that nascent see the quality of our difficulties in the field. As that holds we think that we at community level are doing what we are doing at the level of the school. All the difficulties are managed by the school administration and the PTA executive. We love that nascent organisation discourses that we present our report when monthly to see how to handle the difficulties as we ate engaged in the project. They should be engaged in the resolution of the difficulties Well! Suggestions, we do not by writing but orally we do at least.”

The field on strategic evaluation from the PTA presidents’ point of views reveal that the evaluation is done. This evaluation is done through meetings. The evaluation process they identify faults and take corrective measures. They equally are carrying sensitisation as means of overcoming uncertainties. Based on the projection in the field they are reflecting integrating

poultry in other areas and also plead with nascent solutions to organise more evaluations meetings as means of ameliorating the project. They are all of the views that give suggestions to nascent after evaluation. Most the suggestions are oral. It is evident that the PTA is plays an indispensable role in the effective implementation of this project. These go a long to improve on quality, access, equity, health, management and governance in the primary sector of education on Cameroon. All these sustainable development inductors are highly predictive in production of human capital is morally responsible.

The Presentation of Pictorial Data from the Passive Field Observation

Plate 1: Agriculture and Reforestation: The 6 Pictures (A, B in the appendix 2) present the dispatchement of inputs and implements in EP Yangai, Maize farming in Wack, planting of Irish potatoes in EP Neminaka, reforestation and planting of fruit trees by the mayor Yangai, Irish potatoes field Darang and EP Wack school farm. These are the activities that the organisation carries out to ensure the sustainability of the project in the Admawa region

Plate 1: The School gardens and table birds: The 4 pictures(A, B in the appendix 2) present the School garden of (EP) Yangai government primary school, school garden of (EP) Neminaka government primary school, table birds at ST Angele at 45 days and school garden price award ceremony. The school gardens are to provide spices and other vegetable for school feeding. Developing these gardens is way promoting sustainability of food for education programme in Cameroon

Plate 2: Health Screening and Sensitisation: These 4 pictures(A, B in the appendix 2) represent Hand washing observation in laka petel primary school, disposition for hand beside the toilet in laka petel primary school, sensitisation against corona, screening of wemen for THR Mbe health centre (1),. This is to improve on the condition of th communities where the proeject is integrated

Plate 3: The training of relay and health personnel in nutrition and feeding, the celebration of international hand washing day, the distribution of THR to malnourished women: These 5 pictures (A, B in the appendix 2) show, the training of relay and health personnel in nutrition

and feeding, the celebration of international hand washing day, the distribution of THR to malnourished women of Yambang, and culinary demonstration in Badzer health centre.

Plate 4: The Reinforcement of Head Teachers' Capacities on Management and Leadership:

These 4 pictures(A, B in the appendix 2) depict the training programme to reinforce the capacities of school head teachers on management and leadership my nascent solutions in collaboration with United States Development Agency (USDA). This is to improve on continuous professional development.

Plate 5: The Honorific Distinction of the Best Teachers Sampled out of School Targeted by

The Project: These 4 pictures (A, B in the appendix 2) show speeches made by the division delegate, nascent solution field coordinator and Mayor and they equally depict gift of excellence and honours given to the best teachers selected in the school where food for education programme is operating. This in collaboration with USDA, MCGovern. Dole international food for education and child nutrition programme in the Adamawa region of Cameroon. The promotion of excellence

Plate 6: Speech presentation and donation of gifts of excellence and honours

These 4 pictures (A, B in the appendix 2) show speeches made by the division delegate, nascent solution field coordinator and Mayor and they equally depict gift of excellence and honours given to the best teachers selected in the school where food for education programme is operating. This in collaboration with USDA, MCGovern. Dole international food for education and child nutrition programme in the Adamaoua region of Cameroon. During these excellence award pupils performed sketches while other watch the performance.

Plate 7: Training of librarians, training of teachers and distribution of school materials to

pupils: These pictures (A, B in the appendix 2) show the training of librarians, the training of teachers on teaching of reading skills, distribution of books to pupils at Angele of Merici and the laureates of game competition.

Plate 8: Infrastructural Development:

These ones depict the kitchens and boreholes constructed by nascent solution to provide facilities for cooking and drinkable water to pupils.

Plate 9: Refreshing Training on Food Safety and Training Bulk Food Preparation: The pictures (A, B in the appendix 2) indicate training women on food safety and bulk food preparation. They equally highlight the women in the kitchen cooking and on how there are service the meal to the pupils in class.

Plate 10: The meals are served to pupils in class: In these pictures (A, B in the appendix 2), meal is served to pupil's class. SFO supervises SF at government primary Djamboutou and pupils of government primary school of Ndoktoutu bring launch packs to school from community basket

Plate 11: The stock in warehouse, offloading and pulverisation: The above pictures (A, B in the appendix 2) elucidate stock in the regional warehouse. There is rice, beans and vegetable oil from the us. They carry out the pulverisation of the regional warehouse with an atomizer. Big pots are also stored for onward distribution to different school A within the region.

On the whole, this chapter focused on the presentation and interpretation of qualitative field data. These data were based on sample of 10 interviewees which were presented and interpreted from hermeneutic-interpretative approached. These were constituted by interview transcripts and picture obtained from the field. The content of the transcripts and picture revealed the objectives, programmes activities, tasks, strategies and methodologies, management and governance approaches deployed nascent solutions and its associated stakeholders in the implement of for education in the Adamaoua of Cameroon. The results show that the selected variables: contingency planning, sustainable management and strategic evaluation in employed in the programme were appropriate to the selected organisational activities, contexts and the target population.

Also, there are challenges of structural or implementation s due the environmental factors: for the general consensus by the different stakeholders is on the importance of the project in enhancing education literacy, health, nutrition of the school going children. All the stakeholders advocate the sustainable performance management in investments and continual community engagement. Conclusive the results show that food education improve access, quality and equity in education. The programmes social justice and efficiency in the limited resources.

Competitiveness of the graduates. The effective implementation of these project will contribute tremendously to sustainable socio-economic of the region.

CHAPTER FIVE
DISCUSSION OF FINDINGS, SUMMARY OF THE FINDINGS
LIMITATION OF THE STUDY, PERSPECTIVES FOR FURTHER
RESEARCH, RECOMMENDATIONS

The main objective of this study was to explore the Contributive impacts of food for education programme on the educational sustainable achievement in primary schools in Adamawa region of Cameroon. This chapter deals with the discussion of findings emerging from the thematic development of the qualitative data as well as cross examination of empirical literature with the results obtained from the field. The theoretical approaches will be used to explain the phenomena in context. From this theoretical standpoint a model will be developed as means of conceiving a practical approach and developing educational projection Africa. It will propose perspectives for further research drawn from the shortcomings of the present work. And recommendations will be made to various stakeholders actively participating in the project.

Discussion of Findings

The discussion of findings will follow the logical flow of the data presentation and will be making argument based on data and previous empirical works reviewed in the empirical literature

The adoption and development of Contingency planning in educational project is a significant contributor to sustainable education achievement in the Cameroon education system

Planning in organisational management process is a primordial function that permits the organisation to define a vision and set objectives that will be realised. Contingency planning comes to inform organisational actors about their culture and climate that reigns within the organisation. The results on this section reveal that the field coordination team focused on “*field assessment*” for the development of “*main objective*” and “*specific objectives*”. Field assessment methods allow the organisation to identify the feasibility, strategies and approaches in the effective implementation of the programme. The objectives are drawn from the

preliminary field data analysis which helps in situational analysis. From these, they focus on “*drawing the baseline*”, “food and dietary diversity” and “*elimination of sicknesses.*” The integration of this programme into the management system leads to “*high tendency in enrolment.*”, Stimulating other problems that question quality education, lack of teachers and classrooms etc. To mitigate these emanating problems the project built bore holes for good drinkable water. The project works with the stakeholders and partner in order to ensure a holistic implementation its activities (Eriksson & McConnell, 2011).

From the contingency approach the organisation works towards, the “contextualisation” of the organisational structure (*regional coordinator, technical staff, field agents and the stakeholders*) of each community, is quite adaptive and facilitates the effective implementation. The structural contingency promotes organisational innovation and dynamic in relation to environmental influences (Lathan & Stewarts (1997). The adaptation of the structure to the community realities is interpretation of the cosmological realities of the people in relation to the environment. This gives them a sense of belonging to the programmes (Lawrance & Lorsh 1967). Structural theory of contingency focuses on organisational structure. Meaning that, the structure adapts to the changing environment and context. Here there is flexibility where top management have a visionary, forecasting and extrapolative strategy within its contingency plan (levelling, 2007). Food for education as multidimensional programme needs a contingency plan to counter any future challenges.

The contextualisation and communication processes are equally flexible and easy for the dynamic realisation of the set objectives. The “*field agents*” play an important role in the implementation process and establish collaborative participation mechanisms in decisions that create flexibility in various communication channels. Community oriented project calls for an in roots communication processes and tools for effective implementation. The configurations, communication strategies and systems should adapt to the environment in which the institution is operating. The decision should be led by the knowledge and information from the environment (Putri & salanah, 2018).

These transcription present field data from head teachers’ interview opinions which are expressed on contingency planning of food for education in their communities and schools. They

are involved in the “*elaboration of plan action*” and *objectives*”, a stage which comes after field assessment has been carried out and all the possible factors identified. These elements set the pace for the effective implementation and orientation of the project in the various communities. They carry “*frequent visits to classrooms, gardens, community farms and bring children to schools.*” They play the role of “finishers, advisers, effective leaders and corridor of transmission.” These roles indicate that they are main actors in the implementation of the organisational operations in the field. **From The contingency decision-making approach** decision strategies are contingent upon two dimensions: organisational actors can be certain or uncertain about cause-and-effect relations and about their own preferences” (Grandori 2009). Therefore, educational stakeholders and nascent solution staff should develop the decision-making approaches that suit the context. The approach helps in redefining organisational structures and management according to context, available resources and technologies in the environment. School feeding in Cameroon will have to be implemented based on the contingency of the multivariate environment. There are different cultural realities which demand contingency planning and leadership in the deployment of resources. In this way, it will improve the programme to be more sustainable in Cameroon.

From the results, the stakeholders are engaged in different ways and adopting different strategies in the implementation process. Some of these strategies for planning include: “*Collective participation or joint efforts, proximity sensitisation, organising management committee, creation of community farms and school gardens. They carry out operational supervision and respect of engagements.*” From these activities, it shows that the head teachers and communities are very engaged in the implementation and ensure the success of the project for the improvement of the education of their children. Understanding the realities of the communities through joint efforts is the best way to anticipate emergences and crisis in the future. (Lawrance and Lorsh 1967) in their work that Differentiation and integration in complex organisation provide the best ways to strategically management institutions.

In relation to challenges faced, they send “*reports and correspondence*” to the councils and other stakeholder for assistance. Also within the “*framework of public investment budget*” they work to benefit from the budget. From this, there is lobbying for classrooms and benches which are provided by other stakeholders. The provisions of these infrastructures improve learning and

create a harmonious school environment for both pupils and teachers alike. The “*decentralised structures*” also work to ensure provision of infrastructure and other facilities. Local authorities and resources needed in the development of educational project are various ways of ensuring sustainable educational achievement in the basic education sector whose contributions are “*financial, human and physical (material)*.” They also work on “*maintenance*” of infrastructures in various communities. All of these work to improve on food for education planning and educational sustainability achievement in schools in Adamaoua region of Cameroon. The dynamic and complex nature of food for education programme also demands an agile way of management. This central ideology of the theory claims that there is no best way to structure, to lead or make a decision in the management of an organisation. Also, that optimization is based on contingency of the internal and external environments. Therefore, organisations or institutions should be managed, structured and led based on environment or situation (Afridi 2013).

The data transcripts of the inspector’s perceptions on sustainable management of food for education programme indicates that the inspectors are in construction and management of “*warehouses/stores, kitchens, building of classrooms, school gardens and community farms.*” The work to “*express needs to council*” and also they “*make choices for investment.*” They contribute to: to “*the PTA activities*”, “*maintenance*” and “*renovation benches and classrooms.*” The provision of these infrastructures indicates sustainability and durability in the existence of food for education and other educational project that may emerged (Afridi 2013). Structural theory of contingency focuses on organisational structure. Meaning that, the structure adapts to the changing environment and context. Here there is flexibility where top management have a visionary, forecasting and extrapolative strategy within its contingency plan (levelling, 2007). In the contingency planning of resources and programmes, Cameroon basic education can be well handled based on the contingencies embedded in its environment. Planning of food for education programme is operating in complex and turbulent multicultural environment which demands a contingency plan which will enable an effective and efficient implementation of project across the national territory (Linton, 2014).

In terms of interactions there are “*symbiotic relations*”, “*perfect collaboration/good collaboration*” between the inspectors and other stakeholders in the management of the project. The inspectors are engaged in “*data collection*” concerning “*enrolment, reading programmes and seminars.*” they equally involved “*sensitisation, active participation and respecting*

instruction and suggestion” as well as, to “*secure and supervise warehouse and stock.*” These are communication and control mechanisms which works for the improvement of the projection. These are central to operational of field works. In relation to the continuity of the project explore avenue of “*expansion/extension of the project*”, “*taking continuity/ relay*” from nascent in the future. This is perceived in the creation of “*community farms and warehouses*”, etc. Capacity of the organisation to extrapolate of the expansion brings in the interactions of the currents and realisations and future opportunities t through performance management. The configurations, communication strategies and systems should adapt to the environment in which the institution is operating. The decision should be led by the knowledge and information from the environment (Putri & salanah, 2018).

They also indicate that the communities come through “*financial contribution, voluntary participation and peer educators.*” By and large, the sustainability of food education programme for sustainable educational achievement visit with the deployment of the inspectors’ role in implementation of the programmes. This study corroborates Change (2013) who examined the influence of school feeding programmes on pupils’ participation in primary school in conflict areas in Isiolo central district, Kenya. The study established that school feeding programme influence the enrolment of pupils in primary schools in isiolo central district. The programme influences attendance of pupils in school in isiolo central district, it influences the lively participation of pupils in schools in isiolo central district. The contingency of leadership which deals with effective organisational leadership. In this leadership, the planning strategies of the organisation are based on the contextual realities. Here, collaborative and participative leadership is more relevant to the programme. The top management inspires his collaborators and make them more engaged (Afridi 2013).

The Sustainable management approach drawn from the stakeholders’ partnerships is a promising strategic paradigm for institutional management and governance in the basic education sub sector that will education educational sustainable achievement.

Sustainable management in food for education is seems to have limited literature in the d explain ways in which an educational programmes of nature can be managed. Most of the works on sustainable management are focused on the sustainable management of natural resources or environmental management. In this study we believe that sustainable management approaches

from the stakeholders' view point will providing the necessary infrastructures for the effective implementation of food for education programme and facilities while educating the locate stakeholders on strategies that will better enhance the project in the future.

This is proven as our results shows the project activities toward sustain focus on: the construction of "*classrooms, warehouses/stores, toilets and kitchens.*" These infrastructures are developed as the joint efforts of the organisation, partners and the local communities where the project is implemented Fontaimie, Haarman & Schmid (2006). Sustainable management comes in at the level of educating and equipping the community leadership, handling and usage of the infrastructures. The central goal in the provision these infrastructures are improving on the quality of education of learners. (Munie and Jita (2019) thinks in the same line that the implementation of school feeding programmes in South Africa quire sustainable infrastructure. They evaluated the school feeding programmes in public primary schools. This study beyond (Munie & Jita, 2019) in that they only focused on government school but this study explored both government and missions. Therefore, sustainable must be holistic integrating of the elements of society.

They equally create "*school gardens and community farms.*" The provision of these facilities and creation farms and gardens are indication of sustainability management for quality education. These reinforcement community consciousness and engagement. The expansion and training in modern farming techniques will boost the yields and the farm production outs. These will not only improve the effective implementation programmes but it will improve the living conditions in various communities. The stationed field agents work to facility effective communication in all the four components of the projection. Nascent solutions provide motorbikes for them. These transportation machines facilitate communication between the offices and the project site which are remote.

Effective implementation of food for education project with multi- stakeholders demands a robust and effective communication system. The findings indicate that they use "*national and local radios as communication channels*". They also carry collective community campaign in creating awareness and the importance of the project to the community. These processes and strategies in communication provide lucidity in the effective and deficient management of food for education programmes in the Adamawa region. Teachers and caterers are well trained on

collaboration and professional ethics. They proposed developing monitoring and evaluation as means of solving the impending challenges. This will be the smooth way of managing the programme (Munie & Jita, 2019). Also the results reveal that the various components of the projects there is kind of *“chain coordination”* that linear coordination. They work synergy following the “terms of reference”. For nonlinear approaches *“community meeting”* and *impromptu visits”*. They equally carry *“internal coronation”* all of these are to ensure effectiveness and efficiency in the implementation processes of the project.

In terms of professional development, they organisation adopts (TRR methods) *“training–reporting- replication”*. these processes involve the integration of stakeholders in the *“training, pedagogic animation and coaching, follow up, agricultural training, creation of cooperatives, monitoring check-ups, surveying, field governance strategies and governance trainings.”* All of these organisational and continuous professional training activities work sustainable educational achievement. The nascent solution to improve access and quality education as well as sustainable community development through health and agriculture. These integration of theses stakeholders is proof of their legitimacy in the participation in the projection. Therefore, the normative process come into complement the managerial processes and primordial in the educational achievement. These achievements are the overall outputs and outcomes a school establishment can engage from these community oriented project (Munie &Jita, 2019).

Also in terms of contributions to infrastructural development the communities are involve in 2construction of *“warehouses/stores, kitchens classrooms.”* They provide *“sand and gravel.”* They are involved in the *“fabrication of placards and classification of documents”* for the libraries. Provision of other material for construction. Therefore, head teachers work with the communities as well as nascent solutions for the provision of infrastructure and logistics, *“improvement of literacy, health and quality feeding”*. Their experience challenges and pledge clear need for *“defined annual timetable and semester timetables”* for the implementation operations. The managerial approach of stakeholder which focuses on the managerial processes in terms of allocation of resources. In education, stakeholders range from students, parent, local community, teachers, school administration, PTA, school management board, NGOs, government and civil society organisation. These stakeholders in education play a significant role in ensuring the smooth functioning and success of education programmes. The stakeholder

theory cannot only be read from the strategic management perspective. Stakeholders play an important role in sustainability management of educational projection. Food for education programme is an educational programme which demands a holistic involvement of all the stakeholders of the educational sector in order to make it sustainable (Fontaimie, Haarman & Schmid, 2006).

They support the idea of the integration of community resources (*“food stuff, financial resources.”*) Also. The integration of new activities such as *“animal husbandry, Poultry and fishing.”* There exist *“collaboration, provision of manual and documents, feeding dimension, pedagogic dimension, health dimension, regular sensitisation, distribution material based on pre-established programme and follow up.”* To this end. The interviews are of the opinion that their *“interactions and interconnections”* between the various components of the projects and the various stakeholders involve in the implementation processes. This study agrees with Munie and Jita (2019) findings that the efficient implementation of the programme was hindered by many challenges. They remarked that the situation can be improved if the principals develop strategies to foster collaboration and teachers (unie & Jita, 2019).

The data transcripts of the inspector’s perceptions on sustainable management of food for education programme indicates that the inspectors are in construction and management of *“warehouses/stores, kitchens, building of classrooms, school gardens and community farms.”* The work to *“express needs to council”* and also they *“make choices for investment.”* They contribute to: to *“the PTA activities”, “maintenance” and “renovation benches and classrooms”*

In terms of interactions there are *“symbiotic relations”, “perfect collaboration/good collaboration”* between the inspectors and other stakeholders in the management of the project. The inspectors are engaged in *“data collection”* concerning *“enrolment, reading programmes and seminars.”* they equally involved *“sensitisation, active participation and respecting instruction and suggestion”* as well as, to *“secure and supervise warehouse and stock.”* The normative outlines the moral and ethics of the organisation. It looks at the stakeholder’s responsibility, the corporate legitimacy, stakeholder legitimacy, stakeholder fiduciary, entry and exits, governance, externalities, contracting cost, agency and limited immorality. They establish the difference between primary and secondary stakeholders (Freeman, 1984)

In relation to the continuity of the project explore avenue of *“expansion/extension of the project”, “taking continuity/ relay”* from nascent in the future. This is perceived in the creation

of “*community farms and warehouses*”, etc. They also indicate that the communities come through “*financial contribution, voluntary participation and peer educators.*” By and large, the sustainability of food education programme for sustainable educational achievement visit with the deployment of the inspectors’ role in implementation of the programmes. Community engagement can be in terms of role play, policies, planning, financing, and structuring activities, task and relevance of the programme to the local community. In this line, the implications will be on the stakeholders’ involvement. This means integrating primary and secondary stakeholders who themselves are contributors and promoters of educational programmes in the sector. We can employ that the theory in educational programme gives a strong community engagement. A community-oriented project of this nature must integrate multifaceted stakeholders and provide sustainable achievement to the basic education sector in Cameroon.

The Strategic evaluation foresight envisage an organisational environments marked by complex systems in which anticipatory indicators must be put place for proactive management that guarantees sustainable educational achievement in the primary sub sector of education

Strategic evaluation is key in management complexities and environmental contingency for sustainable educational achievement in Adamaoua region. Complexities and challenges that underlies the conception and realisation of education projects can only be address from the strategic view of the evaluation process. The organisational in the implementation processes of the programmes and activities they adopt varied ways of evaluation which internal and external (Chakraborty and Jayaraman, 2016)

For the “*internal (audit) evaluation*” they have “*monitoring and evaluation unit, tablets for data collection, monitoring and evaluation officer*” when data is collected, they analysis using the “*triangulation approach*” and after the analysis, they do “*data synchronisation.*” They also use “*documentations*” (questionnaire and interview guides). They identify “*deviations*” in the implementation through data analysis. The technical staff and monitoring and evaluation officers are in charge of “*supervision*” of the evaluation process. The evaluation is done in three terms: “*first evaluation, middle term evaluation and the end-of-operations evaluation.*” This is typically a strategic evaluation processes. The evaluation of educational programmes is based on normative, formative and summative approaches. The effectiveness of these approaches come

from the consciousness of complexity of human nature, society and inter and transdisciplinary which is involved in designing and elaboration of the programme.

From the data it sure that the “*external (audit) evaluation*” is done by “international firms” who are employed to audit the organisation performance for who year. From these external audits “*recommendations*” are for the “*improvement and reorientation*” of the organisation objectives, programmes, and activities. Therefore, strategic evaluation from the results standpoint play a key role in educational sustainable achievement. Complexity in strategic evaluation involves Attractors’ incentives, resources and permissions, Self-organisation this has to do with interconnected autonomous management and Self-direction has to do command and control organisational action (Frye & Hemmer, 2013).

This last section presents the transcribed data on the head teacher’s views on strategic evaluation, process in the implementation of food for education programmes for sustainable education achievement in Adamawa region. The head teachers in the evaluation process are in charge of “*reporting happenings, relay information.*” To field agents and the regional coordination team. They also, in charge of “*supervise harvesting, check assiduity of pupils, check pupil health conditions, check whether the pupils have eaten.*” (Chakraborty & Jayaraman, 2016) They also explore the channels of improvement which include; enrolment, nutrition-learning effects, heterogeneous responses by socio-economic status, complimentary schooling inputs and intra household redistribution. These channels contribute greatly to enhancing school achievement in India

In relation to communication and consultations in the evaluation they are involved “*sensitisations and school meeting.*” They ensure “*adaption to context, guide children to choose activities according to capacities, localisation of schools.*” They work to ensure *Cooperation, ensure commitment, seeking help from volunteers, motivating volunteers.*” They are equally involved in “*Evaluation, gives suggestions, take decisions, follow up the project, provide tentative solutions, determine manner of implementation, and develop a scale of indicators*” for measuring of implementation performance. In this light, the sustainability, the quality of education and community engagement is guaranteed by this strategic evaluation. These data are indicative of the fact school head teachers are playing a central role in the strategic evaluation process in the implementation of food for education programme in Adamawa region of

Cameroon. (Schneider & Bauer2007). The theory studies the complex nonlinear dynamic system with multiple positive and negative feedback effects. The complexity theory is the integration of chaos, and the network theory. This theory is relevant in evaluating food for education in that it gives an insight to nonlinear dynamic that may occur in the implementation, monitoring and evaluation of the programmes in the Cameroon primary schools. It helps identify the complexities and forecasting that will necessitate adjustments and adaptation in the evolution of the project. The multifaceted society varied social system.

In strategic evaluation, the inspectors perceive challenges and discrepancies in teacher recruitment. They identify “*involvement of resources*” which were not previewed the organised such *security guard and volunteers*. They reveal that the communities are integrating the “*richness and diversities*” of their communities in to the project. The do “*follow ups*” and play the “*role referee in stock management*” they proposed and suggest that the organisation should involve recruiting and supporting PTA teachers, building classrooms for amelioration learning and sustainable education in primary school in Adamaoua region of Cameroon. Frye& Hemmer (2013) “Linear models based on reductionist theory may satisfactorily explain, they are rarely in equilibrium.” Therefore, the complexity theory welcomes the richness and diversity of systems where obscurity and incertitude are awaited. The principle of the theory ranges from emergent, messy, non-linear to uncertainty of systems build around the phenomena that are at equilibrium, a state in which they are not changing. Educational programs, however relationships among living things of human society. This theory enables educational evaluators and conceptors to accept the complexity and indeterminate educational programmes in a given environment as strategic approach to manage the programme effectively and efficiently. The Complexity of organisational management in the multicultural society also demands complexity theory. This theory emerged in the 1980s in the field of physical and biological sciences the complexity theory is an interesting lens in analysing diversities which are involved in activities and define a way forward from a non-linear perspective. This theory takes a holistic approach. Food for education programme then needs a non-linear approach to the planning, implementation, monitoring and evaluating its programmes and activities in the Cameroon primary schools.

Hypothesis Development for further study

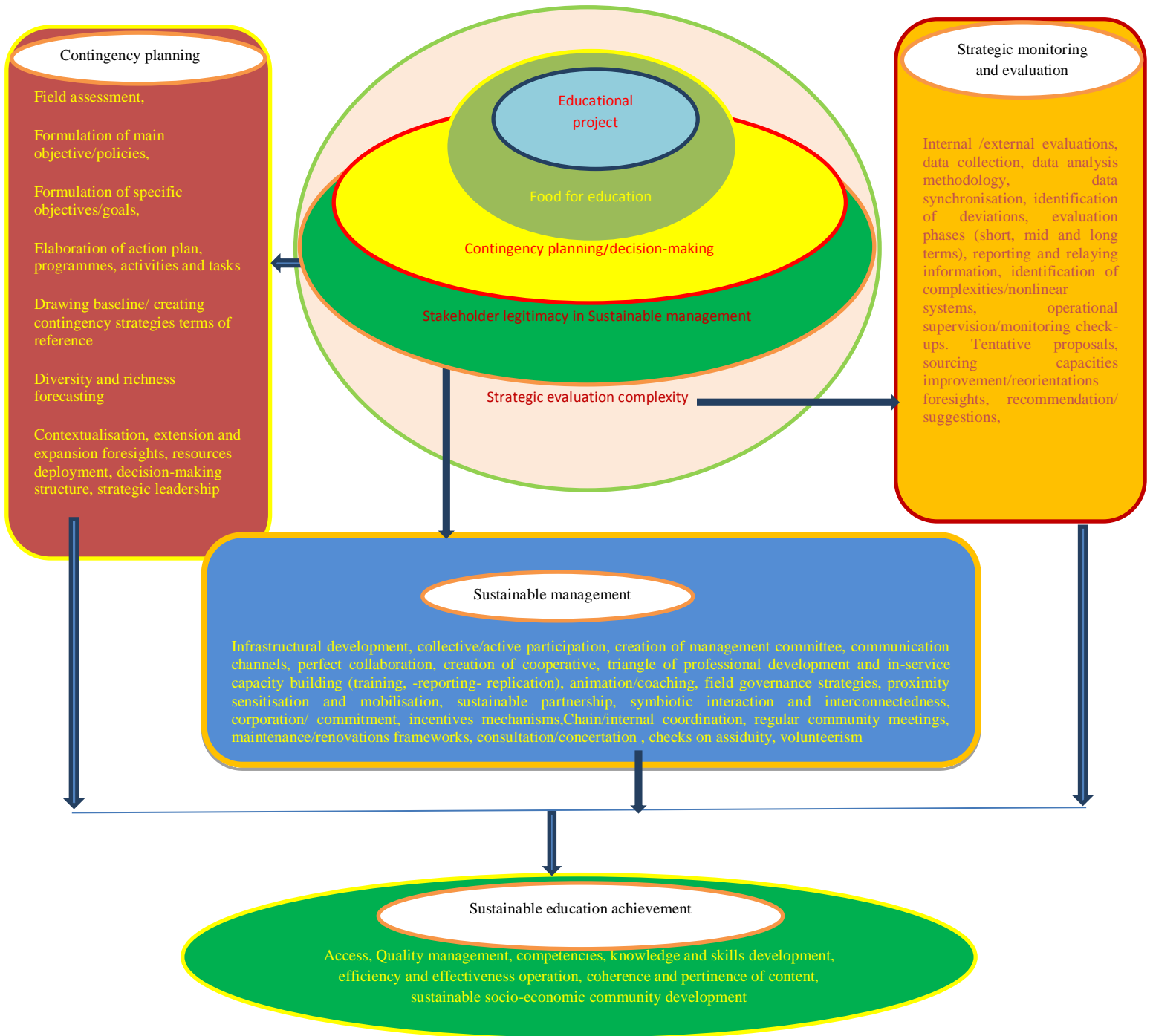
After the critical discussion on the findings of the study we can confidently hypothesise that:

H_{A1}: contingency planning has significant in on sustainable education achievement in primary schools in Adamawa region of Cameroon.

H_{A2}: sustainable management from the stakeholder's perspective has a significant impact on sustainable educational achievement in primary schools in Adamaoua region of Cameroon.

H_{A3} strategic evaluation from the complexity management view has a signification contribution to sustainable educational achievement in primary schools in Adamawa region of Cameroon.

Figure 6: Model development for the conception - realisation - evaluation of educational project (CREEP. MODEL)



Recommendations to Educational Stakeholders

Recommendations help in the amelioration of management of food for education and strengthen community engagement. This will help mitigate the negative factors which turn to impact of effective organisation performance of the school system in terms of results, quality learning, food safety management, professional development, human relation, and knowledge and competencies transmission to pupils. Therefore, it is important for us at the end of this study to propose some ideas which can contribute to sustainable educational achievement in Cameroon.

-The ministry of basic education should develop a national policy on food for programme for all primary school across the national territory. This will boost enrolment, equity and quality education in the rural communities with high illiteracy rate. This policy will create a synergy between state actors and local community stakeholders for sustainable education achievement in Cameroon.

- The researcher recommends more seminars/ community sensitisations programmes to be organized with the first focus being to change the mentality of the local communities in understanding the importance of programmes as a community programme this will go a long way to improve on appropriation of the programmes and the management of complexities linked the project. Which can be Viewed as an opportunity for ensure quality education.

- Equally necessary measures should be put in place to ensure that the seminars organized come to a compromise when it comes to the understanding human relation management as veritable strategy in inspiring collaboration and corporation between the different stakeholders. Human relations are key elements of sustainable management. The intergenerational connection between the various age groups fosters a symbiotic network stakeholder for better results.

- The primary education authorities and government should provide a better environment and adequate financial as well as logistics resources that will ensure effective implementation of project. The greater part of the project is still in the hand of partners. Who try are to limited themselves to where the resource can reach. Therefore, the government could work to source funds so that they project spread deeper into the interior parts of the country.

- The researcher recommends that educational scientific community should give more attention to phenomenon in Cameroon. Food for education programmes has received none or little academic attention Cameroon. The scholarly insights into the methodological evaluation and implementation of the projection will provide new model and create more consciousness of the importance the project in ensure life expectancy and sustainable quality education
- Incentives should be given to the volunteers are engaged in the project as means of boosting their moral. School teachers to motivate them to remain active in service for example compensations, grants, loans, in-service training should be given to teachers. School managers should ensure that staff development programs such as in-service programs, refreshers course, seminars, workshops, equipment of school with modern libraries and information technology centres be put in place to ease teachers research and lesson preparation.
- The programme is limited to primary sub sector of education. The researcher thinks that the project can be extended to secondary education sector with more adoptable approaches that fit the ages of the children and the environment.

Suggestion for Further Research

- This study was limited to primary education schools in Adamawa region of Cameron; a similar study can be conducted on the similar topic in the primary in the east region of Cameron;
- This study was pure a qualitative case study, a similar study on the same topic from mixed approach or quantitative approach.
- a comparative study can also be carried out between the implementation of the project in east region and Adamawa region of Cameroon.
- The study was limited to concepts contingency planning, sustainable, strategic and sustainable educational achievement. A study which employs different managerial concepts and theories will bring in new perspectives into the food for education programmes

Limitations of the Study

This research as scientific exercise experienced series of challenges, limitation or difficulties. These limitations include the following: There were limitations in terms of accessing documents

organisation which prolong the research process. Few scientific literatures exist in area in Cameroon. This makes work on the concepts more difficult. Carrying out a scientific investigation of this level requires time, sacrifice and determination. The study was conducted in the Adamawa with some cultural and linguistic challenge also retarded the process of the data collection. Scheduling interviews was quite a hideous task because most of the interviewees were works and are always busy. However, the researcher succeeded with the study he experienced or went through hardship and challenge. It was only by the grace God this work was realised. The researcher encountered a lot of constrains in the course of the findings of this study. The following are the main difficulties encountered by the researcher in course of the study.

Reluctance or unavailability of some respondents provides useful information. In some localities, some were very reluctant and some were not all receptive to provide full information on the problem under study. The researcher had to visit some schools and communities more than five times to reemphasize on the importance of the study. Given the fact that the researcher has a background in educational psychology, the assistance of a of the field agents and of some collaborators was unavoidable, as such, it was not only difficult to fine one, but it entailed financial means.

Conclusion

The study is divided into five chapters namely: chapter one which handled the background, problem objectives and hypothesis of the study, chapter two focus on literature review which had to do with conceptual review, theoretical framework and empirical review, chapter three research methodology, chapter four presentation and analysis of data to test the hypothesis while chapter five focused on discussion of findings was done in relation to literature review and theoretical explanations., from the discussion new perspective were highlighted for future research. It is purely a qualitative study and the data was analysed using hermeneutic-interpretative approach to qualitative data analysis. From the discussing of findings hypotheses were developed. From the results of the study, we came out with a conclusion that effective school management has a significant influence on conflict resolution in some secondary schools in Yaoundé VI municipality. Based on the findings of the study, significant recommendations were made to the stake holders of the basic education sector.

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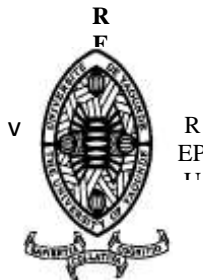
APPENDICES

REPUBLIQUE DU CAMEROUN
Paix – Travail - Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L’EDUCATION

DEPARTEMENT DE CURRICULA ET
EVALUATION
.....



REPUBLIC OF CAMEROON
Peace – Work - Fatherland

UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTEMENT OF CURRICULUM AND
EVALUATION
.....

**ANNEXE 1: NASCENT SOLUTION FIELD COORDINATION
INTERVIEW GUIDE**

Dear Respondent,

The semi structured interview guide is developed for a Masters’ dissertation in the Department of Curriculum and Evaluation (Educational Management), Faculty of Education at the University of Yaoundé 1. At the end of the training, the student is expected to write and defend a dissertation in partial fulfilment of the programme. All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The semi structured interview guide is designed to collect data strictly for academic purposes. Please answer directly and fully as possible

Date.....
Administrative position of the interviewee.....
Start time.....
End time.....
Place of the interview.....

Contingency planning

- 1) How does the implementation of organisational objectives (policies and plans) consider field specificities?

- 2) What are field mechanisms use to determine risk and challenge in programme9 activities and task) implementation?

- 3) How is the organisational structure always adjusting to field specificities?
- 4) How are the decision-making processes in the implementation of the project consider contextual realities?

Sustainable management

- 6) How do you handle the provision of infrastructures to school at the field level?
- 7) What are effective communication strategies at the field level?
- 8) What are coordination processes used in the project at field level?
- 9) How the concerned stakeholders integrated in the project implementation at the field level
- 10) What are field governance strategies to ensure community involvement in the project?

Strategic evaluation

- 11) Do you consider nonlinear managerial processes at the field and how is that implement if any?
- 12) Is there any benchmarking for richness and diversity system in the programme implementation?
- 13) What are strategies used at the field level to management uncertainty and complexity in the project?
- 14) What are monitoring and evaluation strategies at field level of the projection?
- 15) What are strategies of auditing the project at messy and emergent situation at the field level?

The thank you very much for your time



ANNEXE 2: SCHOOL HEADS AND OTHER STAKEHOLDERS INTERVIEW GUIDE

Dear Respondent,

The semi structured interview guide is developed for a Masters’ dissertation in the Department of Curriculum and Evaluation (Educational Management), Faculty of Education at the University of Yaoundé 1. At the end of the training, the student is expected to write and defend a dissertation in partial fulfilment of the programme. All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The semi structure interview guide is designed to collect data strictly for academic purposes. Please answer directly and fully as possible.

Date.....

Administrative position of the interviewee.....

Start time.....

End time.....

Place of the interview.....

Contingency planning

- 1) How do you contribute in the developing the project’s objective (policies and plan of action)?
- 2) What role do you play in the implementation of the projection programmes and how do you rate it?
- 3) in your school or community how do organise yourself for the participation in the project
- 4) How are you involve in the decision making process of the project?

Sustainable management

5) How do you ensure the provision of infrastructure for the project in your school or community?

6) What are your view considering interactions the project field works?

7) How do work to ensure that that projection is effective implemented in your community or school?

8) As a stakeholder in the project what are future perspective of the project for school or community?

9) How do you organise yourself for the project at school or community?

Strategic evaluation

10) Which are some things you integrate into the project which may not all that organized?

11) Do you consider integrating the richness and diversity of your community into the projects?

12) How do you handle the uncertainties of the project at school or community level?

13) What are the ways you to follow up the implementation of the project in your school or community?

14). after follow up do your give recommendations to organisation's management

Thank you very much for your time

ANNEXE 3: FOOD FOR EDUCATION AND EDUCATIONAL ACHIEVEMENT NON-PARTICIPANT OBSERVATION GUIDE

This non-participant observation guide is to collect information on the field programmes and activities of food for education projection in the Adamaoua region of Cameroon. The information is mainly for academic purpose

Variables	Elements to observe	Element actually observed
Contingence planning	Objectives , policies , plans, programmes, activities task, strategies, processes, decision-making, organisation structure	
Sustainable management	Coordination, stakeholders, infrastructure, communication, human resources , community involvement, representative interest, organisation practices and achievement, organisational ethics, governance	
Strategic evaluation	Nonlinear Managerial Process, richness and diversity of systems, emergent, uncertainty, messy, holistic approach, monitoring, auditing	

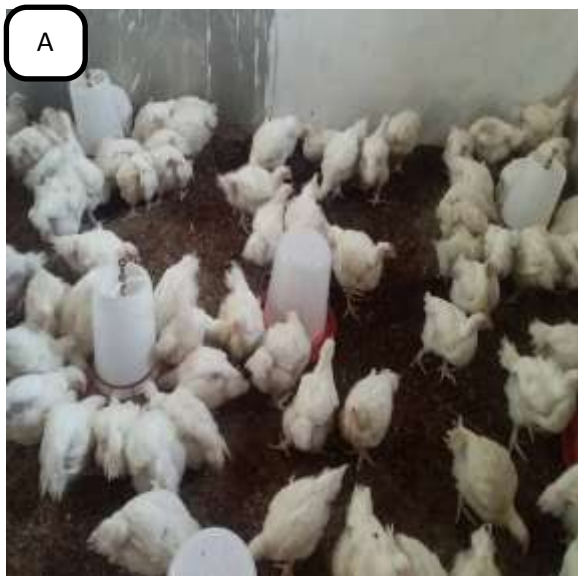
ANNEXE 4: THE PRESENTATION OF PICTORIAL DATA FROM FIELD OBSERVATION



(Source: field data)

Agriculture and Reforestation

These 6 Pictures (A, B) present the dispatchment of inputs and implements in EP Yangai, Maize farming in Wack, planting of Irish potatoes in EP Neminaka, reforestation and planting of fruit trees by the mayor Yangai, Irish potatoes field Darang and EP Wack school farm



(Source: field data)

The School gardens and table birds

The 4 pictures present the School garden of (EP) Yangai government primary school, school garden of (EP) Neminaka government primary school, table birds at ST Angele at 45 days and school garden price award ceremony



(Source: field data)

Health Screening and Sensitisation

These 4 pictures represent Hand washing observation in laka petel primary school, disposition for hand beside the toilet in laka petel primary school, sensitisation against corona, screening of women for THR Mbe health centre (1),



(Source: field data)

The training of relay and health personnel in nutrition and feeding, the celebration of international hand washing day, the distribution of THR to malnourished women

These 5 pictures show, the training of relay and health personnel in nutrition and feeding, the celebration of international hand washing day, the distribution of THR to malnourished women of Yambang, and culinary demonstration in Badzer health centre.



A



A



B

(Source: field data)

The Reinforcement of Head Teachers' Capacities On Management and Leadership

These 4 pictures depict the training programme to reinforce the capacities of school head teachers on management and leadership by nascent solutions in collaboration with Unacted States Development Agency (USDA).



(Source: field data)

The Honoric Distinction of the Best Teachers Sampled out of School Targeted by The Project

These 4 show speeches made by the division delegate, nascent solution field coordinator and Mayor and they equally depict gift of excellence and honours given to the best teachers selected in the school where food for education programme is operating. This in collaboration with USDA, MCGovern. Dole international food for education and child nutrition programme in the Admawa region of Cameroon.



(Source: field data)

Speech presentation and donation of gifts of excellence and honours

These 4 show speeches made by the division delegate, nascent solution field coordinator and Mayor and they equally depict gift of excellence and honours given to the best teachers selected in the school where food for education programme is operating. This in collaboration with USDA, MCGovern. Dole international food for education and child nutrition programme in the Admawa region of Cameroon. During these excellence award pupils performed sketches while other watch the performance.



Source: field data)

Training of librarians, training of teachers and distribution of school materials to pupils

These pictures show the training of librarians, the training of teachers on teaching of reading skills, distribution of books to pupils at Angele of Merici and the laureates of game competition.

A



B



A



B



(Source: field data)

Infrastructural Development

These ones depict the kitchens and boreholes constructed by nascent solution to provide facilities for cooking and drinkable water to pupils.



(Source: field data)

Refreshing Training on Food Safety and Training Bulk Food Preparation

The pictures indicate training women on food safety and bulk food preparation. They equally highlight the women in the kitchen cooking and on how there are service the meal to the pupils in class.



(Source: field data)

The meals are served to pupils in class

In these pictures, meal is served to pupil’s class. SFO supervises SF at government primary Djamboutou and pupils of government primary school of Ndoktoutu bring launch packs to school from community basket.



(Source: field data)

The stock in warehouse, offloading and pulverisation