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THE ROLE OF GHANA SCHOOL FEEDING PROGRAMME ON ENROLMENT, ATTENDANCE, AND RETENTION AMONG SOME SELECTED SCHOOLS IN THE TAMALE METROPOLIS

ALHASSAN ABDUL-JALIL NAMBILI

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UNIVERSITY FOR DEVELOPMENT STUDIES

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(BED ENVIRONMENTAL AND SOCIAL STUDIES)

(UDS/MDE/0017/19)

THIS THESIS IS SUBMITTED TO THE DEPARTMENT OF DEVELOPMENT MANAGEMENT AND POLICY STUDIES, UNIVERSITY FOR DEVELOPMENT STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN DEVELOPMENT EDUCATION STUDIES

SEPTEMBER, 2021

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DECLARATION

Student

I hereby declare that this result is my own work and to the best of my knowledge, it contains no material previously presented for the award of any other degree in this university or elsewhere except where due acknowledgement has been made in the text.

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CERTIFICATION

This thesis was supervised in accordance with best practices laid down by the university. The undersigned certifies that he has read and hereby recommends for acceptance by the University for Development Studies, a dissertation tilted "the Role of Ghana School Feeding Programme on Enrollment, Attendance and Retention among some selected schools in the Tamale Metropolis" in partial fulfillment of the requirements for the award of degree of MPhil Development Education Studies of the University for Development Studies.

…….	……
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ABSTRACT

The purpose of the study was to examine the role the Ghana School Feeding Programme (GSFP) has on enrolment, retention and attendance of children in some selected beneficiary Basic Schools in the Tamale Metropolis. Ghana School Feeding Programme (GSFP) was introduced in the year 2005 as part of the government's efforts to achieve the Millennium Development Goals (MDGs) which is to reduce hunger and malnutrition among school pupils, increasing school enrolment, attendance, and retention at the basic school level by serving as a magnet that will attract school children to be in school every day and be consistent throughout the stages of learning. However, there are claims and counterclaims of the role of the school feeding programme in Ghana. This study was therefore sought to examine the role of GSFP in pupils enrolment, retention and attendance in the Tamale Metropolis. The research design adopted for the study was a descriptive case study; using the mixed method approach. Convenient and purposive sampling techniques were used to sample study units. Data for the study was collected using questionnaires and interview guide, and analyzed with microsoft excel. The study found that a mean score of 4.33, 4.10 and 4.03 by respondents revealed that GSFP plays a very high role on pupils enrolment, attendance and retention respectively. The study also found that the most main challenge of GSFP, which requires immediate attention, was the payment of caterers for their services with (93.3%), followed by politicization of the programme representing (83.3). The major strategies to help ensure efficiency and effectiveness of GSFP was regular payment of caterers (98.3%), depoliticizing of operations and administration of the GSFP (83.3%) as well as effective supervision (83.3%). The study therefore concludes that the GSFP is a very significant intervention and has the tendency to ensure and produce a literate society. Hence it is recommended in this study that the government, through MoE should expand and improve school infrastructure for the benefit of all communities.

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Thank you.

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DEDICATION

I dedicate this project work to my lovely Family, and friends with love and gratitude more especially Dr. Rahim, Awal Fatahiya and Imoro Hawa for their support towards this work.

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LIST OF ABBREVATIONS

AU	African Union
BECE	Basic Education Certificate Examination
CAAD	Comprehensive African Agriculture Development
CS	Circuit Supervisor
CAAP	Comprehensive African Agricultural Development
DAP	Development Activity Proposal
MCE	Metropolitan Chief Executive
MDO	Metropolitan Desk Officer
MIC	Metropolitan Implementation Committee
ESP	Education Strategic Plan
ESPRR	Education Sector Policy Review Report
ESR	Education Sector Review
DDO	District Desk Officer
FCI	Food Corporation of India
FCUBE	Free Compulsory and Basic Education
GES	Ghana Education Service
GPRS	Ghana Poverty Reduction Strategy
GSFP	Ghana School Feeding Programme
TAMA	Tamale Metropolitan Assembly
HGSFP	Home Grown School Feeding Programme
IDP	Internally Displaced People

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IQ:	Intelligent Quotient
MCA:	Millennium Challenge Account
MDGs	Millennium Development Goals
MDM	Mid-Day Meal
MLGRD	Ministry of Local Government and Rural Development
MME	Management Monitoring and Evaluation
MoE	Ministry of Education
MoFA	Ministry of Food and Agriculture
MoFEP	Ministry of Finance and Economic Planning
MoWCGSP	Ministry of Women and Children, Gender and Social
NEPAD	New Partnership for African Development
PDS	Public Distribution System
PSC	Programme Steering Committee
PTA	Parent-Teacher Association
RCC	Regional Coordinating Council
SEND	School Enterprise Development Organization
SFC	School Feeding Committee
SHEP	School Health Education Programme
SIC	School Implementation Committee
SIGN	School Feeding Initiative Ghana Netherlands
SMC	School Management Committee
SNV	Netherlands Development Cooperation
UNDP	United Nation Development Fund

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UNICEF	United Nation Children Education Fund
WFP	World Food Programme
UNHTF	United Nation Hunger Task Force

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

Ghana continues to experience setback in the area of education with low school enrolment, high school dropout rates and regular absenteesm since independence, as a result much have not been achieved in the Education sector (Government of Ghana, 2006). School feeding programme (SFP) have proven to be capable of raising and maintaining school enrolment rates and fighting malnutrition among low-income families, both in developing countries and industrialized countries. In a developing nation, providing a school meal can be a significant incentive for parents to bring their children to school rather than keeping them at home to work (Timothy et al., 2010). Hence any attempts by the government to incease access to quality education at the basic level and beyong through food intervantion programme is laudable. This chapter provides the reader the background of the study which consist of the concepts of school feeding programme as an initiative of New Partnership for Africa's Development (NEPAD). The major partners, the Royal Netherland, and the donors of the programme have also mentioned.

1.1 Background of the Study

Feeding programme (SFP) continue their long established roles of increasing school attendance, reducing drop out rates and helping children learn while improving child nutrition. The data available today suggests that all countries, as perhaps never before in history, provide food in some way and at some scale to school children (Government of Ghana, 2006).School feeding is most likely to be an effective and sustainable intervention when it becomes a national programme that is mainstreamed in the country's policies and

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plans (Government of Ghana, 2015). Several countries have made the transition to nationally-owned and operated programs; others are now starting the process. Past experience shows that policy development, with supportive funding, is a long, multi-year process (Kraak et al., 2009). Educatin is viewed as a basic human right and as a result universal and inalienable (Eric & Gyapong, 2014).

Article 38 of the 1982 constitution of Ghana requires Government to provide access to Free Compulsory Universal Basic Education, depending on the availability of the resource to Senior high, Technical and Tertiary Education and life-long learning. Ghana Government's commitment towards achieving her educational goals has been expressed in the following policy frameworks and reports: Ghana Poverty Reduction Strategy 2002 – 2004 (GPRS I);Education Sector Policy Review Report (ESPRR, August 2002); Education Sector Review (ESR, October 2002) and the Government's White Paper on the Report (2004); Meeting the Challenges of Education in the 21st Century, Review of Education Reforms in Ghana, October, 2002; Education for All and Education Strategic Plan (ESP) covering 2003-2015.

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Notwithstanding these Policy frameworks and Reports highlighting educational Strategy and direction for Ghana, not much has been achieved in the areas of attendance and completion rate. This has led to the development of another home grown school feeding to increase the momentum and sharpen the focus for the realization of the free Compulsory Basic Education.

Another organization that has helped to strengthen the work of the School Feeding Programme is the United Nations Hunger Task Force (UNHT) has made seven key recommendations on how to achieve the first MDG. These are indicated in report of

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"Halving hunger, it can be done" (2004). One of the approaches identified by the UNHT to achieve this goal is the implementation of the school feeding programme (SFPs) with locally produced foods rather than the imported food (aid). The UNHT consider (SFPs) as an important incentive tool toward improvement of education and agriculture. Their point of view is that SFP's could increase school enrolment and attendance, especial the girl child and, also the task force expects that the implementation of SFPs' can help stimulate the market demand of the locally produced foods.

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The concept of the GSFP is to provide pupils in selected public primary schools in the country with one hot, nutritious meal per school day, using locally-grown foodstuffs as a consequence of relieving their parents of the financial burden and to promoting food security in the country. The program is designed to create in a long run foundation for community based development. Ghana was the first of 12 countries in Sub-Saharan Africa implementing a SFP modelled of NEPAD. In Ghana, the SFP started in 2005 on a pilot bases and was rolled out from January 2006 up to the end of the first term of the 2010/2011 academic year. The objective of the Ghana SFP is to contribute to poverty reduction and food security and to increase school enrolment, attendance and retention. The GSFP is an initiative by Ghana to achieve the UN-MDGs on hunger, poverty and primary education. It is in response to the Comprehensive African Agriculture Development (CAAD) programme of the NEPAD.

The New Partnership on Africa's Development (NEPAD) adopted the approach of UNHTF and also focuses on the combination of SFPs and agriculture. The NEPAD was founded in 2002. The NEPAD secretariat has formulated the comprehensive Africa Agricultural Development Programme (AADP), which functions as a framework for the restoration of agriculture, growth, food security, and rural development in Africa. In this framework,

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pillar three has a specific focus on increasing food supply and reducing hunger and its objective includes reduction of malnutrition in school going children through diet supplementation via 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 children from poor and vulnerable areas throughout the NEPAD member states (2002).

As stated above, the GSFP began in late 2005 with 12 pilot schools, drawn from each region of the country. By August 2006, it had been expanded to 200 schools covering 69,000 pupils in all the 138 districts, at the time with a plan to reach a total of 500 schools comprising 155,000 children by the end of the year (Government of Ghana, 2015). The plan was to scale up the programme gradually to cover 1.04 million primary school and kindergarten children in the most deprived communities and schools of the country by December 2010. The country weaned itself from the Royal Netherlands Government, as a major partner in 2011. National coverage has increased from 1.04 million to 3.3 children in the sixteen administrative regions in all the 228 MMDAs with nine thousand basic schools (Agbozo et al., 2018).

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1.2 Research Problem

A number of countries including Ghana have devised various strategies to enhance the quality of life of the people following the United Nation's declaration and the subsequent adoption of the MDGs to step up development efforts across the world, and one notable area worthy of study is Ghana's efforts to increase access to basic education in line with the MDGs (Kamaludeen, 2014) now SDGs through SFPs as a common way of enhancing school participation and also promoting learning and complementing the insufficient diets of school-age children (Awojobi, 2019). These school meals have the possibility of reducing

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shortterm hunger and aid pupils concentration to learn because, meals are frequently fortified to tackle the nutritional deficiencies and enhance health and cognitive functioning (Adelman et al., 2008).

Some studies have have therefore argued that SFP can increase enrolment, attendance rates as well as test scores among pupils (Ahmed, 2004; Mohamed, 2015; Nyarko, 2014). This positive impact associated with SFP has made most of the African nations to introduce the programme in most of their primary schools and by estimation, there were 30 million children receiving school meals in Sub-Saharan Africa (WFP, 2013).

However, despite the introduction and implementation of various policies by the Government of Ghana including the introduction of GSFP to enhance education, particularly, enrolment, attendance and retention at the basic school level, there exists various challenging factors that inhibit their success (Oduro-Ofori & Gyapong, 2014; Kamaludeen, 2014) especially when the Government of Ghana had not designed measures to ensure the Programme would be sustainable following the withdrawal of financial support by donors (Alkon & Agyeman, 2011).

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Even though indications show that enrolment in basic education has made significant progress, the target to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling is yet to be achieved (Government of Ghana, 2010) and has since not been achieved till now. Closely linked is the fact that repetition and dropout rates are still issues that require much attention (Oduro-Ofori & Gyapong, 2014) so far as the achievement of SDG which include ensuring healthy lives, promoting well-being, ensuring the inclusion of equitable access to quality education, and promoting lifelong learning opportunities for all (Amponsah, 2018) is concerned. Across all

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public primary grades, the average percentages of promotion, repetition, and dropout in 2005/2006 were 90.85, 6.0 and 3.2 respectively given. If this trend continues, it means that 3.2 percent of pupils (possibly higher) will not complete school (Oduro-Ofori & Gyapong, 2014).

These among other factors have resulted in claims and counterclaims of the impact of the school feeding programme in Ghana (Abu-Bakr, 2008) with little empirical evidence to prove the role of GSFP (Awojobi, 2019) particularly in the Tamale Metroplitan Assembly. This study was therefore sought to examine the role of GSFP in pupils enrolment, retention and attendance in the Tamale Metropolis.

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1.3 The Purpose of the Study

The overall purpose of the study was to examine the role GSFP has on enrolment, retention and attendance of children in some selected primary schools in the Tamale Metropolis

1.4 Objective of the study

The specific objectives of the study were as follows:

1. To examine the role GSFP has on enrolment, retention and attendance.
2. To examine the challenges/problems encountered by the GSFP in the Tamale Metropolis.
3. To identify strategies/measures for effective and efficient implementation of the GSFP.

1.5 Research Questions

The research sought to address the following questions:

1. What role does GSFP have on enrolment, retention and attendance?
2. What are the challenges/problems encountered by the GSFP in the Tamale Metropolis?

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3. What are strategies/measures for effective and effective implementation of the GSFP?

1.7 Scope and Delimitation of the Research

The Tamale Metropolitan Assembly is the research's geographical area in the northern region.The study sample size was 105 comprising 10 basic schools. The study aim is to examine the role GSFP has on enrolment, retention and attendance of basic pupils in the Tamale Metropolis.

According to Kumar (2018) and Kothari (2008), delimitation of a study is the scope and dimensions of the study that should be defined with reference to the topic scope in terms of such factors as breadth, depth reference period, the type of institutions or respondents to be studied and the issues to be analyzed. Thus, the study was carried out in some selected schools in the Tamale Metropolis.The finding are not generalizable to all places where SFPs are implemented. However, the finding will point to key issues that can facilitate the implementation of SFPs in other places.

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1.7.1 Definitions of key Terms

The following are the keywords used in this study:

- **Child**- A person under the age of 18 is considered a child, this definition is adopted from the United Nations Convention in the Child's Rights (UNCRC; UNESCO, 1994).

- **School Feeding Program**- is referred to as the distribution of food to school children (Bundy et al. 2009). It is a strategy for preventing short-term hunger and improving enrolment, retention, attendance, and, in some cases, nutritional status and health.

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- **Take-home Rations**- are a set amount of food that students will take home with them.This provides primary school families with a financial opportunity to enroll and keep their children in school.

- **Attendance**- is described as a student's presence or availability in the classroom for an extended period, such as one month, with no unjustified absences.

- **Enrollment**- applies to students switching from non-school eating to schools with a feeding program and dropouts returning after being drawn by school feeding.

- **Hunger**- is the physiological need for food, either solid or liquid, to sustain body nutrition, and its absence may result in impairment or even death. However, hunger is described in this context as a family's inability to provide three meals per day to a school-aged child, influencing the child's attendamce to school.

- **Role**- The iresult of the established SFP is known as the ifunction. Positive and negative, primary, and secondary effects resulting from the established interventions, whether directly or iindirectly, the intervention can positively impact people's lives, whether intended or inot; improvements in people's lives as they and their partners perceive it.

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1.6 Significance of the research

The study will contribute immensely to the policy development by providing insight into enhancing the implementation of the GSFP. Particularly, knowledge of the role of SFP on on enrolment, retention and attendance will provide sufficient ground to crique the current management regime of the GSFP in other to make the policy sustainable. The study will further provide policy makers with relevant information that will feed into

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other educational policy framework(s) that seeks to achieve universal basic education in a long run.

Additional undrstanding of the role of the GSFP will help create new structures or measures that will deliver on the the development aspiration of the beneficiary schools in the Metroplis and the country as a whole; for example, increasing access without compromising the quality. Similarly the study will help to guide parents, teachers and the community on the ways of best practices of SFP in primary schools.

1.8 Organization of the Study

This research was broken down into five parts. The first chapter included the background of the study, problem statement, research questions and objectives, the significance of the study, the scpope and delimitationn of the study, definition of key terms. The literature review was discussed in the second chapter. It coverered the theoretical framework and conceptual framework for the study as well as other relevent literature reletated to the study. The study's methodological approach was detailed in Chapter 3. At the same time, data presentation and interpretation were the subjects of Chapter 4. The study's findings, conclusions and recommendation were summarized in Chapter five.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review has grown as an important aspect of research since it gives an overview of what has already been done on the study topic (Pautosso, 2013). As such, this chapter was segmented into two parts. Whilest the first first segement foucused on the theoretical and conceptual frameworks undepining the study, the second part of the study considered general reviews of literature on school feeding programmes and education both within and outside Ghana.

2.2 Theoretical Framework

Theories and constructions are like eyeglasses, they assist the researcher to understand the object of concern more clearly according to Bak (2004). They are vital for guiding a research, ensuring coherence and for establishing the boundaries (Baks, 2004). Consequently, this study adopted the concepts of Change Theory and food for Education Models to assess the role of GSFP on enrolment rentention and attendance issues in the schools under study.These framework(s) provide appropriate information of the empirical literature on SFP and other relevant concepts.

2.2.1 Theory of Change Model

Change theory was developed by Kurt Lewin in 1935 (Boamah, 2020). The model present's a change agent a framework to execute the change effort, which is often delicate and must be consistent as possible (Kamaludeen, 2014; Edward & Montesoori, 2011). The Kurt Lewin's three phase model outlines how to get people to change (Lewin,

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1935; Kamaludeen, 2014; Hussain et al., 2018). Thus, change agent will introduce new methods and reassign roles, but change will only be effective if participants accept it, and help bring it into practice (Lewin, 1935; Hussain, 2018). The Kurt Lewin model of change provides high approach to change (Mahama, 2017; Boamah, 2020; Kamaludeen, 2014). The major contribution of the model of change is based around a three step process which involves Unfreeze, moving (transition) and refreezing(freze) (Kamaludeen, 2014; Burnes, 2004; Varkey & Antonio, 2010).

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According to Hossan (2015) and Mahama (2017), Lewin suggested that to manage change process, an organisation must 'unfreeze' its current state into a neutral position that old behaviour can be unlearnt and new behaviour can be successfully adopted. This means that change should be implemented by utilising by driving forces and minimising resistance (Boamah, 2020; Mahama, 2017). This is usually by presenting a provocative problem or event to get people to recognize the need for change and to search for new solutions**.** Given the type of issues that Lewin was addressing, as one would expect, he did not believe that change would be easy or that the same approach could be applied in all situations: This step may involve quite different problems in different cases (Mahama, 2017).

Transition is a phase where new behaviours, values, and attitudes are adopted (Boamah, 2020; Mahama, 2017). This may be a period of some confusion as we switch from the old ways of doing things to a new one (Mahama, 2017; Boamah, 2020). As Schein (1996: 62) notes, unfreezing is not an end in itself; 'it creates motivation to learn but does not necessarily control or predict the direction' (Cummings et al., 2016). This echoes Lewin's view that any attempt to predict or identify a specific outcome is very difficult because of the complexity of the forces concerned. Instead, one should seek to

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take into account all the forces at work and identify and evaluate, on a trial and error basis, all the available options (Lewin, 1947).

Freeze is the final stage of crystallizing and the adaptation of ownership of the new concept (Mahama, 2017; Cummings et al., 2016). The organization may revert to former ways of doing things at this point unless the changes are reinforced through freezing (Mahama, 2017; Boamah, 2020). This stage seeks to stabilize the group at a new quasi-stationary equilibrium in order to ensure that the new behaviours are relatively safe from regression (Boamah, 2020). The main point about this stage is that new behaviour must be, to some degree, congruent with the rest of the behaviour, personality and environment of the learner or it will simply lead to a new round of disconfirmation (Schein, 1996). This is why Lewin saw successful change as a group activity, because unless group norms and routines are also transformed, changes to individual behaviour will not be sustained. In organizational terms, refreezing often requires changes to organizational culture, norms, policies and practices (Cummings & Huse, 1989). Below in the figure 2.1 is Kurt Lewin's Change Model Transition

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Fig 2.1: Theory of Change Model Transition

Source: Kurt Lewin's model was used as a source of inspiration (1935)

- The powers of Unfreeze are attempting to preserve the status quo while undermining the existing mindset. This is normally accomplished by posing a provocative problem or event to encourage people to understand the need for change and seek out new solutions.

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- New habits, beliefs, and attitudes are implemented during the transition period. As we transition from old to new ways of doing things, there can be some misunderstanding during this period.

- The ending phase of crystallization and adaptation of ownership of the new definition is called freeze. At this stage, unless the changes are reinforced by freezing, the organization can revert to previous ways of doing things.

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The theory description above can be seen in what the GSFP's sought to do with the provision meals for students to attract them to school (Boamah, 2020; Mahama, 2017). The organization will go in the right direction because, once GSFP is in place, the habit of going to school will be improved, and the programme managers and implementers will also do the needful (Boamah, 2020; Mahama, 2017). People might have learned to do things one way, without considering other more efficient methods (Boamah, 2020; Mahama, 2017). For example, tasks that are not relevant or useful anymore are still being performed by force of habit, thus even with provision of food to students, they may want to stay out of school since they are used to absenting themselves under the pretense of hunger without anyone questioning the legitimacy of their reasons. Same can be said of the parents of the children who may also reassign the children instead of releasing them to school. There could be managerial lapses. People might have learned to do things one way, without considering other more efficient methods (Kamaludeen, 2014, Mahama, 2017).

This behaviour has to be checked, and thus the unfreezing nature of the theory. Unfreezing means getting people to gain perspective on their day-to-day activities, unlearn their bad habits, and open up to new ways of reaching their objectives (Lewin, 1935). This can affect the whole or part of the stakeholders of the GSFP (Kamaludeen,

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2014, Mahama, 2017). So there is the need for continuous communication and open door policy in order for the wheels of change to be set in motion. In order to gain efficiency, people will have to take on new tasks and responsibilities, which entails a learning curve. In order not to get people going back to old habits, performance and reward system must be established, success (Boamah, 2020; Kamaludeen, 2014, Mahama, 2017).

In line with the change theory, any successful programme results in change because participants acquire a solid knowledge of what works for others. The SFPs are held all over the world, and as a result, they have both successes and failures.The change theory's constructs/variables are issues, community needs/assets, desired results, tactics, influencing factors, and assumptions. The difficulty in this study is enrolment, attendance, and retention, and the relevant aspects are the availability of cash to facilitate the provision of meals, supervision, and other associated components. Community needs/assets are also related to the contribution(s) from the community in question adopting a shift in their attitude towards enrolling their children who are not registered and attending school. Furthermore, local farmers are also required to sell their farm produce to school teachers or matrons. The targeted outcome should represent an increase in school enrolment, attendance, and retention in that community. The success stories of other countries/organizations are used to achieve the goals. All the above elements can be summarized as implementation challenges.

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2.3 Concept of School Feeding Programme

A School Feeding Programme (SFP) is a social safety net that aims to improve the educational and health outcomes of school pupils (Awojobi, 2019; Amponsah, 2018). School Feeding Programmes are identified as a food-based welfare system that offers

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well-structured, nutritious food support, in cash or in-kind, to the targeted poor and vulnerable school children and their households (Amponsah, 2018).

School feeding intervention programmes differ from country to country depending on the mode ofprovision, objectives and long term goals for itsimplementation differ from country (Akuamoah-Boateng & Sam-Tagoe, 2018). Oyefade (2014) cited in Akuamoah-Boateng & Sam-Tagoe (2018), mentions that different countries have one or a combination of two feeding programme modalities in place for various objectives. However, school feeding programmes can be categorized into two: in-school meals and take- home rations where beneficiary pupils' families are supplied with food (Awojobi, 2019; Akuamoah-Boateng & Sam-Tagoe, 2018). These broad categories could further be sub- categorized into: programmes that provides meals and programmes that provides high-energy snacks to generate greater impacts on school enrollment, retention rates and reduce gender inequalities and other social gaps (Akanbi et al., 2013). There are indications of a significant swing in thinking about school feeding programmes in many countries, and many elements of the strategy are being promoted keenly under the rubric of "home grown school feeding" Historically, inschool meals provision have been the most popular model of school feeding interventions in many countries (Uduku, 2011). The emergence of school feeding programmes according to Tomlinson (2007) could be traced back to the 1930s in the United Kingdom and the United States of America with a focus on improving the nutritional status of school children. In 1900, Netherlands become the first country to move the programme to a new level of incorporating school meals into a national legislature. By the 1930s, the United Kingdom and the United States of America had instituted school feeding programmes as part of their national programmes (Taylor et al., 2016) cited in Akuamoah-Boateng & Sam-Tagoe, 2018). A further account by the authors, indicate that school feeding initiatives have been in

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existence since the late 1700's and originated as projects of donors agencies in Europe. The United States of America began the practice of initiating school feeding programmes in Austria as an act of international aid which focused on combating the severe malnutrition of children in the 1940s after the Second World War, and since then, school feeding programmes have become a key element of food assistance, emergency relief and development programmes in many developing countries (Boamah, 2020 & Akuamoah-Boateng & Sam-Tagoe, 2018).

School Feeding Programmes (SFPs) which consist of meals served to pupils are a common way of enhancing school participation and also promoting learning and complementing the insufficient diets of school-age children (Awojobi, 2019). These school meals have the possibility of reducing short term hunger and aid pupil's concentration to learn. The meal is frequently fortified to tackle the nutritional deficiencies and enhance health and cognitive functioning (Adelman et al., 2008).

SFPs attract children to school by providing nutritious meals in exchange for school participation. If children are undernourished, the programmes may also boost learning and cognitive development by improving attention spans and nutrition (Sulemana et al., 2013). The attraction of these programmes is their potential to improve both school participation and learning and increasing enrolment rate, reducing absenteeism and improving food security at the household level (Meyers et al., 1989; WFP, 2006). However, FFE programmes also have their critics. They are often more expensive than other programmes that provide school inputs to increase school participation, and the nutrition benefits are small compared to those from nutrition programmes targeting younger children. As a result, governments and donors are in the midst of a debate about the future of FFE programmes (Adelman et al., 2008). Below in Figure 2.3 is

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diagrammatic representation of the concept of SFPs to ensure increased enrolment, attendance and retention.

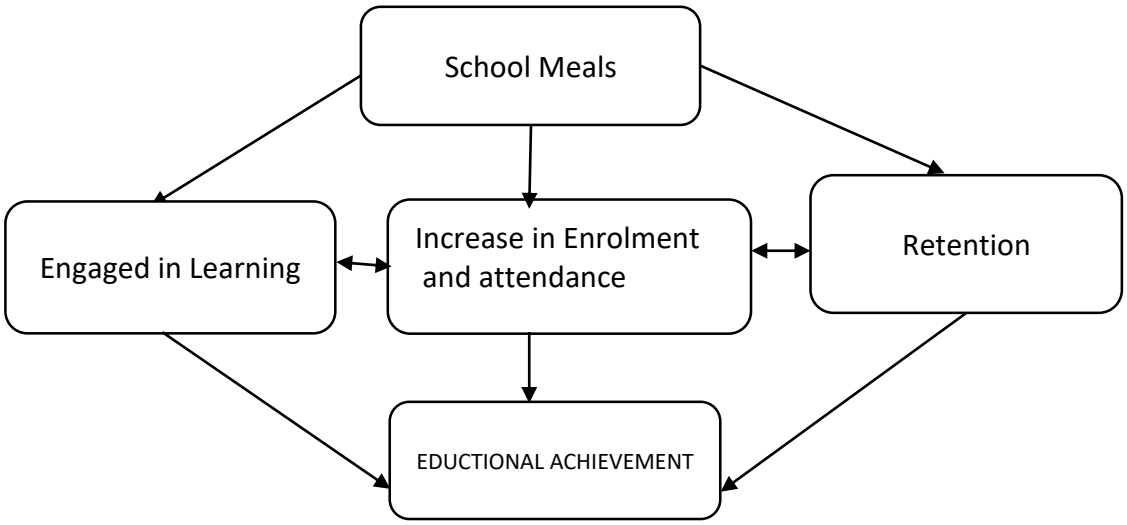

Fig 2.2: Food for Educations Conceptual Framework

Source: Adopted from Grantham-Mc Gregory et al. (1998) and Jacoby et al. (1998).

As shown in Figure 2.2, the increase in educational achievement due to the food supply to the SFPs is interdependent and related. SFP initiatives, first and foremost, improve school enrolment by reducing school attendance costs and providing more incentives to participate in learning (formal education). As a result, students will spend more time at school and in learning activities. When a child is happy to read, he is more likely to continue learning and benefit from it. Because of the high return on investment, some families chose to enroll their children in school and do secular work.

2.4 School Feeding Policy around the Word

The implementation of any SFP has economic and social motives (Mahama, 2017; Boamah, 2020). Regardless of the objective of a particular intervention however, they all have development goals with specific objectives as improving the quality and scope

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of education (Mahama, 2017; Boamah, 2020). This motive of SFP is what attracts the attention of many countries to either adopt it or sponsor its implementation elsewhere.

Statistics have proved that about 368 million school children benefit from SFP in different places all over the world with annual expenditure/investment ranging between US$47 billion and US$75 billion (WFP, 2013).

According to Harper and Wells (2007), many countries in Europe had tried to introduce and implement SFPs to poor and hungry children. For example, Germany provided meals mainly made up of soup and potatoes and later expanded to include variety of meals. Harper and Wells (2007) elaborate on how England introduced the SFP especially to malnourished people and how the London Board and other private organizations with support from the Salvation Army helped in its expansion. The Netherlands became the first country to pass into law, school lunches in the beginning of the 20th century to both public and private school children who were unable to attend school because of food (Kearney, 2013). In the case of Switzerland, school children were given lunches provided by NGOs (Gunderson, 2014).

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In Africa, SFP was in practice as at the year 1940 (Bob, 2009). Countries such as South Africa supplied free milk to children. In Mali, SFP started in 1999 and was characterized by a wide community participation with the main objective to enroll and retain children in school, especially those in the districts and villages (Diallo, 2012). Varying reports from Uganda states that in 1997 Universal Primary Education Program (UPEP) was launched using Food- For- Education (FFE) to create access to primary school education in order to reduce hunger and also to attract vulnerable children to school (Korugyendo & Benson, 2011).

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SFP started in Ghana in the mid-20th century where pupils in a number of selected Catholic primary and middle schools benefitted from take-home rations across the country (A. Alhassan & F. Alhassan, 2014). The main aim of the SFP was to increase enrollment of children as well as improving the nutritional status, which was in line with the social policy of the then Government to have well-qualified Ghanaian human resource base to fill job vacancies which would be left vacant after independence (A. Alhassan & F. Alhassan, 2014). Accounts from Imoru (2010) indicate that SFP in the three Northern Regions of Ghana took the form of free meals being supplied to children in the boarding schools. In Sub-Saharan Africa, Ghana is said to be one of the ten countries that started with the SFP

Within the sub-Saharan region of Africa, low nutritional status of school children and hunger following the economic crises most often influence the initiation of school feeding by the country's own effort or qualified them as beneficiary for donor support. For instance, a decline in child nutrition and schooling in the sub-Saharan region of Africa has largely pointed to drought, while in the 1990's, economic crises led to an increase in the numbers of out-of-school children aroundthe world. These and other countries since 2008 have scaled up school feeding in reaction to a crisis. This gives an indication that school feeding has a vital role to play in the event of an emergency, a social shock or conflict (WFP, 2013). It could be inferred from the foregoing discussion that SFP with its heavy investment requirement appears to be attributed to underdevelopment (Mahama, 2017; Boamah, 2020). This position is cogent as its implementation is often motivated by an unfavourable condition that requires immediate strategic decisions including the consideration of external financing. Many international donors, therefore, offer it as a grant to mostly the Third World countries. Even within

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the beneficiary country, consideration is often given to the most deprived segment of their population or social groups.

Since school Feeding Programmes cuts across different sectors of the economy in different countries, they can be complex (Amponsah, 2018). As a targeting safety net, they are able to provide some form of support to the poor and vulnerable when they transfer food to families. Because of cost constraints, programme targeting is done to ensure that the selected group of beneficiaries derive the most from the programme (Drake et al., 2016). The targeting of School Feeding Programmes can have universal coverage where the programme provides the meal or food rations to all school going children throughout the country. They can have a geographic targeting coverage where free meals or food rations are provided to selected schools within selected geographic zones, districts, states, provinces, and regions (Amponsah, 2018). Feeding programmes can similarly have a vulnerability and poverty targeting coverage where the free meals or food rations are provided to students from impoverished and food insecure areas. The individual targeting likewise provides free meals to children on an individual basis based on vulnerability and poverty rankings determined by the use of means or proxy means testing) (Amponsah, 2018).

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Other methods used for targeting include the cost of the programme, its effectiveness, and equity (Amponsah, 2018). The programmes are led by different sectors in the country such as Education, Local government, Agriculture and Health. The institutional setup that exists for the School Feeding Programme has prescribed core functions that determine how effective the programme will be. Included in the core functions are policy guidelines and standards that govern the programme; budgeting and planning modalities; funds management; oversight monitoring and evaluation; coordination; training and

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technical advice; food procurement and contract catering (GoG, 2012, 2015; Drake et al, 2016).

Running a School Feeding Programme requires different supply chain models. These models are dependent on the country context, targeting approach, funding, and supply chain models (World Food Programme, 2013). Studies by Gelli et al. (2016); Drake et al. (2016) identifies the main models of school feeding that are currently running globally as Centralized Insourced, Semi-Decentralized Insourced, Decentralized Insourced, Centralized Outsourced, Semi-Decentralized Outsourced and Decentralized Outsourced (Drake at al., 2016)

According to Amponsah (2018) however, the choice of a model a country may decide to adopt depends on the institutional and governance system that exists within the country. The model choice may include the type of education system that exists within the country, how interrelated the education and other systems are, the specific objective the government of the country wants to use the feeding programme to achieve and even the kind of children the government may want to target. It also depends on the resources that are available and the level of poverty. Each of these models can address the specific need of countries depending on the objectives of the programme, the legal and legislative system, the resources available and the targeting mechanism the country decided to adopt.

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2.4.1 The Ghana School Feeding Programme

School feeding in Ghana dates back to 1958 when the Catholic Relief Service and the World Food Programme instituted the free hot meal and take-home rations as a way of improving primary school enrolment and attendance especially among female students (A. Alhassan & F. Alhassan, 2014; Abdulla, 2009). This was as a result of the then high

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absenteeism and low levels of education especially in the three northern regions of Ghana, where children were required to help work to generate incomes to support the home and school meals and take-home rations were used to target children, especially girls to attend school (Amponsah, 2018). The objective was to improve the nutritional status of school children and increase school enrolment and retention. The programme was in line with government policy to accelerate the education and training of Ghanaians to fill job vacancies created by foreigners who had to leave the country after independence (Imoru, 2010).

School Feeding Programmes have since been ongoing in poor and vulnerable sections of the country especially the three northern regions by international NGO's such as the Catholic Relief Services and the World Food Programme. However, SFP took centre stage in Government of Ghana agenda in the year 2005 as indicated in the background of the study. This was in partnership with World Food Programme (WFP), Canadian International Development Agency (CIDA) and the Dutch Government. This was in a bid to fulfill the requirements of the Free Compulsory Universal Basic Education (FCUBE) and the MDG 1, 2 and 3 (Osei-Fosu, 2011).

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The GSFP was initially implemented by the Ministry of Local Government and Rural Development (MLGRD) until 2015 when oversight responsibility for the programme was transferred to the Ministry of Gender, Children and Social Protection (MoGCSP) (Government of Ghana, 2017). Currently, the Programme operates under the supervision of a Multi-Sectoral Technical Advisory Committee (MTAC) of the MoGCSP, with representatives from the Ministries of Finance, Education, Health, Food and Agriculture, Trade and Industry, and Local Government and Rural Development (Government of Ghana, 2017) with the support of Development partners (Drake et al., 2016).

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The core objectives of the current GSFP, according to the GSFP policy paper, the GSFP 2006 Program Pilot Review Report and the Program document 2007-2010, are to provide a single nutritious hot meal prepared from children produced in public primary and kindergartens in each school day. A secondary aim of the strategy is to develop the country's education, health, and agriculture. The health part entails providing good drinking water, deworming, and feeding the students in a sanitary setting. Enrollment of students would rise in tandem with educational advancements, resulting in universal basic education. Support for locally produced products and food security in the country will be found in the agricultural sector. Training sessions for chefs and cooks will be provided by partners using programs such as the Netherlands Development Cooperation (SNV), the School Enterprise Development Organization (SEND), and the World Food Program (WFP) and high hygiene (GSFP Pilot Program Review Report, 2007-2010).

Roles were assigned to the following stakeholders to achieve the program objectives:

- The government must pass the GSFP Bill, which consists of the Cabinet and Parliament, to legitimize the program operations and funding.
- The Ministry of Local Government and Rural Development (MLGRD), in cooperation with the Ministry of Education (MoE), oversees the program implementation and oversight.
- The Ministry of Food and Agriculture (MoFA) oversees achieving agricultural goals.
- The release of funds is the responsibility of the Ministry of Finance and Economic Planning (MoFEP).
- Monitoring and monitoring are the responsibility of the Ministry of Women and Children, Gender and Social Security (MoWCGSP).

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- The National Secretariat of the GSFP oversees putting the strategy into action on a national level (Duah, 2011), citing GSFP Annual Operating Plan 2008, page 11).

Regional Coordinating Councils (RCCs) in each country, according to (Duah 2011), will form the program steering committee. With input from the national level, the RCCs prepare and implement the program at the local level by each Assembly in coordination with the MIC and SIC. They are in charge of purchasing food and planning logistics. Through the Metro Agriculture Directorate, the Ministry of Agriculture is educating farmers on growing and distributing food. The Directorate is also responsible for providing training to farmers, incredibly cooperative farmer groups, and obtaining loans to improve their productivity. The MICs are in charge of program preparation and evaluation in all beneficiary schools, while the SIC are in order of implementation and supervision in each school. Dropout rates between the SF program and the control schools were 1.6 percentage points lower for the program schools in a household survey conducted in Bangladesh (Ahmed, 2003). In addition, econometric research revealed that the software was responsible for a major dropout rate reduction in 2002-2003. The actors and their relationships of the GSFP is shown in Figure below.

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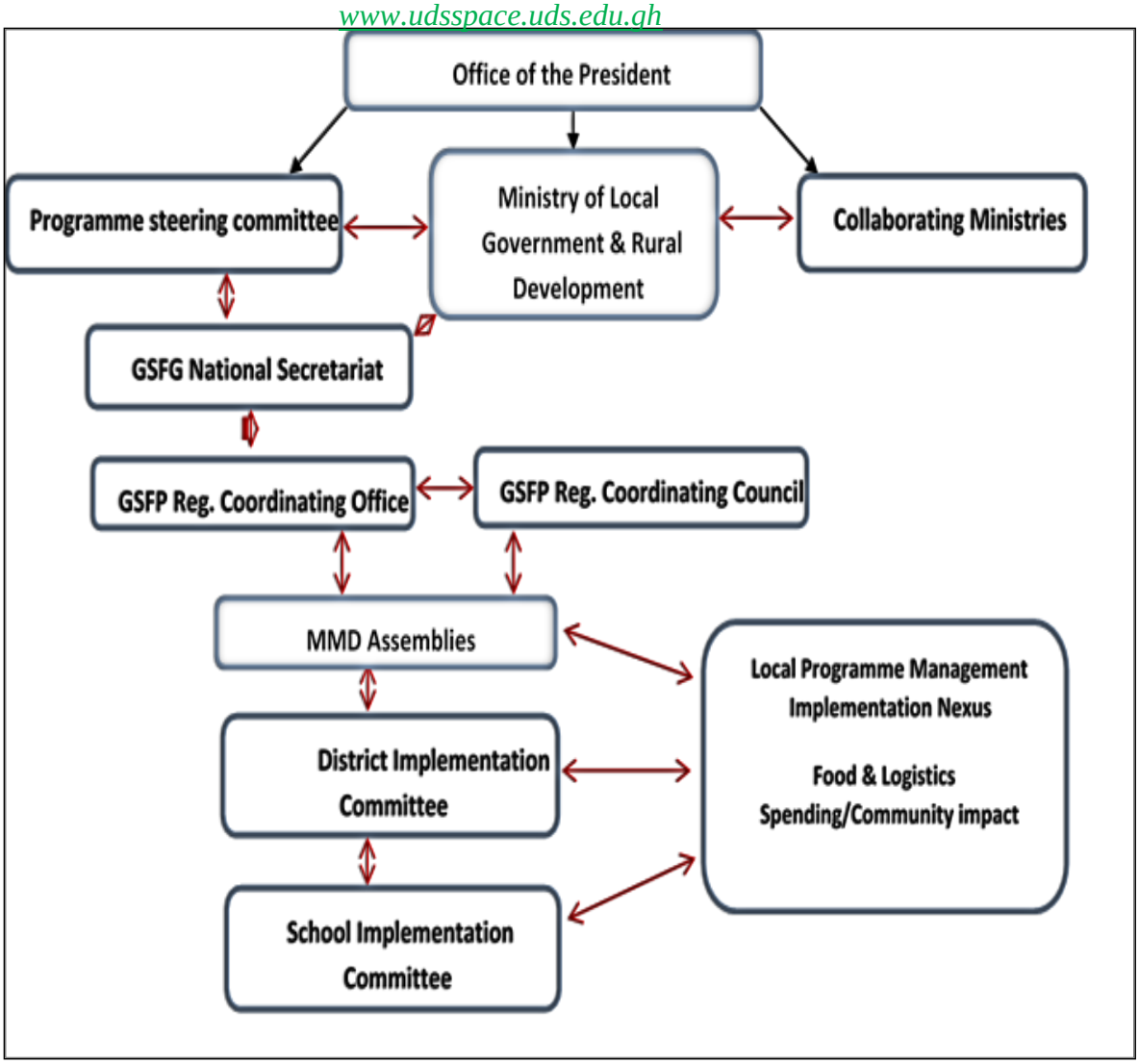

Fig 2.3: GSFP Actors and Relationship

Source: GSFP Annual Operating Plan, 2018

2.5 Impact of the School Feeding Programme

SFP is esential in any country whether it is developed or developing.The primary assumption of SFP is that education and learning depending on good nutrition (Briggs, 2008). School health and nutrition also determine factors that keep children out of school and reduce their ability to effectively Save the children (USA, 2007). SFP is mainly implemented with the purpose of achieving the follwing results

- Increase enrolment and attendance

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- Alleviate short term-hunger
- Improve nutritional status
- Improve micronutrient status (WFP, 2004) and also increase learner's performance.

2.5.1 Increase Enrolment, Retention and Attendance

According to Del Rosso (1999), providing food acts as a strong incentive for children to attend school regularly. In many communities, girls mostly benefit from SFP because imost families, girls are culturally disadvantaged such that in hardship situations, male children are allowed to go to school over girls. SFP can provide a way for parents to save money iby spending less food and thereby enable the girls to attend school. In Jamaica, the study carried out by Del Rosso (1999) showed that the provision of breakfast to primary school students significantly increased attendance.

A study conducted by Gelli (2006) found a 14 percent annual rise in ischool enrolment for both boys and girls at WFP-assisted 4,175 schools in 32 Sub-Saharan African countries that delivered food to 21.7 thousand people in 2005. In addition, the United Nations observed that providing children with take-home food and school meals increased enrolment in 32 nations, with girls in the primary level been the most beneficiaries (WFP,2006).

The study carried out by Lamber (2009) in Burkina faso the findings show that in irural schools in four provinces of the Sahel area, in which gross school enrolment was the lowest in the country (48.8% vs 72.5%), with large gender bias, particularly at the start of the SFP in 2003. The program began with 234 schools and 30,000 istudents in 2003/4, and figures show that ithe admittance rate grew from 50.5 percent in the first year iof the program to 69.7 percent in 2008, while gross rate enrolment increased from 21.8

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percent to 48.8 percent during the same time (Lamber, 2009). In 1994, Pakistan attempted to address low enrolment among females government introducing SFP, which gave families a rice snack. This encouraged parents to take their children to school, particularly females, increasing female enrollment in schools (WFP, 2000).

In addition, according to research undertaken by the World Food Programme (2006) in Zambia, after the introduction of SFP, basic school enrollment jumped from 11.1 percent in 2002 to 20.1 percent in 2004 (WFP,2006).

According to (Government of Ghana, 2006) School feeding in Ghana has also prove to be an effective strategies for increasing enrolment, attendance and rentention and performance.For example, the review of the GSFP pilot phase conducted in May/June 2006 found that, in just over 6 months of implementation, enrolment in schools had risen by 20.3% compared to 2.8% in control (non-SFGP) schools in the same districts. Equally the attendance was up by 39.95%, 5% and 13% in three pilot schoos compared to 9%, -0.5% and -19% in non-GSFP schools in the same districts.

According to Akanbi (2011), the programme improved students'self-esteem in public primary schools, which has resulted in students attending and being punctual, reducing school absenteeism, increasing retention and participation in student activities because they know they will be provided food free of charge throughout the break.

Husein (2014) findings that the Ghana School Feeding Programme(GSFP) also had a major role in student retention. This is because, out of the number interviewed, 29 representing 96.7%, hoped they would complete their primary education in the same school because of the meal, and 27, representing 90.0% of the respondents, isaid ithey iwould istay in ischool till closing time.

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2.5.2 Alleviation of Short-term Hunger in Learners

The World Food Programme (WFP, 2004) reported on the consequences of short–term hunger on learning capacity, stating that hunger due to missed meals has a significant impact on learning ability. A variety of circumstances causes hunger among school children. Long distances travelled by children, cultural meals such as no or tiny breakfasts owing to a lack of family time and resources available to give adequate meals to children before and throughout the school day are just a few examples. SFP, such as a little snack at the start of the day or in the middle of the day, relieves short–term hunger and has been related to increased attentiveness, activity, and learning capacity (Briggs, 2008).

2.5.3 Improvement of Nutritional Status in Learners

The school feeding programme aids in the improvement of school children's nutritional and health status, as youngsters learn better if they are not hungry. School children who are provided with good meal increase their growth and academic performance and avoid diseases and other nutritional deficits (King & Burgess, 1995).

2.5.4 Improve Micronutrient of Learners'

According to Briggs (2008), SFPs built with micronutrients in mind can significantly enhance learners' micronutrient status. Iron, vitamin A, and iodine are all included in this micronutrient. Mental and learning capacity is linked to all three micronutrients. Micronutrient insufficiency can develop at any age and is frequent among school children, according to research conducted by Bundy et al. (2009). According to estimates, half of the school pupils in disadvantaged communities in Sub-Saharan Africa and India are iron deficient.

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2.5.5 Improve Learners Retention

A study by show relationship between meal and retention.The result show that capitation grant has a small positive impact on retention and not statistically significant. A100% increase in the capitation grant will only increase retention by 4.2%. The results however show a positive significant relationship between school feeding programme and retention. A 100% increase in school feeding programme will increase retention by about 99%. This implies that pupils are entriced to stay in school by the school feeding programme (Okae-Adjei et al., 2020)

2.6 The Challenges encountered by the School Programme

2.6.1 Sustainability of SFP

The sustainability of SFP remains the biggest challenge to the government of Ghana, educational managers, parents, the WFP and other stake holders. According to a study conducted by (Mohammed, 2021), it was indicated that financial challenges lead to inadequate service delivery, as the service providers adopt a host of discretionary practices such as compromising the quality of meals served, the delivery of cheaper to-prepare diets and an inconsistent service delivery regime. Even though the programme has been implemented in the last 17 years, concerted efforts have been made by the government and WFP in a number of initiatives. which mainly focus on:

- Improvement of agricultural production focusing on the communities and the schools farms mainly in semi arid lands.
- Initiating other income generating activities in school other areas e.g. livestock raring, be-keeping.

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- Introduction of projects on Food for Work (FFW) to improve schools infrastructure.
- Community ownership of the SFP by emphasis on parents' involvement in the SFP management.
- Collaborative effort and use of relevant ministries with initiatives focusing on improvement of food security of the country as initiative from the Ministry of Agriculture. However the sustainability of the programme included the community's ability to up and scale the agricultural production and move out of poverty.

The finding of a study conducted in primary schools by Mafugu (2021) in South Africa, singled out late payment of service providers as a major impediment in the implementation of the school food programme. This factor and lack of training for food handlers ultimately affected the quality, quantity, variety and the taste of food. According to the finding of FAO (2003), the success of food production will depend on the government's financial commitment and other development partners.

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2.6.2 Lack of Policy Guidelines

The GSFP since its commencement has been without a key policy guideline, some supporters of the programme believe this has been a major problem for programme implementation. The GSFP is consistent with major development policies and strategies of the government of Ghana, yet there is no clear government policy direction or legislationthat guarantee its status (kedze, 2013).

According to GSFP AOP (2011), taking into account the wide coverage of the programme and its connections with various sectors like education, health and Agriculture, it si prudent that a polycy direction backed by legislation is established.

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This can go a long way to enhance the activities of the programme and gurantee its status. Even though it is not clear how far plans are advanced for the development of a polycy and also if the polycy has been developed, how far it is from being adopted and approved.

2.6.3 Inadequate Funds

The government of Gahana has demonstrated greater commitment to fund the GSFP through the national budget to ensure the sustainability of the programme. However, the initial agreement with donors support from the Dutch government elapsed in 2010. Since then the funding GSFP now rest heavily on the shoulders of government of Ghana. Every now and then, the government finds it difficult to secure money for the timely and regular release to the Assemblies and to the beneficiary schools (Morgan &Sonnino, 2008). Once this happens the Assemblies are unable to pay caterers who provide food for the beneficiaries. Originally, the GSFP was designed in such away that the school implementation committee (SIC), made up of locals actors, could work along side with the local farmers to ensure direct procurement of food commodities from the local farmers (Morgan & Sonnino, 2008). This procedure has compromised in the Assemblies with the introductions of the supplier and the caterer models thus limiting the goal of creating markets for the local farmers.

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2.6.4 Lack of Understanding of the Programme

Empirical evidence from research study in the KEEA Municipal by lynch (2013) suggested that, the GSFP has been implemented in a manner that key stakeholders at the Municipal, district and district levels were not prepare adequately to take up their respective role or duties at the early stage of the programme implementation. The GSFP was expected to have sensitized and education the key staheholders enough to explain

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to them the objectives of the programmme, the guidelines for the implementation as well as their respective roles. This is a disconnection link of the programme planning and its implentation. The effects of this challenge is that the key stakeholders of the programme in the implementation have little or no understanding at all of the implementation processes and theirexpected roles.

2.6.5 Lack of Infrastrature

A study conducted by Ghana Dot (2009) in 21 beneficiary districts in the country reported that about 61% of GSFP beneficiary schools lack well equipped kitchens and other cooking facilities. Suleman et al. (2013) also reported that many schools of the GSFP prepare food under trees and when it is raining, the food preparation is done in the classrooms or the corridors of the classrooms. This has a negative effect on the hygienic environment needed for food preparation to protect the overall health status of the beneficiaries as well as teaching and learning. A gain, because beneficiary schools lack dinning halls where meals are served, pupils use their classrooms as dinning rooms. This is quite disturbing as pupils soils their books and also make the classrooms untidy for academic work. Oduro-Ofori et al (2014) indicated that this hampers good teaching, learning and also poses serious health threats for the children.

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2.6.6 Untrained Cooks

Another studies by (Akuamoah-Boateng & Sam-Tagoe, 2018) also indicated that some cooks under GSFP are normally untrained on food and nutrition, kitchen hygiene and environmental sanitation. The majority of the cooks do not have health certificates. They do not also receive any job training to enchance their work. Again, the introduction of the caterer model of food procurement makes it difficuilt to thoroughly check on meals prepare for the children outside the school environments. This model operates mainly in

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urban communities wthin the Municipality as most actors fail to play their roles in the GSFP in these communities. Under the model, there is an agreement between the Assemblies and caterers in terms the menus for food preparation, however, there is minimal participation of the beneficiary schools and the local actors by this agreement. In this regard, it becomes difficult to monitor the caterers on the quality and the safety of the meals for prepared for the beneficiaries.

2.6.7 Managing periodic shortages of food in schools

The finding of Galaa & Saaka (2011) reported cases of food shortages in almost all the districts. In Bongo, Bunkpurugu yunyoo and Wa west district, food shortages were wide spread,while in the other districts, the problem was intermittent. Whereas no food was received in schools in Bunkpurugu yunyoo districts for the first quarter of 2007/08, Bongo received no food for the third quarter of the same year.Intermittent food shortages mainly due to differences between approved beneficiary levels and prevailing school enrolment figures were reported across all districts in over one-half (54%) of the survey schools.

2.7 The strategies employed to ensure efficient and effective implementation of the School Feeding programme

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2.7.1 Monitoring and Evaluation

Monitoring is one of the major strategies adopted to ensure effecient and effective implementation of the SFP. Duncan et al. (2012) state that in every community in Togo, the PTA, school administrators, and teachers monitor food delivery to students. This survey revealed that the school authorities of all the schools monitor the activities of the caterers in the preparation of food. Other schools have food teachers who are responsible

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for checking the activities of the caterers before and after the foods are prepared. This is to ensure that the food items used are in the right conditions and quantity.

To successfully carry out M&E activities, there must be adequate capacity at all levels of the M&E system. At the school level, the head teacher and school teachers should be familiar with the programme indicators, and data collection methodology to enable them provide accurate and reliable data to the DIC's M&E teams to feed into the regional level and ultimately to the national level. In addition, there must be an adequate number of M&E staff at all levels to carry out verification visits, to conduct other monitoring activities such as field surveys (Government of Ghana, 2006).

2.7.2 Empower Women in the School Feeding Programme

In addition to encouraging local capacities, HGSF programmes can also promote inclusion of women into the supply chain, therein following the objective of SDG 5, to achieve gender equality and empower women and girls. There are examples of African HGSF programmes, such as in Kenya, Burkina Faso, Côte d'Ivoire and Nigeria, that specifically embed women into the supply chain, thus adding members of a community into local labour forces and markets who may not otherwise have been included (Chen, 2008) .The direct economic benefits of providing income-generating activities to women are difficult to measure, but one can contemplate some of the benefits using examples from existing HGSF programmes. In Nigeria, the HGSF programme in Osun state has employed over 3,000 local women as community caterers to prepare food and run kitchens since its launch in 2012 (Chen, 2008). In addition to receiving an income for preparing school meals, the women can also use the kitchens during the weekends and school holidays to run catering business, thus enabling them to earn extra income. Having regular sources of income may allow these women to send their own children to

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school and improve household food and nutritional security, thereby enhancing their children's prospects at more years of schooling, their children's nutritional status and their children's potential to higher earnings in the future. This has led to a number of women funding the programme themselves without waiting for government to credit its payment oblications for the services rather's to the children.

2.7.3 Strengthen governance and multi-sectoral coordination

Active coordination and execution of a school meals programme requires roboust multi-sectoral governanace and institutional arrangements, given the close involment of the Education, Health, Ariculture and other sectors. Diverse governance and institutional arrangements are seen across countries reviewed. For an effective and sustainable programme, a mul-sectoral expertise platform with legal backing and specific responsibility and accountabilities should be put in place at all levels and relevant sectors of government (*School Feeding Policy*, 2013).

2.7.4 Social Accountability Project

The Social Accountability Project (SAP) is another strategy used in ensuring effective management and proper implementation of the school feeding programme. Findings of Anderson and van Laerhoven (2007) state that SAP is concerned about the extent to which employers are fulfilling their responsibility to respond to beneficiaries; and the extent to which beneficiaries are aware of itheir responsibilities to delegate responsibility and to exercise these rights Through (SAP), the caterers and the teachers were trained in record keeping and procurement precedures. Inddition, some community members were also trained on how to hold duty bearers responsible for their actions and inactions towards the implemention of the programme. The participants in the SAP are trained on the duties and responsibilities of the programme's implementers and the

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corresponding functions of the participants that will ensure ithe effective implementation of the programme. The SAP was organized quarterly in some selected communities for three years (Anderson & van Laerhoven, 2007).

2.8 The Literature Review Knowledge Gap

There are various studies on the SFP which have been done in many country a cross the globe and in Ghana in particular .Some of the studies took at ageneral approach, while others have focus on specific areas. A number of studies have shown that there is a strong link between lack or inadequate food intake and hunger among pupil and their educational outcomes in trem of enrolment, attendance and retention. In reviewed literature, school feeding had assumed an important role in solving the issue of low enrolment, poor attendance and rentention. A number of so studies show an increase in school enrolment, attendance and retention after school feeeding started and yet high enrolment, attendance do not necessarily translate into high rate of achievement for children . In general the aove reviewed literature provide valuable information, but failed to give a comprehesive picture of the effectiveness of school feedingbprogramme acrooss the globe the reason behind this that the studies were limited their scope, therefore in Ghana, Tamale Metropolis in particular little has been achieved to sme of the schols to address the issue of school enrolment, attendance and retention despite the implementation of the SFPs, that is why the research intended to assess the effects of it on school enrolment, attandence and retention.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covered the research design, study population, sample size and sampling methods, data sources, data collection techniques, fieldwork observation, instrumentation, pilot testing, questionnaire management, data presentation and statistical analysis.

3.2 Profile of the Study Area

This section provides a quick overview of the study area, including the district's location and size, population, education, economic characteristics, and political administration.

3.3 Study Area

The Tamale Metropolitan Assembly (TMA) in the Northern Region of Ghana served as the research area. The Metropolitan is selected because it has a large number of GSFP beneficiary schools. The Metropolis has several schools that have completed all of the Program's management regimes of the programme.

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The TMA is one of the fourteen (14) districts established in the Northern Region in 1960. The total land area is estimated to be 646.901080 square kilometres, with 115 communities. The population is about 233,252, accounting for 9% of the entire region.

3.4 Location and Size

The Tamale Metropolitan Assembly was created in 2004 by a legislative instrument (LI 2068) that elevated the former Municipal Assembly to the status of Metropolis. It iis currently one of the country's six Metropolitan Assemblies and the only Metropolis in

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its five northern regions, including the Upper East, Upper West, Savannah, Northeast, and Northern.Tamale serves as both the metropolitan capital and the Northern Region's provincial capital. The Northern Region has 14 districts, one of which is Tamale Metropolis. The Metropolis has a total land area of 646.901080 square kilometres (PHC, 2010).

It is bordered on the west and north by the Sagnarigu District, on the east by the Mion District, on the south by East Gonja, and on the south-west by Central Gonja. The population of Tamale Metropolis is 223,252. The Males make up 111,109 (49.7% of the total), while the females make up 112,143. (50.2 percent). This shows that there are more girls than males in the Metropolis. Tamale is strategically located in the Northern Region. As a iresult iof iits location, the Metropolis has potential demand for local products from the region's neighbouring districts' agriculture and commercial industries. There are 115 separate villages in the Tamale Metropolis.The majority of rural settlements have large tracts of land available for agricultural operations, serving as the Metropolis's food basket.These towns, however, continue to lack fundamental social iand economic facilities, such as good road networks, school buildings, clinics, marketplaces, and leisure centres, hindering socio-economic growth, poverty reduction, and the widespread phenomena of irural-urban imigration (Ghana Statistical Service, 2014).

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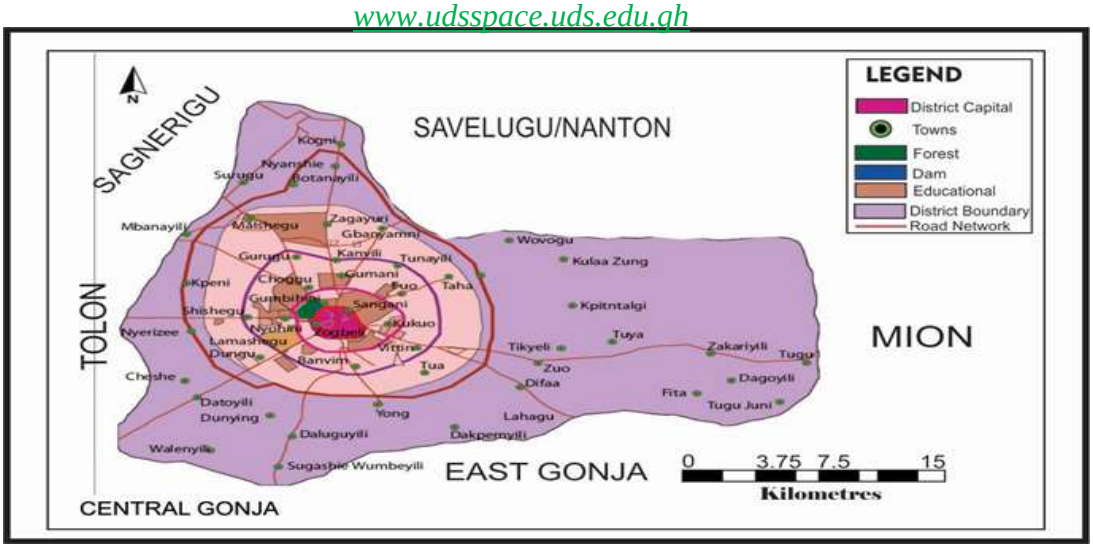

Source: Ghana Statistical Service, 2014

3.5 Population

According to the 2021 Population and Housing Census, Tamale Metropolis has a population of 672,000 accounting for 4.67 percent of the region's total population. Males make up 49.3% of the population, while females make up 50.7 percent. The proportion of the metropolis' population living in urban areas (80.9 percent) is higher than that of rural areas (18.1 percent). The sex ratio in the city is 371.3 and the metropolis' population is young (nearly 38.7 percent of the population is under 15 years old), resulting in a large base population pyramid that tapers off to a small number of elderly people (60 years and older) accounting for 5.1 percent. The Metropolitan overall age dependency ratio is 69.4, with rural localities having a higher age dependency ratio (86.5) than urban localities (65.7).

3.6 Education Sector in the Metropolis

The process of acquiring knowledge, skills, beliefs, and attitudes to build individual capacities for societal well-being fully is known as education.

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Literacy was described as the ability of a respondent to read and write in any language in the 2010 Population and Housing Census.

The educational institutions in Tamale are as follows:

- Junior High Schools (JHS) 112.
- Senior Secondary Schools (SSS) 12.
- Technical/Vocational (TV) 2.
- Polytechnic/Technical University 1
- University 1

The city has a high level of illiteracy. The city has a high dropout rate, especially among junior high school students. The city administration is concerned about this. Education is essential for human development. Every government has the main policy of providing sufficient services and an environment conducive to teaching and learning for its people. Ninety-five thousand two hundred and seventy-one percent of those aged 11 and up are literate, while 63,318 are illiterate. Around 27.2 percent are literate only in English, 9.4 percent are literate only in Ghanaian, and 61.8 percent are literate in both English and Ghanaian. Literacy in English and French is less than 1% of the population (0.4%), and 1.1 percent of the population is literate in all three languages (English, French, and a Ghanaian language). Female illiteracy outnumbers male illiteracy. According to the results, the metropolis' population is literate to the tune of more than 50%.

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3.7 Economic Activities in the Metropolis

The Tamale Metropolitan District's economy is primarily dependent on subsistence agriculture. 63.3 percent of the ipopulation is economically engaged, with 92.6 percent working and 7.4 percent unemployed. Economically active males account for 65.5

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percent of the population, with 92.8 percent working and 7.2 percent unemployed. Females make up 61.1 percent of the economically iactive population, with 92.3 ipercent working and 7.7% unemployed. In the District, there are no significant plantation holdings. Millet, sorghum (guinea corn), maize, cowpea, and yam are the main food crops, while cash crops include groundnuts, soybeans, cassava, tiger nuts, and chilli pepper. Others work in the forestry and fishing iindustries, while a small percentage of the population works in the service sector.

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3.8 Research Design

"Research design" refers to a comprehensive strategy or plan devised to answer research questions or solve problems (Saunders et al., 2012; Cresswell, 2009). As such, this study employed a descriptive mixed method (quantitative and qualitative) approach and case study research strategy to describe the findings. In the view of Crowe et al. (2011), case study approach is useful when there is a need to obtain an in-depth appreciation of an issue, event or phenomenon of interest, in its natural real-life context. This design strategy is considered as a fit for purpose strategy in this study since it aids the researchs to ask a lot of questions, which provides a high degree of flexibility depth in the data gathering and subsequent analysis.

3.9 Population of the study

Demographics is the stage in which the researcher attempts to synthesize the study's results; it includes all the individuals who share specific characteristics. The study population is made up of 3 participating schools in the Tamale Metropolis in the Northern Region. in addition to the above, the study population includes: Head Teachers, Class Teachers, School implementation Committee members, and a circuit supervisor.

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3.10 Sampling

Sampling is the process of selecting enough of the elements from the population. A study of the sample and an understanding of its properties or characteristics would make it possible to generalize such properties or characteristics. Also, according to Adam and Kamuzora (2008), sampling refers to a process of obtaining information about an entire population by examining only a part of it. It is a process in which elements of a people are selected as representatives of the whole population. As a result, because of the impossibility of the researcher to consider all target population because of time and resource constraints, sampling was considered necessary for the study.

3.10.1 Sampling Techniques

Both probability and non-probability sampling procedures were used in selecting study units. Only non probability sampling techniques were used in this study. was used to select beneficiary schools, teachers of the beneficiary schools, head teachers and other key informants including a member of school Implementation Committee and Circuit Supervisor. Below in Table 3.1 are the sampling techniques and the population units sampled.

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Table 3. 1 : Population Units and Sampling Techniques

Population	Sampling Technique	Reason for use
Schools	Purposive Sampling	Data reveals that these schools have a consistent increase in pupils enrolment since for consecutive 12 years
Head teachers	Purposive Sampling	They are responsible for the day to day running of the school and so cannot be left out in a study like this
School Implementation Committee member	Purposive Sampling	They are directly involved in decision making regarding the GSF in the various schools and so cannot be excluded
Teachers	Convinient Sampling	They are always in contact with pupils, so the researcher wanted to give all teachers who were willing to partake in the research to so willingly
Circuit supervisor	Purposive Sampling	A circuit supervisor is responsible to ensure all activities in a school are in order for effectitive teaching and learning. This makes them key in this study

Source: Author, 2021

3.10.2 Sample Size Determination

A total of 38 respondents were sampled through the use of convenient sampling. Below in Table 3.2 is a breakdown of sampled respondents in each school.

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Table 3. 2 : Schools population sizes

Schools	Population Sizes	Available
Zogbeli Primary 'C'	14	12
Zogbeli Primary 'A'	11	8
Zogbeli Primary ' B'	13	10
Total	38	30

Source: Author's Construct, 2021

Table 3. 3 : Details of Available Respondents Sampled (N=37)

Number of Respondents	Number
Circuit Supervisor	1
School Implementation Committee members	3*
Headteachers	3*
Teachers	30
Total	**37**

Source: Field Data, 2021

***One repondent each was slected from each of the 3 three schools considered in the study.

3.11 Sources of Data Collection

The research drew on both primary and secondary sources of knowledge via panel data from Tamale Metropolitan Education Office, the administration of questionnaires

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and interview shedules. Prior to conducting fieldwork, the researcher reviewed a substantial amount of general and specialized literature on the research subject. Books, journals, records, newspapers, and others, these were used as secondary sources. The origins were discovered in various locations. The electronic section of the University for Development Studies was extremely helpful because it provided the researcher with access to the most up-to-date literature on the subject. In addition, the Metropolitan Assembly's Library provided a significant amount of government materials on Ghana's Local Government System in the form of reports and records.

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3.12 Data Collection or Research Instruments

According to Orodho (2009), the most widely used instruments in education and social science research are questionnaires and interviews. In this study, the researcher used interviews, questionnaires and documentary reviews. The following section talks through each of the data collection instruments.

3.12.1 Interview

The interview consists of presenting oral verbal stimuli and the response of oral verbal responses (Kothari, 2004). The study included spoken questions based on interview instructions. This method was adoptable because the questions were both open-ended and closed-ended. This strategy assists the interviewer in gathering additional information about the respondents by probing for more detailed replies while also helping the researcher in repeating a question when the response showed that the respondent misunderstood the inquiry. Headteachers, School Implementation Committee members and Circiut Supervisors were interviewed using interview guides. The researcher deployed semi-structured interview questions that allowed the researcher to ask broad topics in any order deemed

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acceptable. In addition, questions allowed respondents to comment freely and expand on their responses. Respondents were interviewed in their workplaces and at their residences.

3.12. 2 Questionnaires

Questionnaires contain open and closed questions or statements to which respondents answer (Kothari, 2004). Closed-ended questions were employed, with answers classified as discrete, distinct, and limited in number. Respondents find it easier to respond because they just need to select one of two categories. Because proper answer categories are provided, the possibility of receiving irrelevant answers is reduced to a bare minimum. This was done to enable respondents to expand on their responses and provide answers to questions based on their views, attitudes, and suggestions about the role of SFP on basic pupils' enrolment, attendance, and retention in the Tamale Metropolitan Assembly. Questionnaire were were primarily administered on teachers. The questionnaire was divided into: Background information, enrollment, attendance and retention of students.

3.13 Pilot Testing of Questionnaires

It is important to conduct pre-testing to ensure that a research instrument is valid and reliable. As a result, the researcher ran the questionnaire through a preliminary field test. To pre-test the questionnaires, a pilot survey was carried out. The questionnaires were distributed to eight (8) respondents (teachers) in the Tamale Metropolis in February 2021. A total of 83% of the questionnaires were filled out and returned. The returned questionnaires were examined closely to see whether any questions were difficult for respondents to answer or understand. The responses were used to improve the questionnaire.

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3.14 Data Presentation and Statistical Analysis Plan

Quantitative and qualitative methods of analysis were used to analyze the data. The Spss software program and word were used to analyze the survey data. The results, basic frequencies and percentages were presented in the form of tables and graphs.

3.15 Research ethical issues

Approval and permission from the University for Development were considered before carrying out this study, and research clearance is found in appendix 3. Other research ethical issues of getting permission to carry out the study involved permission from the Metropolitan Director of Education. The permission letter is found in appendix 4, allowing the researcher to collect data from the target place. Also, the study was carried out following the ethical requirements of scientific practices and the law. The researcher is allowing the participants to participate in the study by their voluntary informed consent (Burns & Grove, 2010). Lastly, privacy, confidentiality, and anonymity were considered from different participants who were involved in this study. The participant's identity was not revealed in any way, and each participant received a uniform and fair treatment during the study to avoid discomfort and harm (Burns & Grove, 2010).

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3.16 Limitations/Challenges of the Research

This report, like all others, had its share of difficulties and flaws. The issue of respondents' unwillingness was a challenging experience in the field. The students were eager to respond, but there was insufficient time because the researcher wanted to reach them during their lunch break while they were eating and playing. Class teachers had a similar issue of taking a few minutes

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out of their break to fill out questionnaires. The researcher's commitment and stamina paid off, although contact hours could not be compromised. Due to the road network and the fact that some schools were relatively new and could not be captured on the map, access to some of them was difficult. Some Head Teachers had prejudices against GSFP and were therefore hesitant to allow the administration of the questionnaires; however, without the researcher's persuasion, the questionnaires could not have been completed. Some of the respondents (parents or guardians) were also skimpy with their details. They seemed compelled to answer because the government was doing them a favour by feeding their children and wards from public funds.

It was challenging to get in touch with the police, circuit managers, DDOs, and SIC Committee members of the schools under investigation. It took a lot of patience and determination on the researcher's part to get them to fill out the questionnaires. Despite the difficulties described above, the analysis covered many important points it was supposed to protect. This chapter will address the study area's brief profile, research design, sampling method and scale, data collection tools, data interpretation, fieldwork observation, questionnaire management, data presentation and statistical analysis, and research challenges.

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CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the findings and results on assessing the role of the School Feeding Programme on school enrolment, attendance, and retention. The presentation of the findings and discussion addresses the three research objectives, and these are based on the role of the GSFP in improving enrollment, attendance, and retention. The problems/challenges encountered by the GSFP, and the strategies employed to ensure transparency and accountability for efficient and effective implementation of the GSFP.

4.2 Background Characteristics of Respondents

The background characteristics of respondents are examined in this section. The respondents were the headteachers of the various schools selected, School Implementation Committee members and teachers. The characteristics considered were two,namely, sex and the work experience of respondents.

4.2.1 Background Characteristics of Head Teachers

Sex and the years of experience were considered as the background characteristics of headteachers in this study. The results are shown in Table 4.1 below.

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Table 4. 1: Sex and Work Experience Head Teachers

Variable	Frequency	Percentage
Sex of Respondents		
Male	2	66.7
Female	1	33.3
Total	3	100
Experience		
≤1-5	2	66.7
>5	1	33.3
Total	3	100

Source: Field Survey, 2021

Out of the headteachers sampled for the study, 66.7 were males while 33,3 were females. In addition, 66.7 percent of the teachers were worked in the school from less than a year to 5 years, However, only 33. 3 percent spent more than 5 years in the school.

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4.2.2 Backround Characteristics of School Implementation Committee Members

Two variables were considered as in examining the Background Characteristic of School Implementation Committee members. They included the Sex and the work Experience. The results are below in Table 4.2

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Table 4. 2 :Sex and Experience of School Implementation Committee

Variables	Frequency	Percentage
Sex of Respondents		
Male	1	33.3
Female	2	66.7
Total	3	100
Experience		
≤1-5	1	33.3
>5	2	66.7
Total	3	100

Source: Field Survey, 2021

From Table 4.2 above, School Implementation Committee members comprised of 66.7 percent females and 33.3 percent males. Futhermore, 66.7 percent of them had been in the school for more than 5 years whereas only 33.3 percent spent between less than a year to 5 years.

4.2.3 Backround Characteristics of Teachers

Similar to the background charateristics of the headteachers and School Implementation Committee members, sex and years of experience were also considered in the considering the background characterisctics of respondents. The results are below in Table 4.3

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Table 4. 3 :Sex and Experience of Teachers

Variables	Frequency	Percentage
Sex of Respondens		
Male	17	56.7
Female	13	43.3
Total	30	100
Experience		
≤1-5	21	70
>5	9	30
Total	30	100

Source: Field Survey, 2021

From the Table 4.3 above, majority of teacher respendents were male (56.7%) while female teachers were 43.3 percent. With respect to their years of experience in their various schools, majority of 70 percent spent between less than 1 year and 5 years.

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4.3 Enrolment from 2011-2021 Academic Year

In order to ascertain the role of GSFP on enrolment, attendance and retention of pupils in the sampled school. The study first of all tried to assess the enrolment trends of pupils in the sampled schools using panel data. Below in Table 4.4 and figure 4.1 are the results.

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Table 4. 4 : Beneficiary Schools Enrolment from 2011-2021 Academic Year.

Schools	Enrolment trends of schools				
	2011/13	2013/15	2015/17	2017/19	2019-2021
Zogbeli Primary 'C'	381	375	377	387	380
Zogbeli Primary 'A'	327	515	519	525	660
Zogbeli Primary ' B'	226	231	247	253	263

Source: Tamale Metro GES Statistics Units

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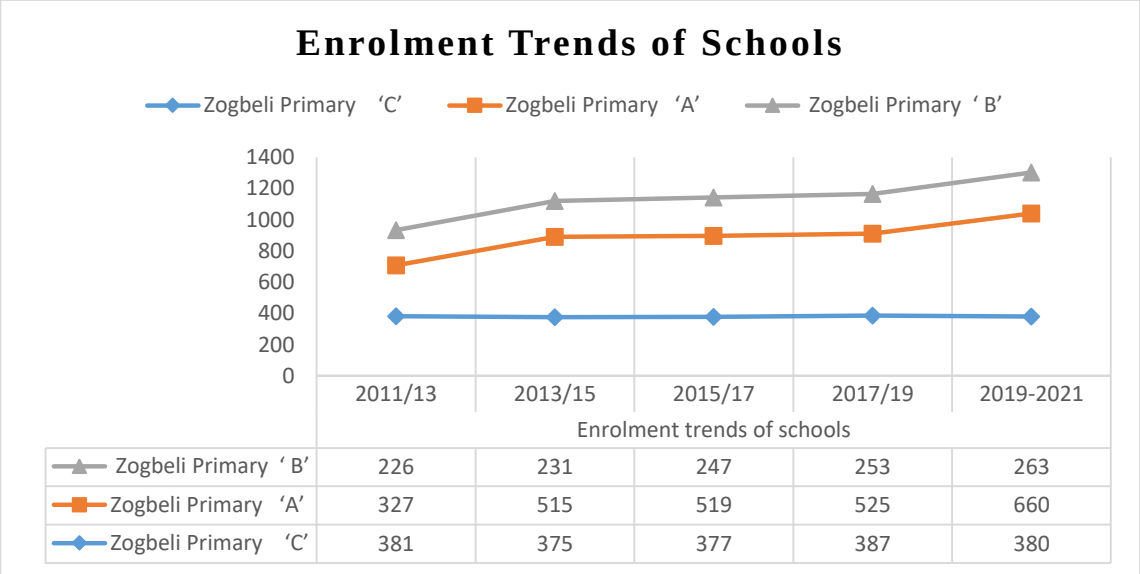

Figure 4.1: Enrolment in the beneficiary Basic Schools.

Source: Field data, 2021 with figures from GES.

From both Table 4.3 and Fig. 4.1 above, the results appeared that increasing enrolment has continued with great success from 2011/13, 2013/15 and 2015/17 academic year. While, Zogbeli 'C' had progressively increased from the beginning and sharp increase from 2017/19 and 2019/21. Zogbeli 'A' had a similar trend with Zogbeli 'C' but

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increased sharply in 2019/21 the last years. Zogbeli 'B' also progressively increased from the beginning and inclined moderately between the last academic years.

4.4 Teachers Views on the Role of GSFP on Enrolment

This part of the study sought to find out from respondents whether or not the introduction of the GSFP influences pupils enrolment. Below ln the Table 4.5 are the results.

Table 4. 5: Teachers Response on Enrolment (N=30)

Question	Yes%	No%	Total
Does GSFP increase enrolment?	96.7%	3.3%	100
Is Admission of Student limited to a specific term?	93.3	6.7%	100

Source: Field Data, 2021

4.4.1 Role Played by GSFP on Pupils Enrolment

As found from the secondary data (see figure 4.1) and confirmed by respondents (96.7%), the study sought to find out the role played by GSFP on pupils employment. In doing so, respondents were asked to identify the played by selecting the following five (5) descriptions: Very High, High, Fair, Little and Not at all. Below are the results.

Table 4. 6 : Role played by GSFP on Enrolment

Enrolment	N	Mean	Std. Deviation
Very High	30	4.33	1.185
High	30	4.30	.980
Fair	30	4.03	1.104
Little	30	2.80	1.437
Not at all	30	0	0

Source: Field survey, 2021

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From the findings in the Table 6 above, a high mean score of 4.33 was achieved when the respondents revealed that the introduction of GSFP influenced highly the enrolment of pupils in schools. However, a lower mean score of 2.80 of respondents reported that it inroduction of GSFP had only a little influence of pupils enrolment. This finding is in tandem with Imoru (2010), Lambers (2009) and Ampofo and Pac (2020) who found that GSFP had positively led to an increase in initial enrolment of most schools. The findings were further affirmed by all key informants in the study. Below is what one the headteachers said:

> " *School feeding is good. For me its the introduction of eventhough not entirely has played a role in pupils enrolment I still can say it has impacted enrolment"*.

Also, one of the circuit supervisor revealed as follows:

> *My friend, you know there poverty in this part of the country as ompared to the south. So, there is no doubt that introducing GSFP encourages enrolment, as poor parents take it as an opportunity to send their ward to school to get them fed.*

Maslow (1943) backed up all these claims, asserting that humans are motivated first and foremost by the provision of basic requirements such as food and shelter.

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4.4.2 Correlation Between GSFP and Enrolment

In establishing the statistical relationship between GSFP and pupils enrolment data in on GSFP was correlated with data on students enrolment. Below in the Table 4.7 are the results.

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Table 4. 7: Correlation between GSFP and Pupils Enrolment

Correlation			
		GSFP	Enrolment
GSFP	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	30	30
Enrolment	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Source: Field survey, 2021

In the Table 4.7 above, the correlation analysis between enrolment and GSFP was found to be .652**. Considering that this was a moderate positive correlation, with a p value found to be 0.000; considering this is a value less than 0.05 the study can conclude that that GSFP has a significant effect on pupils enrolment in schools.

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4.5 GSFP and Pupils attendance

The study first sought to find out from respondents whether or not GSFP has a role to play in pupils attendance. Below in the Table 4.8 and Figure 4.2 are the results

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Table 4. 8 : Status of GSFP on Attendance

Question	Are you provided with meals any day school reopens? Yes	No	TOTAL
Are students regular at school?			
Yes	24 (80.0%)		
No	6 (20.0%)		30 (100%)
How many times you come to school in a week?			
3-4Days	2 (6.7%)		
5 Days	28 (93.3%)		30 (100)

Source: Field survey, 2021

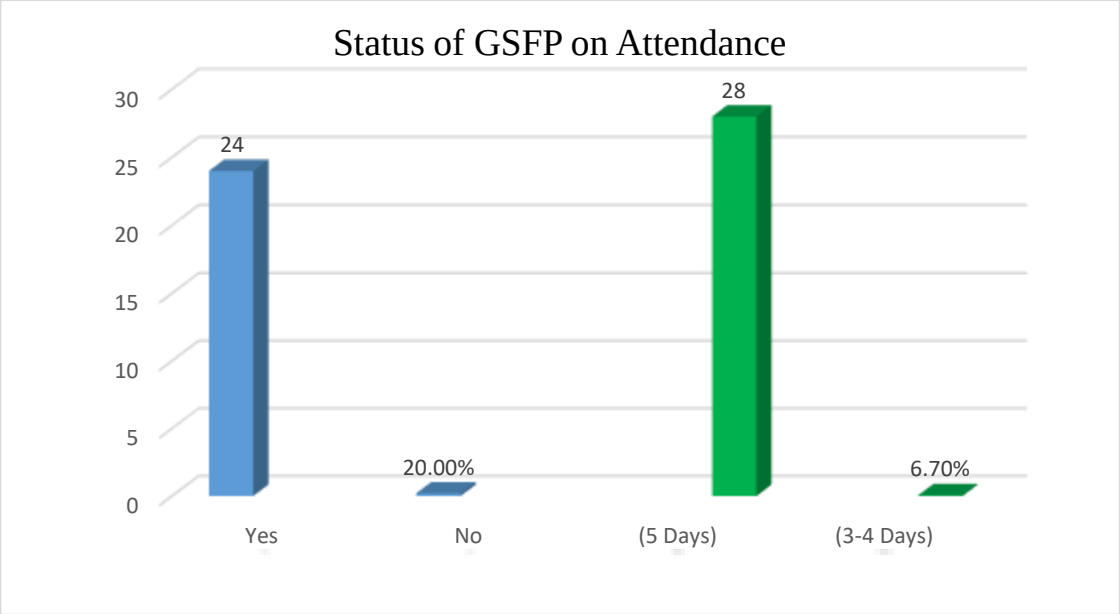

Figure 4.2: Status of GSFP on Pupils attendance

From both the Table 4.8 and Figure 4.2 above majority (24 out of 30) of respondents indicated that GSFP had a role to play in pupils attendance.

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4.5.1 Role Played by GSFP on Pupils Attendance

With regards with the role the GSFP played in pupils attendance, respondents were to select to by choosing one of the following descriptions: Very High, High, Fairly, Little and Not at all.

Table 4. 9 : Role played by GSFP on Attendance

Attendance	N	Mean	Std. Deviation
Very High	30	4.10	1.185
High	30	4.07	.980
Fair	30	3.67	1.184
Little	30	3.43	1.104
Not at all	30	0	0

Source: Field survey, 2021

From the Findings in Table 4.9 above, a high mean score of 4.10 by responents revealed that GSFP ensures very high attendance to school, while a least mean score of 3.43 of respondents revealed that the role of GSFP on pupils attendance is little. This is in line with key informants remarks who revealed that a significant number of pupils cannot to afford to miss school because of the meals provided: Below is a statement made by one of the School Implementation Committee member:

> *As for the programme, I can confidently tell you it attracts pupils to school. They know when they come to school, they will have food to eat. So they are always available in school*

Again, of the head teachers said:

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The food provided by the school feeding programme will surprise you. Most of the pupils perhaps would not be able to acquire or get such kinds of foods in their homes. So they are always ready to attend school

The findings, therefore, concur with Konzabre (2018) and Ampofo and Pac (2020) that school feeding programmes often lead to increasing attendance by reducing dropout and retention.

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4.5.2 Correlation between GSFP and Pupils Attendance

Following a descriptive analysis of the responses on pupils attendance, a correlation was conducted between pupils attendance and GSFP to determine the statistical relationship between the two variables. The Table 4.10 below are the results.

Table 4. 10 : Correlation between GSFP and Pupils Attendance

Correlation			
		GSFP	Attendance
GSFP	Pearson Correlation	1	.682**
	Sig. (2-tailed)		.000
	N	30	30
Attendance	Pearson Correlation	.682**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Source: Field survey, 2021

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Table 4.10 above shows that, Pearson's Correlation Coefficient for attendance was r = .682**, with probability value (p = 0.000) that is less than α = 0.01 level of significance showing a moderate relationship between attendance and GSFP at the one percent level of significance. Therefore, pupils schools attendance is significantly influenced by GSFP.

4.6 GSFP on Pupils Retention

The study first sought to find out from respondents whether or not GSFP has a role to play in pupils retention. Below in the Table 4.11 and Figure 4.3 are the results

Table 4. 11 : Status of GSFP on Retention

Question	Are you provided with meals any day school reopens? Yes	No	TOTAL
Do you stay in school till closing time? Yes	28 (93.3%)		
No	2 (6.6 %)		30 (100%)
Do you hope to complete your primary education school in this school? Yes	29 (96.6%)		
No	1 (3.3%)		30 (100)

Source: Field Data, 2021

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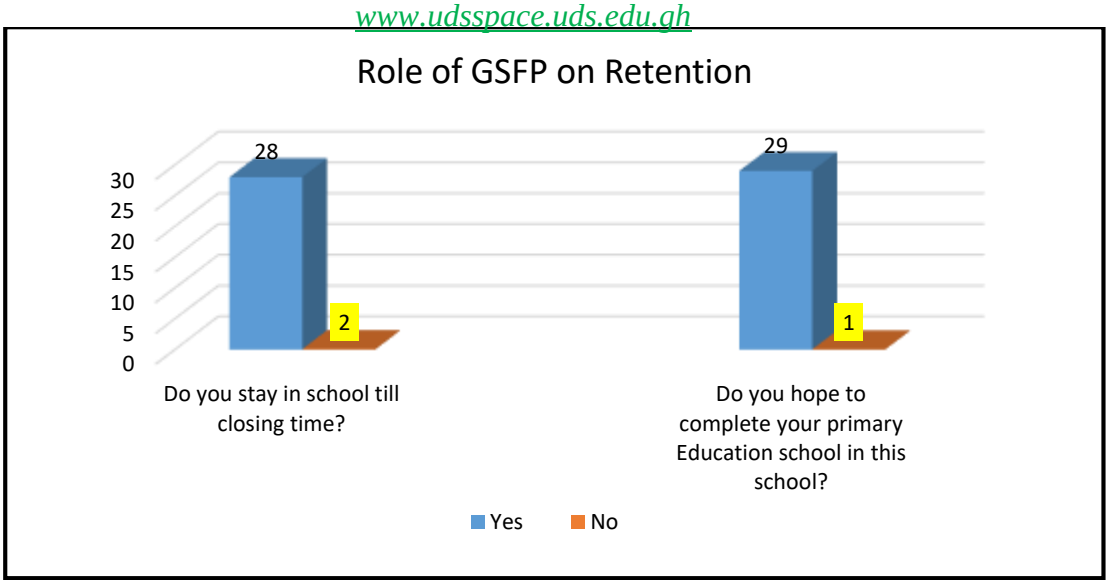

Figure 4.3: Status of GSFP on Retention

From both the Table 4.11 and Figure 4.3 above majority (28 out of 30) of respondents indicated that GSFP had a role to play on pupils retention.

4.6.1 Role Played by GSFP on Pupils Retention

In examining the role played by GSFP on pupils attendance, the follwing five descriptions were asked of respondents to sellect: Very High, High, Fair, Little and Not at all. Below in the Table 4.12 are the results.

Table 4. 12 : Role played by GSFP on Retention

Retention	N	Mean	Std. Deviation
Very High	30	4.03	1.033
High	30	3.83	1.206
Fair	30	3.37	1.402
Little	30	3.20	1.400
Not at all	30	0	0

Source: Field Survey, 2021

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From Table 4.12 the findings revealed that a mean score of 4.03 of teachers were of the opinion that GSFP highly aided in the retention of pupils in schools, whereas a mimimum mean score of them (3.20) indicated that the programme had little influence on the retention pupils. This finding was emphasised by the other key informants in the study. Below is a statement by of the headteacher:

> "*the programme has brought about good attitute to school behaviour including attendance". She added that when her school had not joined the GSFP, most of the pupils used to 'run' back to their houses to take meals during school hours, which affected their learning.*

In addition a member of a school implementation committee member added:

> *At first students used to truants and absentees all because of food. But now, they are very much always in class in order to enjoy their good meals courtesy GSFP*

These findings endorses the findings of Kamaludeen (2014); Konzabre (2018) and Ampofo and Pac (2020) who all revealed a positive influence of GSFP on pupils retention.

4.6.2 Correlation Between GSFP and Pupils Retention

In order to statistically determine the relationship between GSFP and pupils retention in schools GSFP was correlated with student retention. The results are revealed Table 4.13 below.

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Table 4. 13 : Correlation between GSFP and Pupils Retention

Correlation			
		GSFP	Retention
GSFP	Pearson Correlation	1	.609**
	Sig. (2-tailed)		.000
	N		30
Retention	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Source: Field survey, 2021

The results in Table 4.13 above shows a Pearson correlation coefficient of 0.609** and a probability value of 0.000 which is less than the pre-determined significant level of 0.05. This finding implies that there was a significant positive relationship between GSFP and retention of pupils in school.

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4.6.3: Involvement in Learning Process

Two major questions were asked regarding respondents observation of GSFP and pupils learning process. This was to ascertain whether or not students retention in school was worth it. Below in Table 4.14, Figure 4.4 and figure 4.5 are the results

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Table 4. 14 : Involvement in Learning Process

Question	Yes	Percentage	No	Percentage
Q 10. Does the provision of food to students give more learning opportunities?	24	80.0	6	10.0
Q 12. Do students participate actively during teaching and learning after eating?	26	86.7	4	13.3

Source: Field Data, 2021.

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Does the provision of food to students give more learning opportunities?

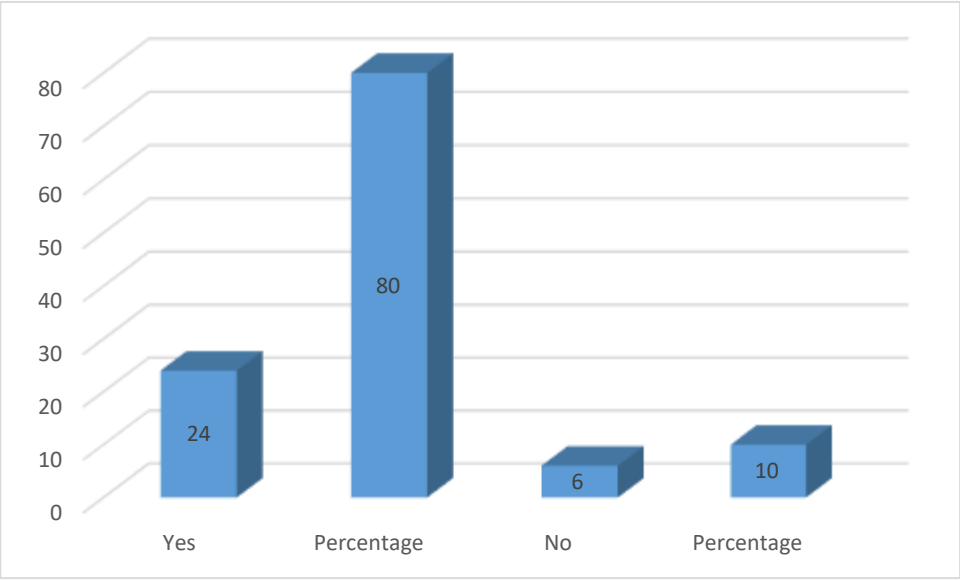

Figure 4.4: Role of food in Learning

Source: Field Data, 2021

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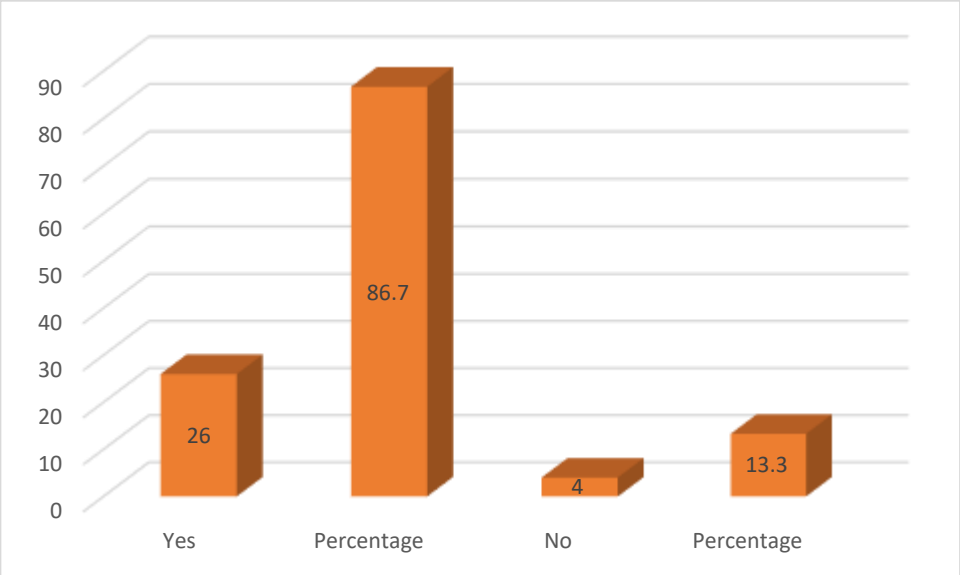
Do students participate actively during teaching and learning after eating?



Source: Field Survey, 2021

Figure 4.5: Role of food in Students Class Participation

As reflected in the Table 4.14, figure 4.5 and figure 4.6 above, regarding pupils involvement in learning, majority of respondents representing 80.0% stated that the supply of meals promotes learning opportunities. However, (6) respondents representing 10.0% of the respondents hold a negative perspective. When asked if students participate actively in the teaching and learning process after meals, 86.7% said yes, showing that students do participate actively in the teaching-learning activities after meals. This is consistent with Grantham et al. (1983), who discovered that providing lunch to children encourages them to learn. In addition, the findings of this study are in line with Husein (2014) and Ahmed (2004) who all revealed a positive relationship between the provision of meals and increased opportunity in learning. Therefore, providing pupils' food helps them to increases attention and concentration in their learning (Madeley, 2000).

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4.7: Challenges facing GSFP

The next is objective two, which was to investigate the SFP's problems and challenges. It was revealed from the study that the GSFP's main issues include politicization, lack of transparency, lack of suitable kitchen, poor quality of food, inadequate of funds, delay in payment to caterers and lack of effective supervision were the major challenges facing GSFP. Below in Table 4.15 and figure 4.6 are the results.

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Table 4. 15 : Challenges/Problems facing GSFP

Challenges facing GSFP	Frequency	Percentage
Politicization	25	83.3
Lack of transparency	21	70.0
Lack of suitable kitchen	8	26.6
Poor quality of food	4	13.3
Inadequate of funds	12	40.0
Delay in payment to caterers	28	93.3
Lack of effective supervision	20	66.7

Source: Field Data, 2021

From Table 4.15, the most important concern of GSFP, which requires immediate attention, is the payment of caterers for their services (93.3%), followed by politicization of the program repsenting 83.3 percent. This is in line with Mohammed (2021), who concluded that partisan recruitment of service providers and administrative staff at the GSFP Secretariat has significant ramifications for program delivery.The emergence of a regime of non-supervision of service providers' operations was an unavoidable by product of politicizing the GSFP recruitment process (83.3%).

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For instance the study found that neither the school staff nor the staff from the GSFP Secretariat held the service providers to account for their activities during the researcher's time on schools to gather data. The lack of a suitable kitchen (26.6%), inadequate funds (40%) and poor food quality (13.3%) were all mentioned as a challenges of GSFP. Furthermore 83.3 percent of the respondents cited a lack of transparency as a problem/challenge for the GSF. This comfirms the findings by Mohammed (2021) which showed that some of the caterers are even more powerful than the headteachers, so the headteachers even fear to approach them for monitoring and supervision purposes. Below is a statement made by one of the head teachers in the study:

> *You how people do things in this country especially when political appointees are involved. If you don't want to have any trouble you only allow them to behave as they wish.*

Also, another head teacher stated:

> *Across all the two major political parties in the country, which ever one of them is in power, their people are being selected to run the programme. So what can an individual like me do when the right thing is not done? The person one could have reported to is also one of them. So to be safe you only only them the do what they want to do.*

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Figure 4.6 convey graphical responses of GSFP's problems/challenges.

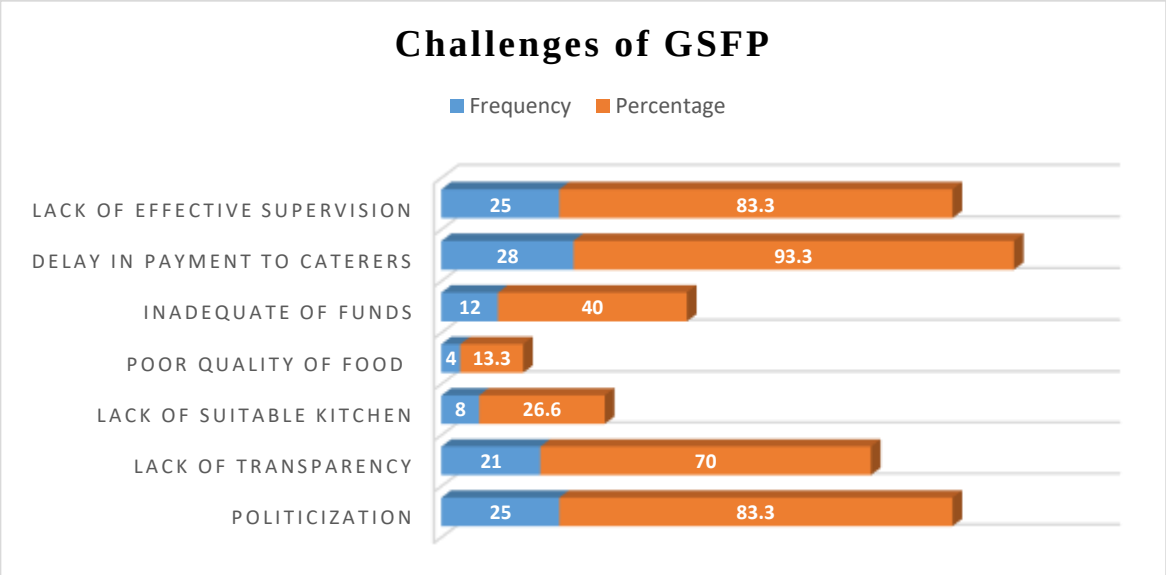

Figure 4.6: Shows the Responses on the Challenges /Problems facing GSFP.

Source: Field survey, 2021.

Generally, these challenges revealed in the study and presented in the Table 4.15 and the figure 4.6 above, fall into the bigger challenge of the lack of policy guideline kedze (2013) and lack of understanding by lynch (2013) who suggested that the GSFP has been implemented in a manner that key stakeholders at the Municipal, district and district levels were not prepare adequately to take up their respective role or duties at the early stage of the programme implementation.

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4.8: Measures to improve GSFP have been suggested

The third and conclusive objective of the research is to identify the strategies employed to ensure efficient and effective implementation of the GSFP. Below in Table 4.16 are the results.

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Table 4. 16 : Measures to improve GSFP

Measures to improve the GSFP	Frequency	Percentage
Provision of suitable kitchen	8	26.7
Availability of funds	10	33.3
Involved G.E.S in the management of the programme	7	23.3
Depolitisise the running of the GSFP	25	83.3
Regular payment to caterers	28	98.3
Effective supervision	25	83.3

Source: Field data, 2021

From Table 4.16 above, the findings revealed that the regular payment of caterers is one measure that would ensure that the GSFP would be successful and beneficial to pupils in the various schools respsenting 98.3 percent of respondents. Furthermore, depolitisising of operations and administration of the GSFP (83.3%) as well as effective supervision (83.3%) were identified as the second most important measures to ensuring the success of the GSFP. Other measures revealed by respondents in the study were: provision of suitable kitchens (26.7%), Availability of funds (33.3%) and the involvement of of the Ghana Education Service in the management of of the programme (23.3%). Below is a comment made by one of the School Implementation Committee on how to ensure the success of the GSFP:

> *In this country if we all put a stop to selfishness and greed, all our efforts will be fruitful. What we all complain about every day is about the greed and selfishness*

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of our politicians because of their desire to have every thing by themselves. So we should not expect this to get better.

A circuit supervisor also revealed:

In this country until we all learn to do things without any fear or favour we will not succeed.

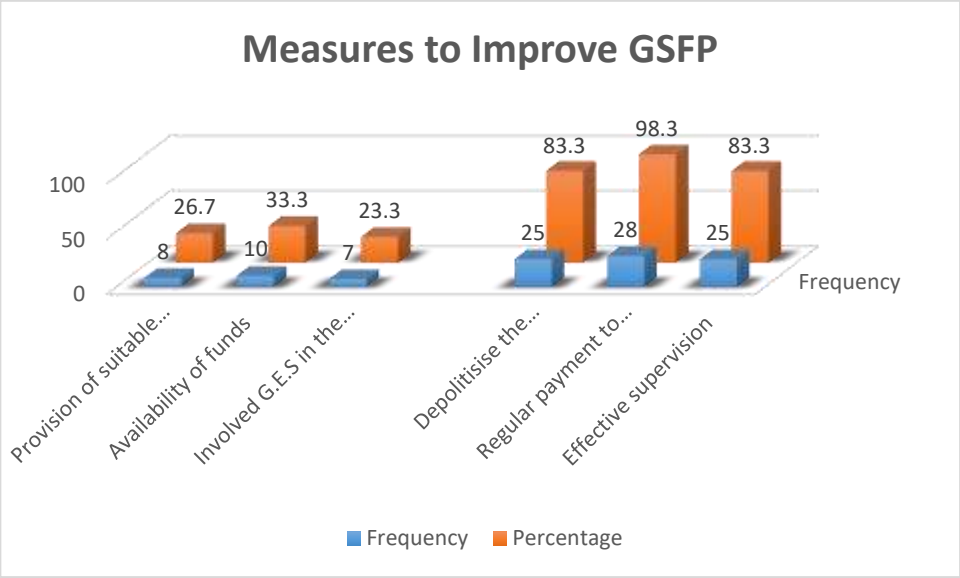

Figure 4.7: Measures to improve GSFP

Source: Field data, 2021

As revealed in the study, the measures identified largely fit into the monitoring and evaluation SAP as measures to ensuring the efficient implementation of GSFP. For instance as found in the literature above, Anderson and van laerhoven (2007) stated that SAP is concerned about the extent to which employers are fulfilling their responsibility to respond to beneficiaries; and the extent to which beneficiaries are aware of itheir responsibilities to delegate responsibility and to exercise these rights.

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4.9: Respondents General expectations, suggestions, and recommendations

The program was defective, therefore demanding institutional support for maintenance and long-term survival. The respondents recognized the shortcoming of the scheme to be ineffective monitoring, availability of funding, establishing a sanctions mechanism for defaulters, lack of transparency, lack of suitable kitchen, poor quality of food, and inadequate funds, among others. The following are some of the suggested interventions from the respondents: Before implementing any policy on educational expansion, regulators and project managers must ensure that the essential inputs are available to ensure that quality is not jeopardized in the way. Caterers should be closely monitored and paid on time if they are to fulfil their mandate. The communities must be inspired to take ownership of the programme. To avoid politics and the inter-school shifting enrolment issues, the programme must be spread among all primary schools. Food must be donated or procured by the government and other agencies for the preparation of school meals. The supply, on the other hand, must be of extremely high quality. To alleviate classroom overcrowding, more classrooms and furniture should be provided. More professional teachers should be trained and distributed fairly so that no school suffers unnecessarily.

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4.9.1 Regularity

In terms of regularity, the majority of respondents stated that they were regular in school due to financial reasons and academic accomplishment (promotion to the next class).In light of the prolonged benefits (lifetime earnings), guaranteed employment and empowerment, higher incomes, and associated benefits, the respondents concluded that formal education is the only option**.**

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

The focus of this research was to examine the role of Ghana School Feeding Programme (GSFP) on school enrollment, attendance, and retention in some beneficiary basic schools in the Tamale Metropolis. This chapter presents the Summary, conclusions and recommendations. The first section summarises findings based on the study's objectives. The second section covers the conclusions reached from the results. The final section presents the study's recommendations for further research.

The findings and summary of the study are classified under the following six sub-headings:

- Enrollment, Attendance, and Retention
- GSFP Challenges and Prospects
- Measures to improve the scheme

5.1: Summary of Findings

5.1.1 Enrolment, Attendance and Retention

Enrolment

A high mean score of 4.33 of respondents revealed that the introduction of GSFP influenced highly the enrolment of pupils in schools. However, a lower mean score of 2.80 of respondents reported that it inroduction of GSFP had only a little influence of pupils enrolment. A positive correlation, with a p value of 0.000 which is less than 0.05 conclude that GSFP has a significant effect on pupils enrolment in schools.

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Attendance

From the Findings in the study, a high mean score of 4.10 by responents revealed that GSFP ensures very high attendance to school, while a least mean score of 3.43 of respondents revealed that the role of GSFP on pupils attendance is little. Pearson's Correlation Coefficient for attendance was r = .682**, with probability value (p = 0.000) that is less than α = 0.01 level of significance showing a moderate relationship between attendance and GSFP at the one percent level of significance. Therefore, pupils schools attendance is significantly influenced by GSFP.

Retention

The findings revealed that a mean score of 4.03 of respondennts were of the opinion that GSFP highly aided in the retention of pupils in schools, whereas a mimimum mean score of them (3.20) indicated that the programme had little influence on the retention pupils. The results show a Pearson correlation coefficient of 0.609** and a probability value of 0.000 which is less than the pre-determined significant level of 0.05. This finding implies that there was a significant positive relationship between GSFP and retention of pupils in school.

5.1.2 Challenges of Facing GSFP

From the study, the keey challenge in the operation of GSFP, which requires immediate attention, is the payment of caterers for their services (93.3%), followed by politicization of the program repsenting 83.3 percent. The emergence of a regime of non-supervision of service providers' operations was an unavoidable by product of politicizing the GSFP recruitment process (83.3%). For instance the study found that neither the school staff nor the staff from the GSFP Secretariat held the service providers to account for their activities during the researcher's time on schools to gather data. The lack of a suitable kitchen (26.6%), inadequate funds (40%) and poor food quality (13.3%) were all

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mentioned as a challenges of GSFP. Furthermore 83.3 percent of the respondents cited a lack of transparency as a problem/challenge for the GSFP.

5.1.3 Measures to Improve the GSFP

Findings in the study revealed that the regular payment of caterers is one measure that would ensure that the GSFP would be successful and beneficial to pupils in the various schools respsenting 98.3 percent of respondents. Furthermore, depolitisising of operations and administration of the GSFP (83.3%) as well as effective supervision (83.3%) were identified as the second most important measures to ensuring the success of the GSFP. Other measures revealed by respondents in the study were: provision of suitable kitchens (26.7%), Availability of funds (33.3%) and the involvement of of the Ghana Education Service in the management of of the programme (23.3%).

5.2: Some Challenges and Projections of GSFP.

5.2.1 Key Challenges

Local farmers are not well connected to the program. Farmers in the area are not well connected to the supply chain. This could be because, even if farmers supplied the food, caterers would be unable to pay for those supplies due to a shortage of finances, as government payments are typically delayed. The infrastructure of schools and other educational resources is insufficient. To maintain seamless operation, the government must ensure that the infrastructure and supplies for learning in schools are provided. This will improve not only access but also quality.

Another area that requires consideration is getting long-term funding for the program. The focus point for achieving the specified objectives is funding. As a result, it is the government's job to be resourceful and smart enough to

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accomplish this enormous task. It's critical to work with essential partners and locals. As a result, whatever can be done to strengthen the stakeholder relationship should be implemented. To fulfil the GSFP's goals, duty bearers or implementing agencies must be motivated to perform much more proactive functions.

5.2.2 Projections

Metropolis/towns must increase beneficiary ownership: It is possible that involving communities in the day-to-day operations of the GSFP may boost efficiency and patronage. If the GSFP is to flourish, schools must improve access to potable water and sanitary services. Improved teamwork and cooperation among partners and target parent volunteers and increased public awareness of the initiative will help boost educational gains.There is a need to improve communication among stakeholders to appreciate the need to move forward for the country's benefit. In terms of human capital development, the significance of the GSFP cannot be comparable to that of any other policy. Benchmark data should be obtained regularly for monitoring and review. This will provide information to implementers on the components of future planning initiatives.

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5.3 Conclusion

The study concludes that the GSFP is a very significant intervention and has the tendency to ensure and produce a literate society. However, good quality and variety of food produced in hygienic conditions under the supervision of expert caterers are required.

5.4 Recommendations

Based on the study's findings, the following policy recommendations are made:

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- The government, through the Ministry of Education and Vocational Training (MoE), should expand and improve school infrastructure to cater to the enrolled pupils who the SFP has attracted, and MoEVT should build more schools close to the community to solve long distances pupils have to travel.
- Government and non-governmental organizations should be encouraged parents to contribute to the proper implementation of the SFPs. This can be achieved by setting up farm initiatives from which food can be generated for children.
- The SFP will aid in the reduction of short-term hunger; there is significant evidence that school feeding programs reduce short-term hunger (Powell & Grantham, 1998). There has also been a lot of research done on the impact of short-term hunger on learning capacity. When a child is hungry as a result of missed meals or excessive exercise, their capacity to learn suffers. Breakfast is not served in many cultures. This could indicate that the child hasn't eaten since the evening before. As a result, it is recommended that meals be nutritionally balanced and served on time to ease hunger and improve concentration in classrooms. The study and data supplied provide proof that SFP can enhance nutritional status in children. It is critical to improve the skills and understanding of instructors, students, parents, and caterers in nutrition, health, and sanitation if instructors and parents lack sufficient understanding of nutrition, health, and sanitation.

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- The provision of food services should be extended to all schools, both private and public, for children to pay attention to learning and improve their ability to concentrate, which facilitates learning.
- Encourage local food production in order to ensure SFPs are more sustainable.

5. 5 Suggestions for Future Research

The scope of this research was restricted to only three primary schools in the Tamale Metropolis. This topic can be expanded to other metropolises in Ghana. Further studies can be done on a large scale with a high sample size, considering some additional variables relevant and important to the topic.

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Appendix 1: Study Questionnaire for Teachers in Selected Ghana School Feeding Programme (GSFP) Schools

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QUESTIONNAIRE OBJECTIVE

The purpose of this questionnaire is to gather information on, ***Role of School Feeding on Enrolment, Attendance, and Retention among some selected school in the Tamale Metropolis*** .The researcher is a student at the University for Development Studies School who is conducting this research as part of the requirement for the award of a Master of Philosophy Degree in Development Education Studies.

Your contribution to completing this questionnaire will be greatly appreciated and the information provided will be used for educational purposes only and will be treated with the utmost privacy.

INSTRUCTON: PLEASE TICK THE APPROPRIATE ANSWER AND WRITE WHERE APPLICABLE

Section A: Background Information

1. Sex:

   Male [ ] female [ ]

2. Marital status:

   married [ ] single [ ]

3. Educational qualification:

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O' Level/SSS [ ] ii NVTI/Secretarial School [ ] iii Training College [ ] iv Polytechnic [ ] v University Graduate [ ] vi Post Graduate [ ] vii Others (specify) _____

4. Years of stay in the school as a teacher

   a. ≤1-5 [ ] b. >5 [ ]

Section B: General Information:

5. Do you keep students' records in this school?

   a. Yes [ ] No [ ]

6. What kinds of records do you keep?.....

7. How do you keep students enrolment, attendance and retention record? ……

8. What are the number of students in your class_____

9. Have the student numbers increased or reduced over the years?

   a. increased [ ] b. reduced [ ] c don't know [ ]

Section B:Enrolment

10. Do you think the implementation of the GSFP has imroved the enrolment rate of students?

   a. Yes [ ] b. No [ ]

11. How has the implementation of the GSFP improved the enrolment of students in the school?

   a. Very High [ ] b. High [ ] Fairly [ ] Little [ ] Not at all [ ]

Section C: Attendance

8. Do you think the implementation of the GSFP has imroved the attendance rate of students?

   a. Yes [ ] b. No [ ]

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9. How has the implementation of the GSFP improved the attendance rate of students in the school?

a. Very High [ ] b. High [ ] Fairly [ ] Little [ ] Not at all [ ]

Section D: Retention

10. Do you think the implementation of the GSFP has imroved the retention rate of students in the school?

a. Yes [ ] b. No [ ]

11. How has the implementation of the GSFP improved the retention rate of students in the school?

a. Very High [ ] b. High [ ] Fairly [ ] Little [ ] Not at all [ ]

Section C: Involvement in Learning

10. Does the provision of food to students give more opportunity for learning? Yes [ ] No [ ] Not well [ ]

11. What would you say about their attention span in class? _____

12. Do students participate actively during teaching and learning? Yes [ ] No [ ] Not well [ ]

13. Does classroom crowding impede effective teaching and learning? Yes [ ] No [ ] Not well [ ]

Section C: Challenges of GSFP

14. Do you think the GSFP has some challenges that needs some attention?

Yes [ ] No [ ]

15. If yes, Please tick **(√)** which of the following you think is a challenges. **Multiple** responses are possible

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Politicization	
Lack of transparency	
Lack of suitable kitchen	
Poor quality of food	
Inadequate of funds	
Delay in payment to caterers	
Lack of effective supervision	
Others, please specify	

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Section D: Measures to Improve GSFP

16. Do you think there is a way the challenges of GSP can be improved?

a. Yes [ ] b. No [ ]

17. If yes, please tick **(√)** in the table below the measures you think can improve the GSFP. **Multiple** responses are possible

Provision of suitable kitchen	
Availability of funds	
Involved G.E.S in the management of the program	
Depolitisise the running of the GSFP	
Regular payment to caterers	
Effective supervision	
Others, please specify	

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Appendix 2: Study Interview Guide for Headteachers, Circuit Supervisor and GSFP School Committee Member

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1. What is the enrolment, attendance and retention of students in the school like, currently?
2. Do you think the GSFP has in anyway played any role in the enrolment, attendance and retention of students in the school?
3. How does the GSFP play any role in the enrolment, attendance and retention of students in the school?
4. Do you receive, see or observe some challenges in the implementation of the GSFP?
5. What do you think can be done to ensure its success?

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Appendix 3: Permission letter from University for Development Studies

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FACULTY OF SUSTAINABLE DEVELOPMENT STUDIES
DEPARTMENT OF DEVELOPMENT MANAGEMENT AND POLICY STUDIES

TEL: +233-3720-98072/3/4
Mobile: 0248368272
E-Mail: mrahim@uds.edu.gh
Website: www.uds.edu.gh/FoE

P.O. Box TL1350
Choggu-Tamale
Northern Region
Ghana, West Africa

Our Ref: .....

Your Ref: .....

OFFICE OF THE HOD

DATE: 25/02/2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

COLLECTION OF DATA FOR RESEARCH PURPOSES

I wish to introduce to you Mr. Nambili Alhassan Abdul-Jalil who is pursuing M.Phil in Development Education Studies in this Department. His topic *is The Role of School Feeding Program on Enrolment and Attendance of Pupils in the Northern Region of Ghana. A case study of Tamale Metropolis.*

Mr. Nambili Alhassan Abdul-Jalil is supposed to collect data in the aforementioned Institution to enhance his research work.

I would be grateful if you could give him any support that he may need to enhance the data collection for his work.
Thank you.

Yours faithfully,

Abdul-Rahim Mohammed (Ph.D).
(Head of Department, Development Management and Policy Studies).
Cc: Student's File.

Head Of Department
Dep't Of Dev. Educ. Studies
Faculty Of Education
U. D. S. - Tamale

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Appendix 4: Research clearance letter from Ghana Education Service

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GHANA EDUCATION SERVICE

In case of reply the date and reference number of this letter should be quoted
Our Ref: GES/NR/MEO/TT.12/VOL.3
Your Ref: .....
Email: *tmetroedu@gmail.com*

REPUBLIC OF GHANA

Metropolitan Education Office
P. O. Box 6, E/R
Tamale, Northern Region
Tel: 037-2022090

Date: March 15, 2021

APPLICATION FOR PERMISSION TO COLLECT DATA
MR. ALHASSAN ABDUL-JALIL NAMBILI

We write to you in respect of the above named researcher's application for ethical consideration to carry out some data collection activity in your school.

We urge you to kindly permit Mr. Alhassan Abdul-Jalil Nambili, an M.Phil student in Development Education Studies, University for Development Studies, to enter your school for the purpose of collecting data for his study.

He is currently working on his thesis on the topic "***The Role of School Feeding Program on Enrolment and Attendance of Pupils in the Northern Region of Ghana, A Case Study of Tamale Metropolis***" as part of the requirement leading to the award of M.Phil.

Also find attached an introductory letter from the Head of Department, Development Management and Policy Studies.

Counting on your kind cooperation.

(AMATUS D. TUG-UU)
METROPOLITAN DIRECTOR OF EDUCATION
TAMALE

ALL CONCERN SCHOOLS
TAMALE METROPOLIS
TAMALE

Cc: **Mr. Alhassan Abdul-Jalil Nambili**
Zogbeli M/A JHS
Post Office Box 125 E/R
Tamale

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