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**SCHOOL FEEDING PROGRAMME AND ITS EFFECT ON ENROLMENT,
ATTENDANCE AND RETENTION IN THE KASENA NANKANA WEST DISTRICT,
GHANA**



AZULIRAH WOMYIPONA GABRIEL

2020

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ATTENDANCE AND RETENTION IN THE KASENA NANKANA WEST DISTRICT,
GHANA**

BY

AZULIRAH WOMYIPONA GABRIEL

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**A THESIS SUBMITTED TO THE DEPARTMENT OF AFRICAN AND GENERAL
STUDIES, FACULTY OF INTEGRATED DEVELOPMENT STUDIES, UNIVERSITY
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DEVELOPMENT STUDIES.**

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DECLARATION

Student

I, Gabriel Womyipona Azulirah hereby declare that this thesis is my own work towards MPhil Development Studies and that, to the best of my knowledge, it neither contains any material previously published by another person nor material, which has been accepted for the award of any other degree in this university or elsewhere, except where due acknowledgment has been made in the text.

.....

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Supervisor

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University for Development Studies.

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Date:

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ABSTRACT

The study examined the effects of School Feeding Programme on enrollment, attendance and retention of pupils in beneficiary schools in the Kasena Nankana West District of the Upper East Region of Ghana. It also looked at the institutional and stakeholder's support system for the programme and the policy support for the sustainability of the School Feeding Programme.

Kasena Nankana West District which had the lowest pupils' enrolment, attendance and retention rates had been a beneficiary of this social intervention since 2011, yet, there no scientific studies conducted to assess the effect of the school feeding programme on enrolment, attendance and retention. To fill this gap, the current study explored the effects of the Programme on pupils' enrolment, attendance and retention.

The study was guided by the mixed method approach to research. Data for the study were collected using both interview schedules and in-depth interview guide as well as questionnaires.

The study targeted 15 beneficiary schools from the total of 27 beneficiary schools in the Kasena Nankana West District and other key stakeholders. District Director of Education, the District

Coordinator of School Feeding Programme, Head Teacher, Class Teacher, Students, Parents and

Caterers were the units of analysis. Purposive sampling, stratified and simple random sampling

procedures were used to select 167 respondents for the study. Questionnaires, semi-structured

interview guides and observations were used to collect the data for the study. The research found

that, the GSFP improved enrollment, attendance and retention of pupils in the beneficiary

schools in the district. This research further disclosed that, the various institutions and

stakeholders mandated to provide the needed support for the programme in the Kasena Nakana

West District were not providing enough support to ensure effective implementation of the

programme. The study also revealed that, most respondents who were also stakeholders in the



programme were unaware of the existence of a policy framework that guides the operations of the programme. Based on the findings, the study recommends that the programme should be expanded to cover all Public Schools in the district. Also, the study recommends that the government should secure sustainable sources of funding for the programme with clear policy framework backed by legislation to support the programme.



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For guidance and protection through this study, may the Almighty God be glorified. I sincerely wish to express my heartfelt gratitude and appreciation to my supervisor, Professor David Millar for his invaluable contributions, guidance, comments and suggestions which made the study a success notwithstanding his busy schedules. May the Almighty God continue to bless and give him long life.

I equally acknowledge the support of the District Director of Education, the District Coordinator of SFP and all my respondents who provided first- hand information for the study.

Thank you all and may God bless you.



DEDICATION

I dedicate this thesis to my lovely wife, and children.

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LIST OF ACRONYMS

AAI	Africa-America Institute
ADRA	Adventist Development Relief Agency
CSO	Civil Service Organizations
CSOs	Civil Society Organizations
CRS	Catholic Relief Services
DBS	Diploma in Business Studies
DDE	District Director of Education
DSFPC	District School Feeding Programme Coordinator
DNC	Direction Nationale des Cantines Scolaires
DDO	District Desk Officer
DIC	District Implementation Committees
ECCE	Early Childhood Care and Education
ESPRR	Education Sector Policy Review Report
ESR	Education Sector Review
FFEP	Food for Education programme
FCUBE	Free Compulsory Universal Basic Education
GoG	Government of Ghana
GSFP	Ghana School Feeding Programme
GPRS	Ghana Poverty Reduction Strategy
GAIN	Ghana Agriculture Initiative Network
HND	High National Diploma
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
IMC	Inter-Ministerial Committee



IFDC	International Centre for Soil Fertility and Agricultural Development
KNWD	Kasena Nankana West District
LEAP	Livelihood Empowerment against Poverty
MDGs	Millennium Development Goals
MDMS	Mid-Day Meal Scheme
MLGRD	Ministry of Local Government and Rural Development
MOE	Ministry of Education
MoFA	Ministry of Food and Agriculture
MoFEP	Ministry of Finance and Economic Planning
MDCSP	Minister for Gender, Children and Social Protection
MMDCE	Metropolitan, Municipal and District Chief Executives
NGOs	Non- Governmental Organizations
NIR	Net Intake Rate
PCD	Partnership for Child Development
PTA	Parent-Teacher Association
PAE	Programe de Alimentacion Escolar
PSC	Program Steering Committee
PCD	Partnership for Child Development
RCO	Regional Coordination Offices
RCC	Regional Coordinating Council
RPCU	Regional Planning Coordinating Unit
RSPMC	Regional Social Protection Monitoring Committee
SFP	School Feeding Programme
SHEP	School Health Education Programme
SEND	Social Enterprise Development Foundation

SIC	School Implementation Committees
SDGs	Sustainable Development Goals
SMC	School Management Committee
SNV	Netherlands Development Organization
SIGN	School Feeding Initiative Ghana Netherlands
SPSS	Statistical Package for Social Sciences
SSCE	Secondary School Certificate Examination
UNESCO	United Nations Educational, Scientific and Cultural Organization
UER	Upper East Region
UNDP	United Nations Development Programme
UDHR	Universal Declaration of Human Rights
UK	United Kingdom
USA	United States of America
USAID	United States Agency for International Development
UN	United Nations
WFP	World Food Programme





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CHAPTER ONE

INTRODUCTION

1.0 Introduction to Chapter One

Globally, education is considered as a fundamental human right and vital for individual growth and social progress. “Education has been judged to be a practicable tool of change in the optimistic direction. No nation can acquire development unless it promotes education among its people” (Bhat, 2014 p. 4). Goal four (4) of the Sustainable Development Goals (SDGs) states that, countries should “Ensure inclusive and equitable education and promote lifelong learning opportunities for all” (UN, 2015). Therefore, education is acknowledged as the key to achieving self-realization and national development (UNESCO, 2010). Hence, any policy or programme implemented by government to boost the accessibility and quality of education particularly at the basic level is highly recommendable. This chapter of this research centers on the background to the study, statement of the problem, problem analysis, research questions, research objectives, significance of the study, delimitation of the study and organization of the study.

1.2 Background of the Study



The aims of all countries under the United Nations (UN) is to tackle the problems posed by promoting globalization that led to the formulation of Millennium Development Goals (MDGs) in the year 2000. In the MDGs formulation, particular consideration was given to education as the goal number two (2) which focused on achieving universal primary education by 2015 (MDGs 2005). Education is therefore one of the most essential aspects in attaining sustainable development and vital means of transforming human attitudes and behaviors. The adaptation of Hyogo framework for action, by 168 nations in January, 2005 recognized the crucial role of education and therefore encouraged governments and civil society to develop knowledge and

innovation through education in order to develop a safe and fortitude culture at all stages of the nation (Nakileza, 2007). Governments had therefore put significant economic and human resources into improving education in their respective nations (UNESCO, 2010). Parents had also considered education of their children very imperative and also see it as the only good legacy they can bequeath their children.

Article 38 of Ghana's 1992 Constitution makes it compulsory for successive governments to provide Free Compulsory Universal Basic Education (FCUBE) and based on the availability of resources, the same should apply to secondary, technical and tertiary education. The Government of Ghana's commitment towards attaining these educational goals can be cited in several policies and programmes among them includes the Ghana Poverty Reduction Strategy 2002– 2004 (GPRSI), Education Sector Policy Review Report (ESPRR, August 2002), Education Sector Review (ESR, October 2002) and the Government's White Paper on the ESPRR (2004).

Notwithstanding these policies and programmes outlining the vision of addressing the challenges of education and defining the direction and strategies for the educational system of Ghana, little

success had been achieved in respect of enrollment, attendance and retention rate particularly in the rural areas. Many developing countries and deprived regions in developed nations experience high primary school dropout rates and low enrolment, attendance and retention. To date, efforts to achieve education for all have accomplished little success (Oduro- Ofori et al, 2014). Oduro- Ofori et al, (2014) posit that, basic schools in the rural and deprived areas of Ghana suffer low enrolment, attendance and retention of pupils among others. They adding that, repetition and dropout rates are still big issues that require much attention as far as the achievement of SDG 4 is concerned.



The School Feeding Program (SFP) was developed as one home-grown strategy to boost the momentum and direct the focus towards achieving the Free Compulsory Universal Basic Education. This had become imperative because, unlike many developing countries, Ghana faces many socio-economic and political problems such as high poverty rate, high illiteracy rate, poor infrastructure and ignorance just to mention but a few. The standards of education in Ghana over the years have been falling due to the fact that, primary education which forms the foundation in every educational ladder is faced with many challenges such as high rate of school drop-out, low enrollment, poor attendance and retention in schools and consequently, poor quality of education (Adu-Agyem et al 2012).

School Feeding Programme is a targeted social policy that provides safety nets aimed at improving both educational and health status of children especially the most vulnerable children. The programme also aims at improving pupil's enrollment, attendance and retention rates and reducing absenteeism while boosting domestic food security at the household level (Mohammed et al, 2014).



According to Keith (2015), global increase in food and petroleum prices in 2008 had occasioned the World Bank's Global Food Crisis Response Programme to release funds and subsequently pilot the Crisis Response Window Programme which provided quick support to existing School Feeding Programmes and essentially linked access to food with education for poor and vulnerable children living in highly food-insecure communities in the affected countries. He further indicated that with global turnover of over US\$ 100 billion, hundreds of millions of school children were benefitting from the SFP. The school feeding is therefore an obvious

significant social programme in most nations including low, middle and high-income nations. Ghana is fortunate to be one of the recipient nations.

Efforts to enhance quality education, improve domestic food production and reduce poverty by the Government of Ghana (GoG) with funding from the Dutch Government established the Ghana School Feeding Programme (GSFP) in 2005. The programme began in ten (10) pilot schools drawn from each region in the country. The pilot stage ended in 2006 with 64,775 beneficiary pupils. The first stage of nationwide implementation started in 2006 for a period of four (4) years (2006-2010). In that first phase, the total number of beneficiaries at the inception of the programme was 413,498. In 2008, the beneficiaries rose to 441,189 and by the end of 2009, a total of 580,025 pupils were covered. By the end of the academic year 2009/10, the programme covered up to 697,416 pupils which showed a rapid increase of beneficiaries over the period (GSFP, 2011 Annual Operating Plan).

Subsequently, as indicated by Osei et al (2009), by the end of the first quarter of 2011, the programme fed 713,590 pupils and by the end of 2012, the programme fed approximately

1,739,357 children in all 216 districts of Ghana. The SFP commenced in 2011 in the Kasena Nankana West District (KNWD) and twenty seven (27) schools were benefitting from the programme. Bundy et al (2009), postulated that low-income countries were expanding School Feeding Programme to assist them achieve MDGs as the programme attracts more children, particularly girls, to the schools.

Research indicated that the School Feeding Programme had a strong influence on pupil's enrollment, attendance and retention, leading to a positive effect by the programme on basic education (Bundy et al, 2009; Aliu et al, 2014 and Atta et al, 2015). This research therefore



intended to examine the School Feeding Programme and enrollment, attendance and retention in beneficiary schools in the Kasena Nankana West District of the Upper East Region (UER) of Ghana.

1.3 Problem Statement

The declaration of Sustainable Development Goals (SDGs) by UN General Assembly in 2015 was based on the principle of “leaving no one behind”. The SDGs emphasized holistic approach in achieving sustainable development for all nations. Throughout the world, several countries including Ghana have been making efforts and adopting various policies and programmes with the aim of achieving the SDGs whose overall goal is to enhance standard of living of citizens. Access to primary education is one important area that most countries focused their attention on and commit their resources to improve. Due to the global food and financial crises, the School Feeding Programme was implemented by several countries as a social protection policy.

Access to basic education is one major area Ghana is making giant strikes towards the attainment of the SDGs. It is therefore not surprising that the Government of Ghana in collaboration with its development partners introduced the School Feeding Programme in 2005 that have multiplier

effects on beneficiary schools in terms of enrollment, attendance and retention. The Ghana School Feeding Programme just like most SFPs in the world was implemented as a social protection policy to provide support system especially to the poor, and to also serve as an educational intervention to keep pupils in school. The programme also provides nutritional needs of children in public schools across the country including Kasena Nankana West District.

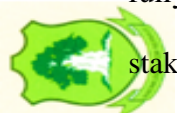
Notwithstanding the introduction of School Feeding Programmes across the world, many developing countries and deprived regions in developed nations still experience high primary



school drop-out rates and low enrollment, attendance and retention. To date, efforts to achieve “Education for all” have accomplished little success (Oduro-Ofori et al, 2014).

In Ghana, although several policies and programmes have been introduced and implemented with the aim to enhance quality education, especially at the basic level, some challenges inhibit their success. Oduro-Ofori et al (2014) posited that, basic schools in the rural and deprived areas of Ghana suffer low enrollment, attendance and retention of pupils among others. They added that, repetition and drop-out rates are still big issues that require much attention as far as the achievement of SDG four (4) is concerned.

Although some studies have been conducted on the effects of the SFP on access and quality of education as well as the health needs of beneficiaries in some parts of Ghana, various concerns have been raised about the ineffectiveness and inefficiencies of the programme implementation by beneficiary communities (Bukari et al, 2015; Duah, 2011; Mohammed et al, 2014 and Yendow et al, 2015). For example, the sustainability of the programme prior to the withdrawal of financial support from donors was being questioned due to government’s unpreparedness to fully fund the programme (Duah, 2011). Concerns raised by beneficiary communities and stakeholders were that the programme did not achieve its full objectives. Even though the programme aimed at improving school enrollment, attendance and retention, some schools, especially in the Kasena Nankana West District were still facing low enrollment, attendance and retention as well as high drop-out rates. In beneficiary schools where enrollment, attendance and retention have been improved, such schools continue to face other practical challenges such as high pupil- teacher ratio of about 1: 60 in some schools as against Ghana Education Service standard of 1: 30. The high enrollment in beneficiary schools also threatens the closure of non-beneficiary schools due to low pupils’ enrollment. The increased enrollment in beneficiary



schools have also put pressure on facilities and teaching and learning materials, as there were no corresponding provision for those facilities and materials such as furniture, books and classrooms.

The programme also intended to improve the health needs of the pupils in every beneficiary school by providing them with one nutritious meal throughout the working days of the month but malnutrition continues to be a big issue among school children especially in the rural areas of Ghana. Reports on the programme indicated that, in certain days of the week, meals were not served in some schools and even on the days they were served, the meals were insufficient and of poor quality.

Another objective of the SFP was to boost domestic agriculture by providing ready market for local farmers. According to the SFP Action Plan (2007), the programme aimed at buying 80% of its foodstuffs from the local or domestic farmers in order to improve their incomes, but this objective was never achieved as most caterers depended on imported foodstuffs. A survey conducted by an NGO in Greater Accra disclosed that, less than 10% of the foodstuffs purchased

in the region by caterers was local (ECASARD/SNV, 2009). Overall, people expressed the view that most of the objectives of the programme were not fully achieved. In the light of the above concerns, and since the introduction of the SFP in the Kasena Nankana West District in 2011, no study had been conducted on its effects on enrollment, attendance and retention in beneficiary schools from the literature consulted.

Among all these problems discussed, the problem that caught the researcher's attention and worthy of investigation was the lack of research and documentation on the effects of the GSFP on enrollment, attendance and retention of beneficiary schools in the Kasena Nankana West



District. *This study therefore sought to fill this gap by assessing the effects of the Ghana School Feeding Programme on school enrollment, attendance and retention of pupils in beneficiary schools in the Kasena Nankana West district of the Upper East Region.*

1.4 Research Questions

Main research question

The study's main research question is; what are the effects of the Ghana School Feeding Programme on enrollment, attendance, and retention on beneficiary schools in the Kasena Nankana West District?

Specific research questions

Because of the vital role of School Feeding Programme, it is proper to ask the following specific questions:

1. How does the Ghana School Feeding Programme influence the enrollment, attendance and retention at the basic school level?
2. What are the institutional support systems for the SFP?
3. What stakeholder involvement is there to sustain the programme?
4. What is the policy support for the programme?

1.5 Research Objectives

Main Objective

The main research objective is to assess the effects of Ghana School Feeding Programme on enrollment, attendance, and retention on beneficiary schools in the Kasena Nankana West District.



Specific objectives

1. To ascertain whether the School Feeding Programme have improved enrollment, attendance and retention on beneficiary schools in the Kasena Nankana West District.
2. To establish whether there are institutional support systems for the School Feeding Programme in the Kasena Nankana West District.
3. To determine the kind of stakeholders' involvement that exist sustain the programme.
4. To find out whether there are policies support for the programme.

1.6 Significance of the Study

Most developing countries especially the very poor ones are confronted with high illiteracy due to low school enrollment, attendance, retention and high school drop-out. This situation is associated with many social vices such as teenage pregnancy, child trafficking and streetism, just to mention but a few. The UN and its development partners like the United Nations Development Programme (UNDP) and developing countries including Ghana have over the years tried to improve upon their people's living standards by tackling issues of poverty.

GSFP is therefore one of such major social policies aimed at reducing poverty through education.

Since the introduction of the SFP in the Kasena Nankana West District in 2011, there has been no study on the programmes' activities. This research therefore intends to help evaluate the effects of SFP on enrollment, attendance and retention of pupils on beneficiary schools and thereby providing relevant information to policymakers and other educational stakeholders on how the programme contributes to achieving FCUBE in the district and the country as a whole.

The research also unfolded some challenges with regards to enrollment, attendance and retention in the beneficiary schools and appropriate recommendations are made to help restructure the



programme to deliver on its mandate. For example, how enrollment increase should match with infrastructure and other teaching and learning materials in order not to compromise quality education.

The outcome of this study is expected to enhance policy development and decision making since the research will examine the policies, institutional and stakeholders support that exist for the SFP with the aim of improving the management and operations of the SFP.

Besides, this study supplemented the few scholarly works available and form grounds for further research into the ever dynamic educational processes with the aim of directing future educational policies.

1.7 Delimitation of the Study

The study targeted the effects of the Ghana School Programme on enrollment, attendance and retention of beneficiary schools in the Kasena Nankana West District of the Upper East Region.

Out of the total of 27 beneficiary schools, the research concentrated on 15 of the beneficiary schools across the District.

1.8 Organization of the Study

This study is organized into five chapters. **Chapter one** comprises of the introduction, the study background, statement of problem, the research objectives, the research questions, significance of the study, and delimitation of the study. **Chapter two** constitutes the review of literature which embodies the system of education in Africa with its associated challenges, policies and interventions to tackle the problems facing the education system in Africa, the socio-cultural aspect of formal education, the origin of the School Feeding Programme , the history of School Feeding Programme in Ghana, effects of School Feeding Programme on enrollment, attendance



and retention, the institutional and stakeholder support for the programme and the policy support for the programme.

Similar research on this topic will be reviewed in order to deduce conclusions expected to help expound, support or challenge the problem statement of the study.

Chapter three gives a comprehensive methodological approach to the study which comprises of the study area, research design, study population, sample size, sampling technique, sources of data collection, data collection instruments, data presentation and statistical analysis while **chapter four** concentrate on data presentation and analysis of the study. This chapter also discloses the effects and views of respondents regarding enrollment, attendance, retention and drop-out in the beneficiary schools. It also contained the institutional and stakeholders support system for the programme as well as the policies that support the operations of the programme. Lastly, **chapter five** contains summary of key findings, recommendations and conclusions.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review is one of the most important components of every research. This chapter provided an overview of other research works carried out in relation to this study area as well as other scholarly works that supported the grounds for this study. De Los et al (2008) indicated that the literature review positions the current research in its historical context by describing the background of the study and the relationship between the current study and earlier studies. Publications, research works and other scholarly works of individuals related to this study were reviewed.

The chapter was categorized into the following sub-headings; the system of education in Africa with its associated challenges; policies and interventions intended to address the problems facing the system of education in Africa; the socio-cultural aspect of formal education; the concept and origin of the School Feeding Programme; the history of School Feeding Programme in Ghana; effects of School Feeding Programme on enrollment, attendance and retention; the institutional and stakeholder support for the programme; and, the policy support for the programme were all covered under literature review.

2.1 School System in Africa and its Associated Challenges

Education has become a fundamental human right globally as the world is committed to the provision of education for all. This commitment to education has been shown all over the world in time pass through several kinds of treaties and the first of its kind was the “Universal Declaration of Human Rights (UDHR)” published in 1948. Key in that declaration was that, “education had become a fundamental human right and formed an essential part of



development”. The declaration further makes basic education free and compulsory and emphasis that the higher levels education should be made accessible to all on the grounds of merit (U N, Human Right Report 1948; Article 26).

In this Universal Declaration of Human Rights, two strategies were used to ensure the realization of the commitment. According to the U. N. Human Right Report (1948) the first was the use of treaties as instruments to ensure the adherence of human rights. Example of such treaties is the International Bill of Human Rights constituted by instruments such as the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). These conventions underscore the fact that basic education needs to be free and compulsory. Also, recent conventions like the convention on the Elimination of all Forms of Discrimination against Women (1979) and the convention on the Rights of the Child (1989) have a strong commitment and guarantees children’s rights to education. The second strategy was the use of declarations by conferences that came in the form of UN-organized conferences, such as the 1990 Jomtien World Conference on Education and the 2000 Dakar Framework for Action, and the Millennium Development Goals declaration. All these instruments reaffirmed the dedication to ensure that countries achieve universal primary education and the MDGs declaration had want further to set time-bound targets (U N, Human Right Report, 1948; Article 26).

Several other conventions, declarations and treaties have been signed at regional level, including African Charter on the Rights and Welfare of the Child, committing all nations to implement policies and programmes that will contribute to the complete actualization of the right to education for all children, especially at basic level. Education being a right has increasingly found its way into our international and national development discourse and has gradually



extended to the socio-economic spheres in recent decades so much so that, even the World Bank has now been encouraging an internal debate about whether it should become a rights-based organization (UNESCO, 1995). Following this discourse, governments, donor agencies, Non-Governmental Organizations (NGOs), Civil Society Organizations (CSOs) and societies at large are all increasingly speaking the same language that “Education is a right.”

However, there is a wide gap between what is being said and practiced of these rights by the various countries. This is because; millions of people’s right to education has been routinely violated. The commonest of these education rights violations is in Africa. In Africa, at least about 53 million children were within the school going age and one quarter of this children were not in school (UNESCO, 2000). Also, according to Majgaard et al (2012) a sample of 33 low-income countries across Sub-Saharan African indicated that about 35 million children were out of school.

Furthermore, notwithstanding the fact that, 2015 was the year set by international communities for all nations to achieve universal primary education, the percentage of out-of-school children

from Africa is said to have rather increased rapidly and based on current trends, it is estimated that, three out of four of the world’s out-of-school children are coming from Africa, making most

countries to miss the goal (UNESCO, 2000). For example, Even though some countries are progress regarding education, low enrollment, attendance and retention levels especially at the basic levels are eroding these gains. Most Sub Saharan Africa countries are therefore not on course to attain Universal Primary Education as average primary completion rate gained only 20% point between 1999 and 2009, an average of 2% points per year from a sample of 33 low-income across Sub-Saharan Africa, (Majgaard et al, 2012). In terms of Early Childhood Care and Education (ECCE), regardless of the numerous attempts to encourage it in Africa, access remains



a major challenge since enrollment levels in pre-schools in the region are often below 10%, primarily owing to limited facilities and the effects of poverty (Sifuna et al, 2010).

Primary education in Africa is also faced with numerous problems with great differences in enrollments, attendances and retention. While some nations are almost about to achieve universal basic education, others continue to lag behind. Among the major factors affecting these countries are economic and political reasons. Several researches conducted into the educational system in Africa indicated that, poverty is one of the major economic factors accounting for the low enrollments, attendances and retention of pupils in most African countries. Many households in Africa particularly in the rural areas are poor and therefore could not afford the costs of enrolling for their children into school (Sifuna et al, 2010).

Even though, education in Africa had made significant strides in the 1970s, this standard base of Africa education had gradually destroyed due to economic crisis. Basic education was mostly affected as enrollment at the primary level declined from 7.2% between 1975 and 1980 to as low as 2.3% between 1981 and 1990. Within the same period, enrollment at the secondary level fell from 11.7% to 5.1% and at the tertiary level from 10.7% to 5.5% (UNESCO, 1995). In the 1980s, due to the economic recession and the Structural Reforms Programmes, Africa was the only continent in the globe to reduce its per capita expenditure on education (UNESCO, 1995).

Also, access to education for the female population in Africa posed a serious challenge. Apart from few countries such as Swaziland, Zimbabwe, Gabon, Tanzania Mauritius, Seychelles, Rwanda and Madagascar where the percentage of girls in school had reached 50%, the education of girls in most African countries is facing the equity and justice challenges. The 1993 Pan African Girls Education Conference in Ouagadougou stated that 26 million African youth, most



of whom resides in deplete areas, were not in school, and the figure is projected to have increased to 36 million in 2000. It also reaffirmed that in many countries, illiteracy rates for females were higher than 60% and in 22 of these countries, gross enrollment ratio among boys was 20% higher than girls at the primary level (UNESCO, 1995).

Despite the fact that some African countries had made remarkable improvements in basic school enrollment, no nation has attained universal primary education status. For a country to attain universal primary education status, all children of school going age must have enrolled into school and completed a full basic primary education course. According to Africa-America Institute report (2015), as at 2012, 58 million children of school going age were not in school worldwide and 38 million of these children were from Africa. The report further disclosed that about, half of all out-of-school children in Africa had never step foot in school in their lifetime.

Furthermore, most African countries have experienced low level of development in their educational sector as there is little progress made since 1988. Even though some countries' enrollment has improved, the increment is nowhere near reasonable high rate and there is no

clear cut policies aimed at improving the various facets of education such as quality, access, content and most importantly financing of education in Africa. Some of the major problems confronting the educational system in Africa include but not limited to;

- Low enrollment, attendance and retention rates.
- Wider gender and regional disparities on access to education.
- Lack of confidence on the application of the educational curriculum and its content.
- Lack of modern libraries and books,
- Inadequate professional and motivated teachers
- Inadequate resources notwithstanding relatively high budgetary provisions for education.



2.2 Policies and Interventions to Address the Challenges Facing the System of Education in Africa

In view of the numerous problems outlined above facing the educational system in Africa, there was the need to tackle the crisis in the education system and this called for various interventions. These interventions usually take the form of motivation and encouragements on the part of both parents and children. Some of the interventions taken by most African countries towards tackling the problems of the educational sector include;

Free Basic Education

In order to enhance basic education in Africa, some countries implemented Free Basic Education. According to UNESCO report (2000), even though most Sub-Sahara Africa nations in have reported a Net Intake Rate (NIR) of around 30% or lower, there were other nations that have attained a Net Intake Rate of above 95% and these countries apparently abolished school fees at the basic level. For example, Botswana abolished primary school fees in 1980 followed by Kenya Ghana, Uganda, and the United Republic of Tanzania. These countries recorded a rapid increase in enrollment at primary education level which clearly demonstrated that, free

basic educations has a great impact on school enrollment, attendance and retention in our schools and therefore plays pivotal role in the attainment of “Education for all” (UNESCO, 2000). For example, in 2004, Ghana abolished all school levies in basic schools and the results of this intervention were immediate and remarkable. Enrollment in beneficiary schools surged from 4.2 million to 5.4 million over two academic years (Mooko et al, 2009).

Free Bus Riding for School Children

Another intervention pursued by some African countries in their quest to achieve universal basic education is tackling of indirect cost associated with basic education. Abolishing school fees



alone in most cases is not enough to improve basic education since there are other indirect costs incurred by families in the course of educating their children. These indirect educational costs include, feeding charges, uniforms, textbooks, transport fares among others which severely hinder children's accessibility to basic education.

Several countries in Africa adopted various innovative approaches in solving this problem and notable among them is the "Free Bus Riding for School Children in uniform" from kindergarten to JSS level. In 2006, Ghana's government initiated this policy for pupils from kindergarten to JSS. According to Mooko et al (2009), more than 100,000 pupils enjoyed the services of Metro Mass Transit under this policy within a week after its inception in Accra alone, and was projected that, approximately 25, 000 pupils will benefit from the Free Metro Mass Transit every day throughout the country under this policy. Such policy interventions were very crucial in assisting the free education policy as they help in reducing education related cost that was incurred by families even on the face of the availability of free education. The problem of long distance faced by some students in an attempt to access education was also being dealt with through the introduction of this policy. This policy intervention has undoubtedly helping Ghana to accomplish its goal of Free Compulsory Universal Basic Education (FCUBE).

Free Distribution of Textbooks to School Pupil

Access to teaching and learning materials such as text books are also crucial in achieving quality universal education. In line with this, some countries including Ghana, Botswana and Gambia adopted the policy of distributing free textbooks to school pupils. In line with new adopted Free Basic Education for all policies, Burkina Faso also initiated a textbook distribution programme. The distribution of free textbooks to all school children ensures that both direct and indirect cost associated with education is further transferred from parents/caregivers to the state. This



intervention guarantees quality education for learners with regards to accessibility of textbooks, and also facilitates achieving equity education for children from different backgrounds (Mooko et al, 2009).

Free distribution of School Uniforms and Abolishing of School Uniforms

In order to further tackle the issue of indirect cost associated with education, some countries adopted the strategy of abolishing school uniforms while others distribute the uniforms free to pupils. Malawi, Tanzania and Zambia have implemented a policy that did away with school uniforms as a requirement and therefore not compulsory (Riddell, 2003). Notwithstanding the fact that this policy had both advantages and disadvantages, the need to further lessen the economic burden of parents/caregivers on their children's education was the underlying principle guiding its adaptation and implementation. With regards to the policy of distributing free school uniforms, Botswana's government had been distributing school uniforms to orphans and needy children in order to cushion them against any financial cost associated with the school uniform requirement. Also, government of Ghana in December, 2009 launched "Free School Uniform programme to needy children in basic schools". The programme aimed at distributing

school Uniforms to deprived communities and the first consignment of 1,600,000.00 uniforms were distributed to 77 underprivileged Districts in the country and subsequently extended to other deprived areas (Mooko et al, 2009).

Free Compulsory Universal Basic Education (FCUBE)

In quest to achieve "Education For All" with the specific objective of assuring that by 2015 all children irrespective of their sex, ethnic, location and economic background had gone through quality basic education, most African countries saw the need to make basic education not only free but also compulsory to compelled parents to enroll their children into school. For example,



Uganda introduced compulsory education among some of its vulnerable citizens such as “the trouble-torn area of Karamoja” (Mooko et al, 2009). It is imperative to note that, the adaptation of this approach by Uganda establishes the point that governments need to channel scarce resources to address the unique conditions prevailing in their countries as far as education is concern and therefore serve as an example worth emulating by other countries.

Ghana’s long vision of becoming a middle income country had identified nation-wide relevant basic education as a key strategy and therefore adopts the FCUBE in 1995. It is a comprehensive programme intended to deliver quality education for all children of school-going age in Ghana at basic education levels. FCUBE had been prepared and it is being implemented in fulfillment of the 1992 Fourth Republican Constitution of Ghana which demands that, the government, within two years of coming into force of the constitution, should prepare a comprehensive programme and implement within the next ten years a FCUBE (1992 Constitution of Ghana; Article 25; Clause1). The programme expanded access and promoted efficient teaching and learning thereby enhancing quality basic education.

2.3 Socio-Cultural Aspect of Formal Education in Ghana



Ghana’s educational development is closely linked to the socio-cultural and political changes that took place during the colonial era to the present day Ghana. The education system in Ghana has undergone a lot of transformation. It started with the first castle schools whose educational goals were tied to the religious, economic and social interest of the early missionaries and the colonialist and then transformed into formal education and spread of across the entire country.

The concept education may have different definitions and therefore defy precise definition. Education however can be defined as a systematic process of transferring knowledge, skills and attitudes through a formal or informal means. Education is the act of impacting knowledge, skills

experiences, ideas, customs, and values, from one generation to another generation (Adu-Gyamfi et al, 2016). Education is therefore a foundation of civilization and development.

Formal education in Ghana traces its roots to the colonial era when the European merchants, especially the Portuguese, Danes, Dutch and English arrived in the then Gold Coast. In the mid-eighteenth century, merchants and Christian missionaries established schools with the aim of propagating the gospel, to reduce illiteracy and enhance communication with the indigenous

people. According to Graham (1971), Western education started in the form of Castle schools. The first recorded western type school begun by the Portuguese in 1529 after settling in Elmina in 1482 and established the fort solely for commerce. They were followed by other European traders such as the Dutch, Danes, British, Normans, Spaniards and the French who traded with the people of the Gold Coast in rubber, pepper, gold, ivory and in slaves thereby exchanging with the African trading partners rum, gun and gun powder.

The Portuguese were the pioneers of formal education in the Gold Coast as formal education kicked started in the form of Castle school in 1529 after settling in Elmina in 1482. It is essential

to note that, not all children at the time attended the Castle schools as the schools were meant for the mulattoes or children of African wives who got married to the Western traders. Reading and

writing were taught in the schools. Although the Castle schools at Accra exclusively admitted the mulattoes, Cape Coast Castle School embraced also children from chiefs and wealthy merchants

(Graham, 1971). It is imperative to know that, the cost of running these Castle schools which include the supplied of text books and feeding were mainly borne by the European merchants.

Scholarships were also given to some students to study abroad as few of the children were sent to Portuguese for educational training.



Also, in 1637 when the Dutch chased out the Portuguese from the Castle, they also re-opened Castle schools in Elmina for the mulattoes. The Dutch also run the Castle schools from their own resources and also gave scholarships to some children to study at Holland. For example, one of them acquired the Dutch name Jacobus Capitien who returned to the Gold Coast and became the first African Protestant Minister and translated Apostles' Creed into Fante. In 1943, he translated the Lord's Prayer, the Twelve Articles of Belief and the Ten Commandments. Other places to which the boys were sent for education were England, besides London, Liverpool and Bristol (Graham, 1971).

The British is another group that contributed to the development of formal education in the Gold Coast. After setting up their headquarters in Cape Coast, Reverend Thomas Thompson arrived in May 13th 1752 as the early missionaries of the Society for the Propagation of the Gospel.

Rev. Thomas Thompson four years stay in the Gold Coast is marked with tremendous strides in education. For example, Thompson used his personal money to hire a room to enable him start teaching the African children after his appeal to the chiefs for a classroom had failed. He was the first person to extend Christian teaching from the Castle to the African community and also opened nursery schools at the church (Graham, 1971). He school was run partly from the fines

imposed and paid by officers and servants of the Merchant Government in Cape Coast Castle who without justification failed to attend divine service on Sundays and also from the wealthy merchant traders and some of the chiefs whose children were in his school. He also offered scholarship to three boys to study in England in 1754. Among these three boys was Philip Quacoe who emerged as a teacher catechist- school master 1766 and 1816 at Cape Coast.

Rev Thompson School was closed after his departed in 1756 but shortly afterwards, Philip Quacoe returned to Gold Coast and reopened Rev Thompson's castle school. Quacoe running of



the school was faced by financial difficulties until the Torridzonian Society of 1787 formed by a group of officers in the company of merchants was preliminarily a social club, became interested in teaching mulatto children rudiments of the Christian religion, reading, writing and arithmetic. The society also supported the castle school by feeding and supplying school uniforms, and books. This support was augmented by some funds from the British Parliament's Annual Grants to the forts (Graham, 1971).

The Christian missionaries have also contributed greatly to the development of formal education in the then Gold Coast. The Basel Mission for instance had established 47 schools and the Wesleyans had 84 schools and by the end of 1874 when the British Government had full colonial authority of the Gold Coast colony, formal education had made giant strides (Adu-Gyamfi et al, 2016). It is worth knowing that the Wesleyan missions were the first to established secondary school in then Gold Coast known as Mfantsipim School in 1876 followed by Adisadel College formerly known as "The Church of England Grammar School which was established in 1910 in Cape Coast. The Catholic mission also established St. Augustine's college in 1930 while the Presbyterian mission set up the Odumase-Krobo Secondary School in 1938 (Adu-Gyamfi et al, 2016).



Despite the fact that formal education was introduced by the colonial masters, it was erroneous perception that before their arrival, there was no form of education in the then Gold Coast. The term education was used to mean formal or western style of education but before then, traditional education do exist in the Gold Coast and still exist in Ghana. Traditional education remains to play central role by introducing Ghanaian children to traditional institutions, values taboos, and over all functions to traditional society. It is a very effective form of education since it ensures that children train to perform economic and social activities in the community. Traditional

education is participatory in nature and is done through imitation and observation. Children were educated as early as three years by parents and relatives and by age six and above, more physical and mental activity education is carried out.

It is essential to note that, the type and form of traditional education carried out in the various societies is determined by the socio-economic needs of a specific society and its environment. For example, in farming communities, children are educated and trained to acquire the necessary skills and techniques in farming. Therefore, informal education was aimed at giving one the orientation needed to make him/her industrious and useful member of that specific society. According to Adu-Gyamfi et al (2016), in traditional communities, several rites are related with varying aspects of life have their respective educational function and this is apparent in the celebration of marriages, funerals performance, births ceremonies, and festivals among others where specific concepts and attitudes are stressed.

2.4 The Concept and Origin of School Feeding Programme (SFP)

Schools play a pivotal role in global attempts to develop a world in which the prospects of economic growth reach the poor. Schools are avenue through which future political leaders, scientist, economists, artists, thinkers among others are shaped. Providing meals at school is a source of great attraction to get children into the classrooms and therefore serves as an effective mechanism to achieving educational goals. Adequate nutritious meals enable school children to grow and learn and that is an important investment in their future.

School Feeding simple refers to the feeding of pupils during schools seasons. According to Oyefade (2014), school feeding has several models and countries have adopted one or a combination of these models based on the objectives of the country. However, school feeding



models they can be categorized into two broad types: in-school meals and take-home rations, where in-school meals refer to the meals provided for school pupils during school sessions whereas take-home rations refers to food given to families when their children attend school. Globally, in-school meals are the predominant school feeding model that serves as a social intervention and attract pupils into schools. School Feeding Programmes can further be classified into two types: programmes that provide meals and programmes that provide snacks to pupils in order to improve on school enrollment, attendance, retention rates, and reduce gender or social gaps (Akanbi, 2013).

Uduku (2011) posited that there are evidences of a significant shift in thinking about School Feeding Programme and many components of this new thinking are being heavily promoted under the framework of “Home Grown School Feeding”. World Food Programme (WFP) report (2013) indicated that, almost all nations are seeking to feed their school children. The report further disclosed that, a survey sample from 169 countries indicated that at least 368 million pupils were fed daily at schools worldwide and based on the current estimated cost of feeding per child, it translates into an annual investment of between US\$47 billion and US\$75 billion with governments financing a greater chunk of these budgets.

Also from a sample of 169 countries, there was about 368 million pupil’s receiving food through SFP across the globe. The largest SFP was in India with 114 million beneficiaries follow by Brazil with 47 million beneficiaries, the United States 45 million pupils and China with 26 million pupils (WFP, 2013). About 43 countries were implementing SFP, feeding more than one million children. These figures demonstrate a global appreciation of the significance of school feeding.



The key question to countries, stakeholders and researchers analyzing the school feeding is therefore not about whether countries should implement the programme, but rather about how they can enhance its implementation to ensure effectiveness and efficiency and achieve the needed positive impact on enrollment, attendance, retention and overall improvement on education.

According to WFP (2013), School Feeding Programme coverage is rather low in countries where there is high poverty rate and therefore needs the programme most. Through the SFP, food is generally available to children from developed and middle-income countries and most children from poor families usually received subsidized or free meals as a right while in less developed countries the School Feeding Programme rather provides food to some children in certain deprived areas as is the case with Ghana. Statistics from the report revealed that 49% of school children received free meals in middle-income countries, while in low-income countries the percentage of school children receiving free meals stood at 18%.

For example coverage of SFP in lower-middle-income countries indicated that, Timor-Leste have the largest coverage of 49%, Ghana have 8% and the country with the least coverage goes to Indonesia with less than 1% (WFP, 2013). In terms of coverage of the programmes in low-income countries, Liberia had the largest coverage of 18% while Uganda had the least coverage of 1%. In spite of these general low statistics among low-income countries, Burkina Faso, Haiti and Liberia were found to have covered almost all primary school pupils with the Programme (WFP, 2013). This means that apart from these three countries coverage continues to be low in poor countries where there is high rate of poverty, hunger and poor social intervention.



In less developed nations the implementation of the SFP is largely based from the availability of development assistance from developed nations or its development partners. Globally external development support contributes little to overall cost the SFP. It accounts for less than 2% of the total school feeding cost. However, donor funding accounts for 83% of the resource allocated to School Feeding Programmes in less developed countries (WFP, 2013). This demonstrates both the level of need in less developed nations and the priority given by their governments to the activities of SFP.

School Feeding Programme originated in the United Kingdom (UK) and the United States of America (USA) in the 1930s with the goal of enhancing the nutritional value and growth of children (Richter et al, 2000). Adekunle et al (2016) postulates that Netherland became the first country to provide legal backing to school feeding programme in 1900 by incorporating schools meals policy into their national legislation. The UK and the USA also incorporated the SFP into their national development programmes in 1930s. A further account revealed that there have been school feeding initiatives since the late 1700's and originated in Europe as donors projects. USA also initiated SFP in Austria as a humanitarian assistance that aim at combating acute child

malnutrition after the Second World War in the 1940s (Adekunle et al, 2016).

In terms of priority given to school feeding by countries, a country's income level is not only associated with the coverage of the programme but also associated with the level at which the programme is incorporated into the country's national development framework. Developed and middle income countries usually consolidated their programmes into national policies and therefore had stronger institutionalization and these countries often put in place measures to recover cost from well to do families and used these money to assist feed children of from poor families. In contrast, in less developed countries School Feeding Programmes are often not



consolidated into national policies and lack cost recovery mechanism but rather depend on the support of development partners.

2.5 The Effects of SFP on Enrollment, Attendance and Retention Worldwide.

Effects of SFP on enrolment globally

There is a direct linked between education and school feeding as a social intervention that motivates and address the needs of school children. SFP enhanced children capacity to learn and attracts children into school thereby increases children access to education particularly in areas with low school enrollment. Globally, there is documented evidence that proved how school feeding significantly motivates and keeps children in schools and thereby improving enrollment, attendance and reducing drop-out. The programme is of great benefit to children especially among girls in less developed countries where gender inequalities is quiet problematic.

India has the largest school feeding programme worldwide which was launched in 1995 and named “The Mid-Day Meal Scheme (MDMS)”. It covered 113.6 million school children as at 2011 with a total expenditure of about US\$3,850 million (WFP, 2013). Since 2001 India

conducted several assessments and evaluations on the effects of the SFP and the outcomes indicated that, the programme contributed positively towards improving enrollment, attendance, retention and eliminates of classroom hunger. High enrollment was recorded, especially in the Scheduled Castes and Scheduled Tribes children (formerly known as “untouchables”). Statistics on total primary enrollment rates for 2001/2002 and 2007/2008 indicates a substantial increase. For instance enrollment increased to 103.1% for boys and 82.3% for girls in 2001/2002 academic year and also increased to 132.3% for boys and 116.7% for girls among the Scheduled Castes. In the Scheduled Tribes, enrollment also rose from 106.9% to 134.4% for boys and 85.1% to 124% for girls within the same period (WFP, 2013). An impact assessment of the India’s Mid-Day



Meals (MDM) programme revealed that school attendance among girls improved by 15% in schools that were benefiting from the programme than in non-beneficiary schools. However, in respect to boys' enrollment, it appears there no noticeable effects of the programme (Dreze et al, 2001).

Also in the case of Guyana, the Community-based School Feeding Programme which began in 2006 and aimed to increase community involvement in schools management, increase enrollment, attendance and enhance nutritional status as well as children learning capacity. According to the WFP (2013), three different surveys were conducted in 2007, 2008 and 2009 by the government in partnership with World Bank and Social Development Inc. in two of the poorest regions of the country to assess the impact of the programme and the findings of the surveys indicated substantial contributions of the programme on school enrollment, attendance and retention of pupils. For example, enrolment increased by 16% in beneficiary schools within the period.

In the wards of Bundy et al (2009), the introduction of the School Feeding Programme had led to a significant increase in enrollment, particularly for girls. A meta-analysis from a survey data collected from 32 countries in Sub-Saharan Africa by WFP revealed that total enrollment improved by 28% for girls and 22% for boys in the first year of School Feeding Programme (Bundy et al, 2009). Enrollment increment however depends on the type of programme implemented. For example, Bundy's report (2009) further indicated that in areas where only in-school meals were provided, increase in enrollment occurred in the first year and total enrollment of girls returned to rates comparable to those prior to the inception of the programme. However, in schools where the SFP combined on-site feeding and take-home rations, enrollment increased becomes sustainable as girls' total enrollment rose by 46% per year, twice more than



the annual increase in schools implementing only on-site feeding. The take-home food provided by the programme therefore helped the children especially girls to progression through the primary school grades.

Randomized controlled trials across countries provide evidences of an increase in enrollment in schools with in- school feeding. In Bangladesh, a fortified biscuit programme had improved total enrollment rate by 10%, per month (Ahmed, 2004). Also, according to Pakistan WFP Report (2005), in feeding schools, girls total enrollment increased by 35% between 1998/99 and 2003/04 as compared to 29% increment in girl's total enrollment in schools without feeding within the same period.

The School Feeding Programme also boosted girl child education in Pakistan as records indicated that before the introduction of the programme 48% of households were not sending any of their daughters to school and after the implementation of the programme, all households educate at least one of their daughters. Similarly, the take-home food programme in Bangladesh improved girls' enrollment in programme schools by 44% and boys' enrollment by 28%, whereas enrollment increased by 2.5% in non-programme schools within the same period (Ahmed et al, 2002).

The WFP report (2014) revealed that the assessment of SFP in Burkina Faso indicated significant increase in school enrollment, attendance and retention. Beneficiary schools were also recording consistently lower repeater rates, lower drop-out rates especially in disadvantaged provinces, and higher success rates on national examinations. In Malawi, three month assessment of the pilot School Feeding Programme indicated 5% increment in enrollment (WFP, 2014).



Effects of SFP on attendance and retention globally

Research has confirmed that, School Feeding Programme acts as major motivation that attracts children into school and encourages them there, hence improved attendances and retention. Several factors influence the decision to enroll a child into school and for that child to attend school regularly and one of such factors is school meals offered to pupils as an incentive.

In Guyana, a Community-based SFP which began in 2006 with the aim of increasing community involvement in schools management, increase enrolment and attendance and retention had undergone an impact assessment by the government in partnership with World Bank and Social Development Inc. Three different surveys were carried out from 2007 to 2009 in the two deprived regions of the country and the findings indicated great positive effects on school attendance and retention. For example, attendance increased by 4.3% in assisted schools (WFP, 2013). Randomized controlled trials study have shown robust evidence of the programme increasing attendance and retention thereby reducing school drop-out in beneficiary school.

A study conducted in Jamaica where breakfast is giving to school pupils, revealed that attendance increased by 2.3% more than it increased in schools without breakfast (Powell et al, 1998). Similarly results were also obtained in a study in Kenyan where pre-school children received meals at school and as a results attendance increased by 8.5% than schools without school feeding (Vermeersch et al, 2004). A comprehensive analysis of these and other research works on SFP in less developed countries also indicated significant improvement in attendance for students receiving in-schools meals as compared with students without in-school meals.

World Food Programme report (2014) discovered that in Burkina Faso, evaluation of School Feeding Programme indicated that an increased in pupil's attendance, high retention rates and



lower drop-out rates in deprived provinces, and thereby resulted in higher success rates on national exams, especially among girls were associated with school canteens. The report further revealed that, in Malawi, an evaluation of a pilot SFP over the period of three month indicated 36% increment in pupil's attendance in schools with canteens as compared to schools without canteens. Whenever canteens are closed, even temporarily there was immediate high rate of absenteeism and drop-out. Academic year for schools will not commence in areas with nomadic and transhumant communities until food stocks arrive (WFP, 2014).

Programa de Alimentacion Escolar (PAE) is the name given to the School Feeding Programme in Chile which started in 1929. In every two years, a national socio-economic survey is carried out to assess the effects of the programme and the survey findings confirmed that the PAE especially the targeting model attracted children from poor families into schools and therefore had major effects on equal access to children's education in Chile. For example, the number of rural children who completed primary education increased from 40% in 1986 to 70% in 1999. Also, PAE contributed in reducing absenteeism by 4% and school drop out by 3% (Drake et al, 2016).



In 1960, after Côte d'Ivoire gained independence, adopted a School Feeding Programme called "The Direction Nationale des Cantines Scolaires (DNC)" with the vision of "one school, one canteen, one farm group". Thus each school should have a school canteen provided by a domestic agricultural produce especially from women's groups. In 2008, UNDP conducted an assessment on the impact of the programme in southern Côte d'Ivoire and concluded that, the establishment of school canteens that provide meals to pupils had several educational impacts. For example, beneficiary schools experienced a reduction in repetition and drop-out rates by half while completion rate improved by 15% (Drake et al, 2016). The study further disclosed that

from 2004/2005 to 2006/2007 in the 'Regions of Mountains', areas with school feeding, completion rate had improved to 77% in primary education cycle as against 44% completion rate in areas without school feeding.

Furthermore, in 2008 UNDP carried out an assessment on the impact of the programme and the results also revealed that, schools that have canteen experienced significant increase of 90% attendance rate and considerably reduced gender disparity from 0.69 to 0.77 indexes of girls/boys, representing 77 girls for every 100 boys in 2009 (Drake et al 2016).

This confirmed WFP study in 2003 which indicated that there was a great improvement on girl's retention rate in schools with school meals than in schools without school meals.

In the case of India, Mid-Day Meal Scheme (MDMS) was one of the major successful educational policies taken by successive central and state governments to enhance enrollment, attendance and retention of children in schools. The programme was introduced in 1995 to boost universal primary education, by increasing enrollment, attendance and retention and at the same time enhance the nutrition of children in primary level. The MDMS since 2001 being subject to

various assessments and evaluations and the studies demonstrate positive impact on attendance and retention of pupils in beneficiary schools (Drake et al, 2016).

According to Drake et al (2016), a research conducted in the Birbhum district of West Bengal established that the MDMS has significant increment in child's attendance and retention, particularly girls and pupils from scheduled castes and scheduled tribes. The study further disclosed that similar researches carried out in Rajasthan indicated positive results on attendance and retention of pupils in beneficiary schools especially for girl child.



Moreover, a research conducted in flood prone areas of Garsen Division, Tana Delta District, Kenya disclosed that attendance were regular in schools where School Feeding Programme is operational as 89.5% of teachers stated that, indeed the school meals was the major motivation for the regular attendance of pupils to school (Mwavula, 2014). The study results also indicated that, all the head teachers and 89.5% of the class teachers who participated in the study disclosed that indeed the school meals act as magnet that attracted the pupils to remain in school. It further discovered that, 70% of the respondents attribute school drop-out to hunger and therefore the programme help curb school drop-out. The study findings collaborates that of Bundy et al (2009), study which confirmed that school meals serves as magnet in attracting children to school since children receive the meals only when they attend school.

2.6 History of School Feeding Programme in Ghana

Ghana School Feeding Programme has a long history which date back to the 1950s and was implemented by different development agencies especially in the northern Ghana. Among the notable developmental agencies who championed School Feeding Programme in the past in terms of duration of the programmes and its coverage have been Catholic Relief Services (CRS) and World Food Programme (WFP). CRS as a US based Non-Governmental Organization (NGO) and in its effort to help tackle the numerous challenges facing primary education in the Northern part of Ghana had implemented School Feeding Programme by providing food to school children from the Northern part the country in 1958.

As part of its safety-net agenda, CRS introduced the Food for Education programme (FFEP) which was quite extensive and effective. According to Galaa et al (2011), the programme covered thirty four (34) districts. In Northern Region 18 district were benefitting from the programme, 8 districts in the Upper East and 8 districts were also benefitting from Upper West



A total of 963 nurseries and primary schools benefitted from the programme with about 48.9% of the schools being in northern region. The CRS School Health Education Programme (SHEP), which is a component of the School Feeding programme, covered 114 beneficiary schools from 5 communities namely East Mamprusi, Bunkprugu-Yunyoo, Bongo and Lawra districts.

In order to reduce indirect cost of education and also to encourage parents to enroll their wards into school children who attended primary schools in beneficiary communities were therefore given mid- morning meal under the programme and children attending the pre-schools, were also provided with early morning snacks and afternoon meal under the pre-school feeding programme.

Another development agency that has been active in Ghana since the early 1960s is the World Food Programme (WFP). Three models of the School Feeding Programme were recognized and used in Ghana under the WFP. The first was the school meals model which started in 1997 and schools in the Upper East, Upper West and Northern region were provided with food. It was part of Food Assisted Child Survival Programme which aim was to improve school enrollment and attendance. Under the programme, about 200, 000 primary school children from 296 pre-schools and 967 primary schools received hot lunches on a daily basis (Fisher, 2007).

The second model is the Take-Home Rations where girls in beneficiary schools were given food to take home every month as a motivation that improved enrollment and retention in both primary and secondary school level. The programme was operational across the three Northern regions covered a total of 25 districts. Supply of agricultural produces during lean season was the third model. Under this model, lunch was given to primary pupils at the period where agricultural produce were scarce and hunger was common in the three Northern regions. For example, school children in Gushiegu and Bongo Districts benefited from that model (Fisher,



2007). An assessment into the effects of CRS School Feeding Programme and WFP in the three Northern regions have revealed that, the programmes have greatly contributed in increasing total enrollment and retention rates at primary schools far above of the nationwide growth rates.

It is imperative to note that, an evaluation of the CRS Programme have revealed that, the programme have made tremendous impact by reducing short term hunger among children, siblings and their parents. The programme helped ensured food security and increased enrollment, attendance and retention of pupils in beneficiary communities and act as a key motivator for girl child education. In 1997 before the introduction of the SFP the average number of children enrolled in primary school was 56% after the introduction of the programme, average enrollment has increased to 89%. The average number of pupils per programme had also increased 3 times more. Attendance rates at the beneficiary schools has also improved by 33% and 1.6 times more in schools that received hot lunches while attendance rate for girls benefitted from take-home rations increased to 85% (Fisher, 2007). However, in situations where programme face food supplies problems, the number of children going to school there begins to drop.



Other developmental agencies that had implemented School Feeding Programme in one form or the other as part of their development agenda include World Vision, Self Help International, Social Enterprise Development Foundation (SEND) and the Adventist Development Relief Agency (ADRA). Globally, School Feeding Programmes are part and parcel of wider food relief programmes aims at boosting children nutrition especially in deprive communities where malnutrition is high, help reduce hunger and poverty and also act as incentive to motivate pupils into school particularly the girl child and thereby ensuring gender equality.

2.7 Effects of SFP on Enrollment, Attendance and Retention in Ghana.

The effects of SFP on enrollment in Ghana

Several researches conducted in Ghana revealed that the SFP had great influence on pupil's enrollment in beneficiary schools across the country.

A research conducted in the Nyoglo District disclosed that the SFP increased pupil's enrollment from 35.8% to 64.2% after the implementation of the programme (Yendow, 2015). This is in line with WFP report of 2013 in Burkina Faso, India and that of Guyana which concluded that School Feeding Programme act as an incentive for children to enroll into schools and therefore has the potentials to end illiteracy in the Kasena Nankana West District and the whole of Ghana if well implemented and sustained.

A similar research conducted in some beneficiary schools in Kwaebibirim District of Ghana discovered that Ghana School Feeding Programme was the main factor that accounted for an increment in enrollment of beneficiary schools. For example, within the 2007/2008 and 2008/2009 academic year, when the programme was new, enrollment increased by 66.2% with girls benefitted most from this increment. The research however highlighted that, other educational interventions such as rehabilitation of school infrastructure, education capitation grant, and the provision of texts books among others can also encourage increment in enrollment (Oduro-Ofori et al 2014). The outcome of their study is also in tandem with other previous studies such as that of Yendow (2015), and Ahmed (1994), which all confirm that, there a strong relationship between SFP and children enrollment.

Furthermore, a research conducted in Tamale Metropolitan that assessed the influence of SFP on enrollment in beneficiary schools did comparative analysis between beneficiary schools and non-beneficiary schools within the same Metropolis and the findings revealed significant effects of



the SFP on pupil's enrollment in beneficiary schools. 75% of the respondents declared that beneficiary schools have experienced great increased in terms of pupils' enrollment as compared to non-beneficiary schools. (Mohammed et al, 2014). It is worthy to note that increment of enrollment in beneficiary schools could also be attributed to the prudent management practices of the School Feeding Programme.

It must be emphasized that class-sizes is a determinant of academic performance and increase in enrollment without the accompanying infrastructural development may impact negatively on academic performance. (Mohammed et al, 2014). This also confirmed the position of Oduro-Ofori et al (2014), who stressed the point that School Feeding Programme act as a motivation for enrollment increase but should complement by other educational policies and programmes such the provision of infrastructure, teaching and learning materials among others.

Similar research undertaken by Morgan et al (2008), disclosed that, increased in enrollment is one of the major successes of Ghana School Feeding Programme as enrolment in pilot schools increased by 20.3% compared to 2.8% enrollment increased in schools without the feeding programme. For example, children aged 6 to 11 in primary schools with feeding programme experienced an increase from 69.2% in 2005/2006 academic year to 81.1% in 2006/2007 academic year. Furthermore the study found that schools piloting the feeding programme experienced 16% increase in enrollments than schools without the feeding programmes.

Furthermore, Martans (2007) study disclosed that schools in the three northern regions that were faced with challenges of low enrollment and retention rates have experienced some improvement with the inception of the programme. For instance, after the introduction of the SFP girls' enrollment increased to 31.4% in the Upper East region and 26.1% in Upper West region



compared to the national average increment of 12.8%. Similarly, Bukari et al (2015) study on the impact SFP in Garu-Tempene District in the Upper East region of Ghana reported that, the programme increased net enrolment rate by 24% in beneficiary schools while net enrollment in non-beneficiary schools rather reduced by 7%. Also other research findings by Oduro-Ofori et al (2014) and Sulemana et al (2013) have all revealed that the SFP increased school enrollment (Bukari et al, 2015).

Additionally a study carried out by Buhl (2012), indicated that the implementation of the SFP in the three northern regions of Ghana that provides take-home ration to girls as a motivation had significantly influenced girls' enrollment. With this intervention, there was an improvement in girls' enrollment from 9,000 to 42,000 pupils in beneficiary schools.

A survey conducted in Ntranoa in Komenda, Edina Eguafio Abream municipality, had 92% of respondents affirmed the position that School Feeding Programme helped increased school enrollment among beneficiary schools. For example, the SFP commence in Volta region in 2005 with a total of 4,501 beneficiary pupils and by the end of 2010, beneficiaries had increased to 29,213 pupils (Lynch, 2013). The rapid rate of the programme expansion between 2005 and 2010 helped achieved high enrollment rate in the region thereby achieving one of the primary objectives of the programme.

Another research carried out by Kamaludeen (2014), on the impact of SFP on school enrollment, retention and attendance in Ga-South Municipality revealed great positive effects of the programme on the improvement of school enrollment since its inception. There was impressive increment on student's enrollment among schools in Ga-South. This has been confirmed by 100% of respondents who expressed their opinion that Ghana School Feeding Programme



increased enrollment in beneficiary schools. Also over 76.7% of teachers interviewed said there had been an increase in enrolment. For example, in one of the schools (Ngleshie Amanfro Primary) enrollment experienced a sharp increase of 188 between 2010 and 2013.

The effects of SFP on schools attendance and retention in Ghana

There are documentary evidences from several studies that highlighted the contributions of SFP to school attendance and retention across the country.

A study carried out by Yendow et al (2015), with the objective of establishing the contributions of SFP on pupils' attendance to school in the Savelugu-Nantong Municipality revealed that the programme contributed significantly towards pupil's attendance and retention in beneficiary schools. The study findings indicated that before the inception of the programme, only 22% of the pupils were attending school throughout the week while 36.7% of the pupils were attending school three times or less in a week. However, after the implementation of the programme, pupils' attendance to school throughout the week stood at 65.4%. This is documented evidence that the introduction of the SFP contributed tremendously towards the phenomenal increase in pupils' attendance in school. His study further revealed that the SFP also improved retention rate in beneficiary schools in the Municipality. Drop-out rates among pupils in the Municipality was as high as 73.8% before the introduction of the programme and after the introduction of the programme, drop-out rate reduced to 26.2%. This is a further indication that the operation of the programme had great improvement in pupils' retention in beneficiary schools and therefore achieving its intended objectives.

According to Atta et al (2015), one major successes of the Ghana School Feeding Programme is its contributions towards increasing school attendance and retention. Their study stated that pupil's attendance in beneficiary schools rose by 15% more than schools without feeding



programme. The research concluded that, there were immense increased in attendance rates and massive reduction in drop-out rates in schools with feeding programmes compared to schools without feeding programmes. For example retention rates increased in two-folds to 99% after the implementation the programme in the three northern regions where food was provided for pupils to take home as an incentive for attending school.

Similar survey conducted in Ntranoa in Komenda, Edina Eguafo Abream municipality by Lynch (2013) indicated that the SFP significantly impacted on pupils' attendance and retention. 82% of the respondents in the surveyed confirmed the position that, the SFP contributed to increase the level of attendance and retention of pupils in beneficiary schools in the municipality. The results suggest that, majority of the people in the municipality were impressed with the performance of the programme and the programme is helping achieving its objective of increasing school attendances and retention of beneficiary schools.

Kamaludeen (2014), also investigated the impact of the SFP on enrollment, attendance and retention of beneficiary schools in Ga-South municipality and made the conclusion that, the SFP

indeed have major influence on pupils' attendance to school. His findings disclosed that out of the thirty (30) pupils studied, 25 pupils representing 83.3% of were regular in school as a result of the SFP. His findings further revealed that the SFP also had major effect on pupil's retention since 27 pupils representing 90% of the pupils studied stayed in school up to closing time.

2.8 Institutional and Stakeholder Support for the SFP

To achieve the objectives of the programme and ensure its sustainability, there is the need for government to put in place sound institutions and assigned specific roles and responsibilities to specific actors. The inter-sectorial nature of SFP means that there are several players with varied



interest in the programme and therefore performed different roles in its implementation. That however should not be the justification for lack of clear institutional set-up and sound accountability framework for the programme.

According to WFP (2009), a successful SFP needs a “home” within the country’s institutional framework with clearly identified actors responsible for the development and execution of the programme from the central to sub-national levels. The report further stressed that, in selecting the institutional “home” for the programme, carefully analyzing should be done based on the strengths and weaknesses of the different parts of the system. For instance, a clear concept should outline the level of engagement and the functions of ministry or agency, the level of private sector partnership and the specific strengths of civil society organizations in the overall operations of the programme. Studies have shown that, most countries have assigned the responsibility for SFP to specific ministry, usually the Ministry of Education as with the case of Ecuador and South Africa. This is coherent with data from 2012 global survey conducted by WFP which shown that, in 86% countries, the Ministry of Education is mainly responsible for the operations of the SFP (WFP, 2013). However, in Botswana and Ghana the official institutional home for the programme is the local government ministry (Drake et al, 2015).

According to Drake et al (2015), there are three most important features that are needed in any institutional arrangements to ensure the programme quality. The first feature is proper planning and adequate capacity at the national and sub-national levels. The report revealed that Ecuador and South Africa were good examples of this feature since they have well-structured SFP departments with explicit defined functions and routine staff training. The second important feature is effective coordination that promotes inter-sectorial relationships; thus integrating domestic agricultural farmers and food nutritional quality into programme design. In this regard



Brazil and Kenya were effective at fostering effective coordination. The third characteristic is the establishment of functional mechanisms that guarantee quality assurance and accountability. Chile and Ecuador were cited as having comprehensive information management system as far as this feature is concern. These mechanisms are critical and ensure effective supervision and monitoring of the operations of the programme. Case studies across countries however revealed that most countries especially developing countries were successful in implementing the first two features of the institutional arrangements but the third element (quality assurance and accountability) still remain a difficulty.

According to the government of Ghana draft policy (2010), the institutional framework for the implementation of the SFP is intended to prevent corruption, misappropriations of resources. The structure of the GSFP is incorporated into the government existing decentralization structures. The programme is very well established with both institutional and operational guidelines as well as clearly defined roles. As indicated by the Draft Policy (2010), the programme is implemented at the National School Feeding Secretariat until the enactment of appropriate legislation to establish the agency. The National School Feeding Secretariat is the main co-coordinating body of the programme and work under the supervision of the Minister for Gender, Children and Social Protection (MGCSP).

The collaborated ministries provide technical assistance to the National Secretariat through the Programme Steering Committee (PSC). The Programme Steering Committee comprises of designated focal persons from the Ministries of: Food and Agriculture, Education, Health, Local Government and Rural Development, Gender Children and Social Protection as well as ministry Finance and Economic Planning and are responsible for the programme supervision. The focal



persons are very influential when it comes to the disbursement of resources and serve as top-level advisory body and contact persons for programme partners (Drake et al, 2015).

In Ghana the following ministries and agencies are involved in the overall operations of the SFP;

- The government which made up of Cabinet and Parliament, responsible for passing the SFP Bill into law in order to legitimize the operations of the programme.
- The Ministry of Local Government and Rural Development (MLGRD), in collaboration with the Ministry of Education (MoE) are responsible for the programme implementation and supervision.
- Ministry of Food and Agriculture (MoFA) is to ensure the achievement of the agricultural component the programme objective.
- Ministry of Finance and Economic Planning (MoFEP) is to ensure timely release of funds.
- Ministry of Women and Children Affairs (MoWCA) is in charge of monitoring and supervision.
- The National Secretariat is in charge of the overall implementation of the policy at the national level (GSFP Annual Operating Plan, 2008).



The Ministry of Local Government and Rural Development (MLGRD) is mandated to coordinate all inter-governmental institutions and responsible for supervising the entire programme. The Programme Steering Committee (PSC) was established in 2008 and partially assumed the responsibilities of the Inter-Ministerial Committee (IMC) that facilitated the commencement of the programme. The programme is managed from the National Secretariat to the Regional and District Secretariats. Depending on the type of expertise, all collaborating ministries have

supervisory and implementing functions (Adams et al, 2014). However, the actual implementation of the programme is handled by the following institutions;

- National Implementation Secretariat
- Regional Coordinating Councils (RCCs)
- District Implementation Committee (MMDCE as chairman)
- School Implementation Committee including PTA.

The National Secretariat of the SFP

The National Secretariat coordinates and manages the SFP and comprises of experts that advice the other national bodies on all facets of the programme. The National Secretariat is in charge for the implementation of programme according to laid down procedures and also ensures accountability. The National Secretariat also assists in the operations of the District Implementation Committees (DICs) and School Implementation Committees (SICs). The Secretariat is therefore in charge of the day-to-day administration of the programme. The secretariat coordinates several stakeholders at the various level of the programme and ensures overall technical support for its operations. The secretariat developed systems and provides

guidelines in;

- Programme development and targeting
- Procurement of services and inputs
- Coordinating monitoring and evaluation
- Research, data and policy analysis
- Internal controls, financial management, reporting and management
- Planning and budgeting
- Coordination and communication with partners and stakeholders

The Chief Executive Officer is the head of the secretariat and assisted by three Deputy Chief Executives responsible for finance and administration, operations and Information Management (GSFP Draft Policy, 2010).

The Regional Secretariat of the SFP

The Regional Coordination Offices (RCOs) plays an important role of reporting and monitoring the activities of the programme at both national and district level to ensure accountability.

The RCOs is assisted by Regional Coordinating Council (RCC) and it is practically engaged in supporting the District Assemblies in the development of their activities. In every region the RCCs form programme steering committee. The RCO is the decentralized office of the National Secretariat in charge of coordination, monitoring, technical quality assurance and backstopping.

The Regional Coordinator's office is situated in the Regional Coordinating Council and affiliated to the Regional Planning Coordinating Unit (RPCU) to ensure proper coordination. The RCO is staffed with professionals and supervised by a coordinator and assisted by specialist in areas such as Nutrition, Enterprise Development, Public Education among others (GSFP Draft Policy, 2010).



The District Secretariat of the SFP

The SFP operations are decentralized using already existing district assembly (local government) structures working with the communities in the actual implementation. District assemblies are the main body responsible for the implementation of the programme. They receive funds from the regional office and disburse same to the beneficiary schools. Their functions include establishing functional District Implementation Committees (DICs) and School Implementation Committees (SICs), provides the necessary infrastructure, and mobilize community support for the programme in beneficiary schools.

Every District has a DIC chaired by the District Chief Executive. District Implementation Committee (DIC) is in charge of supervising schools within their jurisdictions. The DIC is the main school-coordinating body, and the District Desk Officer (DDO) is responsible for providing feedback and communicates same to the higher and lower levels (Adams et al, 2014).

The Ministry of Agriculture through the District Agriculture Directorate sensitized farmers to produce and supply the programme with quality foodstuffs. The directorate also train farmers particularly cooperative farmer groups and help them access loans to boost productivity. The DICs are responsible for the planning and monitoring the activities of the programme in all beneficiary schools (GSFP Annual Operating Plan, 2008).

School Implementation Committees (SIC)

The School Implementation Committees (SIC) is another key structure in the implementation ladder of the SFP. The SIC report to the DIC School Feeding Sub-Committee on School Feeding and headed by District School Feeding Programme Coordinator (DSFPC). The Committee comprises of a member from Parent-Teacher Association (PTA) as the chairman, the Head-teacher, member from the School Management Committee (SMC). Other members include the assembly member of the area, traditional ruler from the locality and the girls' and boys' prefects of the school. The School Health Coordinator is the secretary to the SIC. The formation of the SIC is to facilitate community assistance for the SFP and ensure coordination with important interest groups. The SIC is therefore in charge of supervising feeding and report to the DIC on termly basis and provide advice on the efficient functioning of the programme (GSFP Draft Policy, 2010).

Adams et al (2014) postulates that the SIC planned and implement the programme feeding activities and also tasks with responsibility of leading community mobilization as well as



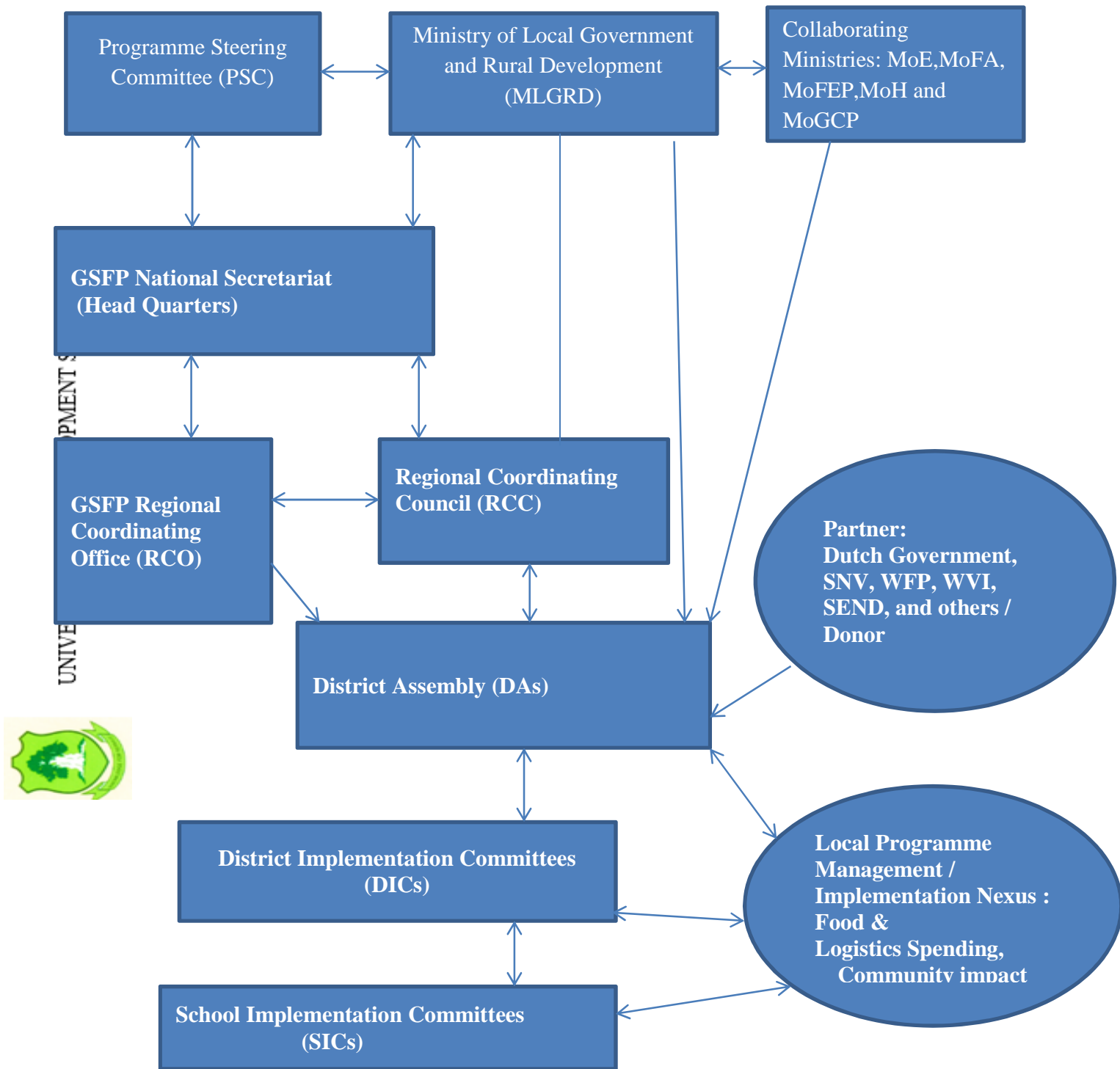
providing direct oversight and supervision over caterers. In collaboration with the Head teachers and Caterers/Matrons, the SIC ensure that nutritious and adequate food is prepared for the children, termly and yearly reports on the activities of the programme are prepared and submitted to the District Assembly.

According to Baffour (2012), in conjunction District Nutrition Officer the SIC liaises with DIC and developed local and seasonal menu that provides nutritious and adequate meals. It also ensures that there are detergents for washing of hands and cooking utensils. They further ensure that there is potable water and good sanitation in the schools and report to the DIC cases of poor quality food prepared by any caterer for the necessary actions to be taken. The SIC in collaboration with the District Desk Officer and the District Health Director also see to it that children are de-worming every six months and carried out education on personal and environmental hygiene as well as creating awareness on HIV/AIDS and Malaria.

Apart from government institutions, there are other several strategic partners whose contributions are vital to the success and sustainable implementation of the GSFP. Among these development partners as at 2010 are the Dutch Government who provides financial sponsors for the programme, the Civil Service Organizations (CSOs) which mostly offer technical support ensures effective and efficient operations of the programme. Others include World Food Programme (WFP), Partnership for Child Development (PCD), Netherlands Development Organization (SNV), Social Enterprise Development Organization (SEND Foundation), International Centre for Soil Fertility and Agricultural Development (IFDC), Ghana Agriculture Initiative Network (GAIN), AgroEco, Plan International, Ghana and School Feeding Initiative Ghana Netherlands (SIGN) (GSFP Annual Operating Plan, 2011). Below is the diagram showing institutional framework of the GSFP and the relationship between the various actors.



Figure 2.1: Institutional Framework for Ghana School Feeding Programme



Source; Drafted Policy of GSFP (2010)

The GSFP institutional coordination system is very comprehensive. There are well-established institutional structures from the national level to district levels although many of these structures at the district level are weak and needed to be strengthened.

2.9 Policy Support for the School Feeding Programme

The need for a policy on Ghana School Feeding Programme (GSFP) had been a major concern to most people especially Civil Society Organizations and development partners and was voiced on most platforms. This is because a policy would provide the framework to improve programme design, clarify institutional arrangements and provide the ground for better implementation and coordination of the programme.

Reports on school feeding have emphasized the significance of well-structured national policy and the important role it plays in sustaining the programme (WFP, 2013). This is particularly important as countries are undergoing the process of transition the SFP from externally supported programmes to nationally owned programmes. The process of formulating laws or legislations to back the operations of SFP in an indication of political will and commitment

which further enhances the efficient and effectiveness of the programme. For instance in Nigeria (Osun State), deliberations on the formulation of school feeding policy led to good political discourse resulted into effective programme implementation and evolution which clearly identified the need to incorporate school feeding in State law (Drake et al, 2015).

It is significant to note that the regulation of the programme is not just about integrating the programme into countries development policies but also, a creation of legislative and executive instruments that provide guidance and give authority to established functional agencies to perform designated activities within the framework. A key message from the analysis of the SFP



is that governments are trying to transit from externally implemented and sourced programmes to government-led, locally sourced ones. One key element for a successful transition is the presence of a strong and sound policy framework for school feeding (GSFP Annual Operating Plan, 2011).

The establishment of SFP is of the major strategy to achieve Universal Primary Education and is supported by some policy instruments in Ghana and therefore contributing to the policy objectives. Research carried out by Drake et al (2015), in Ghana cited some legal and policy documents that act as legal instruments in assisting the SFP to achieve its goals.

These policies include Growth and Poverty Reduction Strategy (GPRS) II 2006–2009 and this policy highlighted school feeding as one of main government strategies that support and promotes the consumption of local foodstuffs and ensure balanced diet especially among school children and women at fertility age. In GPRS II, School feeding was identified as a main policy to assist government achieve 100% completion rate for all pupils at the basic education level by 2015.

The education Act of 1961 (Act 87) is another major educational policy that makes basic education not only free but compulsory for all children of school-age. The 1992 Constitution of Ghana (Article, 25; Clause 1), also gave birth to Free Compulsory Universal Basic Education (FCUBE). The provisions of the constitution does not however makes food as a right to every Ghanaian child and therefore, GSFP is implemented base on the needs of children rather a right.

Furthermore the National Social Protection Strategy which aims at targeting the “extreme poor” in Ghana is another policy that guides the implementation of the SFP. The National Social Protection Strategy main vehicle for addressing the problems of the extreme poor this is the



“Livelihood Empowerment against Poverty” (LEAP) programme. LEAP supports school feeding through its cash transfer conditions. Under this policy, cash is given to poor households who enrolled and retained their children of school going age in public schools.

Although GSFP is consistent with some government development policies and aligned well with other national structures, there is no statutory instrument to guide the operations of the programme and guarantees its sustainability. Considering the national scope of the programme, it is fundamental to have legislative instrument to support and direct the implementation of the programme. The legislative instrument will explicitly outline the relationships between the different sectors, especially the education, health and agriculture sector. In pursuit of this, the Government of Ghana in partnership with its development allies such as World Food Programme (WFP) and Partnership for Child Development (PCD) has drafted a National School Feeding Policy for consideration by parliament of Ghana (GSFP Annual Operating Plan, 2011).

The policy when pass into law is anticipated to sustain the success achieved over the pass years and strengthens effective service delivery by providing adequate and reliable sources of funding while ensuring strong management systems. The policy is also expected to prevent the administration of the SFP from direct political influences especially when there is change of government. It is also to provide the grounds for legislation and foster participation and ownership among the various actors and stakeholders at all levels as well as promote knowledge sharing and image management (GSFP Draft policy, 2015).

The following are some of the highlights of the draft policy that support the operations of GSFP.

Coverage and Targeting

National policy directions across the world indicated that SFP is a pro-poor initiative meant to attract children into school, promote domestic economy and enhance good nutrition for children.



In Ghana, the programme is implemented by government in collaboration with assemblies, local communities and other actors as investment into their people. In a situation where the country's budget cannot cover all the school going children at primary level, targeting is needed for the sustainability of the programme. According to the World Bank (2009), a full coverage programme in Ghana for about 3,000,000 primary school children in addition to an estimated 700,000 children of school- age who are out of school would imply a budget of about US\$205m or GHC287m. Therefore, one of the policies of the programme is to target most deprived districts and communities. Criteria for selection of schools are linked to poverty: deprived districts, poorest and most food insecure districts. It also includes communities that faced with low school enrollment, attendance and retention, especially among girls (GSFP Draft policy, 2015).

A case study conducted by Drake et al (2015) stated that even though all 216 districts in Ghana were targeted to benefit from the programme, the programme was retargeted in 2012 following the 2010 impact assessment by the Ministry of Employment and Social Welfare. The ministry's evaluation of social programmes targeting revealed that only 21% of the SFP's funds actually

want to the poor. Larger chunks of the programme's resources were rather channeled to Well-to-do regions of the country whilst the poor regions were receiving less. Based on these findings, the Government of Ghana with collaboration from the World Bank, WFP and PCD carried out retargeting exercise in urban beneficiary schools.

The World Bank therefore compiled Information about which regions and schools qualify to benefit from the programme and which regions and schools benefitting from the programme should phased out using indicators such as national poverty statistics, food security and vulnerability and spatial data variables. Following the retargeting exercise, schools in better-off

areas were stopped benefitting from the programme whilst schools in poorer areas that were non-beneficiary schools were now covered. As a result, 70% to 80% of the SFP funds were now channeled to the poorest communities (Drake et al, 2015). Indeed, the GSFP policy of covering and targeting only deprived and poor communities is very important to the sustainability of the programme.

The targeting policy is in tandem with many social protection programmes and consistent with World Bank assessment that suggested that for a number of programmes referred to as social protection programs or “safety nets”, it does make sense to target the poor (to concentrate the benefits on the most vulnerable). The definition of need and the choice of targeting criteria for any programme should stem from the primary objective of the intervention. Improved targeting is required for the GSFP, based on clear targeting criteria and mechanisms known to all stakeholders.

Linking School Feeding with Local Production and Rural Development: The Home-Grown Model

The SFP initiated as a social protection policy and modified through targeting the poor and intended to improve food and livelihood security. To achieve this objective, an agriculturally-based model to link School Feeding Programme to domestic markets and local farmers was developed by GSFP Secretariat. The model brings together the educational and nutritional focused school plan and a wealth creation plan for local farmers, which adds the critical element of the sustainability to the GSFP (GSFP Annual Operating Plan, 2011).

The GSFP emphasizes that the menu be based on locally produced foodstuffs and give priority to procure foodstuffs from the communities where beneficiary schools are located. According to



GSFP Annual Operating Plan (2011), the programme targets to buy at least 80% of the foodstuffs from the local farmers. This policy is to ensure there is ready market for local foods and also encourage local food crops farmers to produce more and minimize post-harvest losses. This aims to positively contribute to improving household incomes in the participating communities and enhance national food security. A case study undertaken by Drake et al (2015) disclosed that caterers were however not restricted to this procurement policy and were purchasing foodstuffs in a competitive market instead of buying from local farmers. This had undermined the government's efforts to achieve purchasing 80% target of all foodstuffs from the local communities.

Strong community participation and ownership

Strong community involvement and ownership is another policy that has been outlined to guarantee the sustainability of the programme. The SFP prioritizes procurement of foodstuffs for beneficiary schools from the communities where these schools are located and where foodstuffs were not enough or available, purchases should therefore be extended to districts and possible to national levels. The SFP engages the services of local caterers in the form of contracts awarded

to them by the MMDAs based on GSFP guidelines in the preparation of food to pupils in beneficiary schools (GSFP Annual Operating Plan, 2011). This is very important because, sustainable School Feeding Programmes are the ones that are locally owned and response to community needs by incorporating some form of parental or community contributions into its activities. For example in Kenya, Community's participations in School Feeding Programme were very strong. Each household contributes to the programme by providing firewood, water, salt among others (Bundy et al, 2009). Robust School feeding programmes are the ones that consider community support as part and parcel of needed inputs for its operations and such



programmes are credited with assisting to sustain high enrollment, attendance and retention while at the same time encourage community participation in education (Adams et al, 2014). GSFP therefore advocates community participation and ownership in its operations. At the school level for instance, the SIC is in charge of the implementation of the programme and supervised by the DIC. Monitoring forms are used to determine the total number of pupils fed in a day and these forms are usually sign by the District Desk Officer before funds were release to caterers.

Even though community participation at the school level was well developed and integrated into the GSFP guide lines, their involvement in the operations of the programme is minimal on the ground. A survey conducted by SEND-Ghana (2008), disclosed that, about 10% of schools surveyed did not have SICs and as such decision making concerning the operations of the programme were left only to the head teacher and matron/caterer.

Sound Alignment with National Policy Framework and Stable Funding and Budgeting

The alignment of the GSFP into a national policy framework further helps in the efficiency and effectiveness of its operations. The programme takes its roots in the national strategy. It is mentioned in the Growth & Poverty Reduction Strategy II 2006-2009 under two pillars (GSFP Annual Operating Plan, 2011). The GSFP is also supplements the efforts of other social welfare policies such as the Capitation Grant, Livelihood Empowerment Against Poverty (LEAP) and Free School Book/Uniforms.

According to Adams et al (2014), the SFP and the Capitation Grant help tackle the demand side challenges of education whiles policy such as the Free Uniforms and Books are helping in addressing the supply side constrains. He further stated that LEAP is a direct cash transfer whereas the SFP is an indirect cash transfer to save parents and caregivers the cost of feeding



their wards as it provides one hot meal to their children at school. Hence SFP is an education, nutrition, and social protection intervention. The SFP was also cited in the Education Sector Plan policy and in the National Social Protection Strategy report (2007) of the Ministry of Manpower, Youth and Employment which aims at promoting human resource development through increasing pupil's enrollment and attendance in education and training and therefore fits well in Ghana's Development Agenda.

Reliable funding is a precondition for sustainability of the programme. The inclusion of school feeding into national planning and budgeting processes ensures that the programme receives its first share of resources from national budgets regularly and timely. Therefore, the government has a budget line for school feeding under the MLGRD which includes donors' contributions.

The SFP's financing architecture is consistent with Ghana's decentralization system of governance. Central government therefore released funds to the districts through the Ministry of Finance and Economic Planning.

The programme has received financial assistance from the Dutch government through bilateral aid. The Dutch government pledged to help fund the SFP from 2006 to 2010. However, in 2008 the counterpart funding by the Dutch government was suspended due to issues of accountability and transparency, but resumed in 2009 after Ghana took steps to address the issues. Although the official Dutch government support was due to end in 2010 because of suspension of funding in 2008, not all the money were released to Ghana government and as a result, the remaining funds were released by the Dutch government up to 2012, as agreed by both countries. The total amount pledged by the Dutch Government for the four year period (2006 to 2010) was € 40 million (about US\$46,674,446 or GHC104,100,000). Based on exchange rate of US\$1 = GHC2.23 (Drake et al, 2015).

It is however essential to note that, Ministry of Education (MoE) has no specific budget line for School Feeding and therefore in most cases, the government faces problems of liquidity which leads to late disbursements of funds to the districts. As a result, caterers have to pre-finance the food on credit which sometimes compromised the quantity and quality of the food. To address that problem, government have developed a resource mobilization strategy to bring more partners on board and also ensures that the policy includes a transition and handover plan of the programme to the district assemblies (Draft Policy, 2010).



2.10 Theoretical Framework

Theoretical framework of every research relates to the philosophical foundation upon which the research was carried out and forms the linkage between conceptual aspect and practical elements of the study. Theoretical framework is based on theory and logic and has effects on every decision taken during the research processes. It is the methodologies and procedures used in every research work. Theoretical framework presents a well-supported rationale to undertake your study and assists readers to understand your perspective. A good theoretical framework guarantees readers that, the type of research you propose is not solely based on your personal assumptions, but rather grounded on proven theory and empirical evidence from reliable source. Information on empirical literature of the SFP and other relevant concepts will be appropriately provided by the framework. The effects of Ghana School Feeding Programme on enrollment, attendance and retention is examined by adapting the concept of Hierarchy Needs theory by Abraham Maslow

Maslow's Hierarchy of Needs

The Maslow hierarchy of needs was utilized in this research to explain the fundamental essence of providing food in schools as a way of influencing school enrolment, attendance and retention with the overall objective of improving access and quality of education the basic school level. The Maslow hierarchy of needs is a theory in psychology, propounded by Abraham Maslow in his 1943 book "A Theory of Human Motivation" explains human needs and the general patterns of motivating human beings.

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of



the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem and self-actualization. The theory establishes that physiological needs such as food, water, air, and shelter must be met before the other higher-level needs.

Additionally, Maslow, (1954) postulated that human beings are inspired by the desire to achieve goals and this inspiration is based on satisfying their human needs. As a result, the ability to meet one's needs is an important tool to achieving one's goals. This approach has been extended by various theorists to explain human behavior. The theory suggests that human behavior is predicated on meeting the lower-order needs of the individual and then subsequently sustained by meeting the higher-order needs of the individual. The theory and its tenets continue to be used as a popular framework in management, psychology and in sociological research (Kremer et al., 2013; Maslow, 1954).

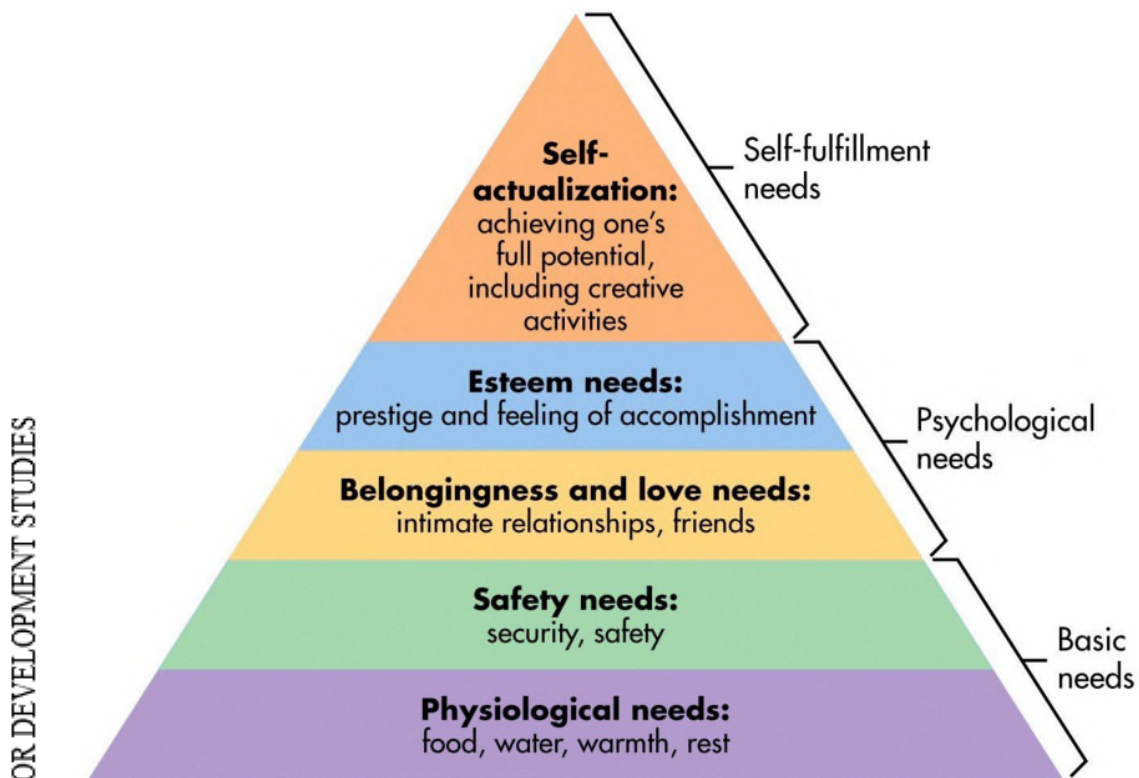
Key Concepts of the Theory

Hierarchy. Hierarchy refers to the arrangements of concepts from one grade of a lower rank to another grade of a higher rank. According to Maslow (1943), individuals needs can be categorized in the level of a hierarchy, from the lowest to the highest. Maslow used a pyramid to

depict the hierarchy of needs with most basic forms of human needs at the bottom of the pyramid and then it progresses to the top of the pyramid according to the importance of the needs to humans. The diagram below depicts the Maslow theory of needs.



Figure 2.2: Maslow theory of needs



Source: Adapted from Maslow (1943)

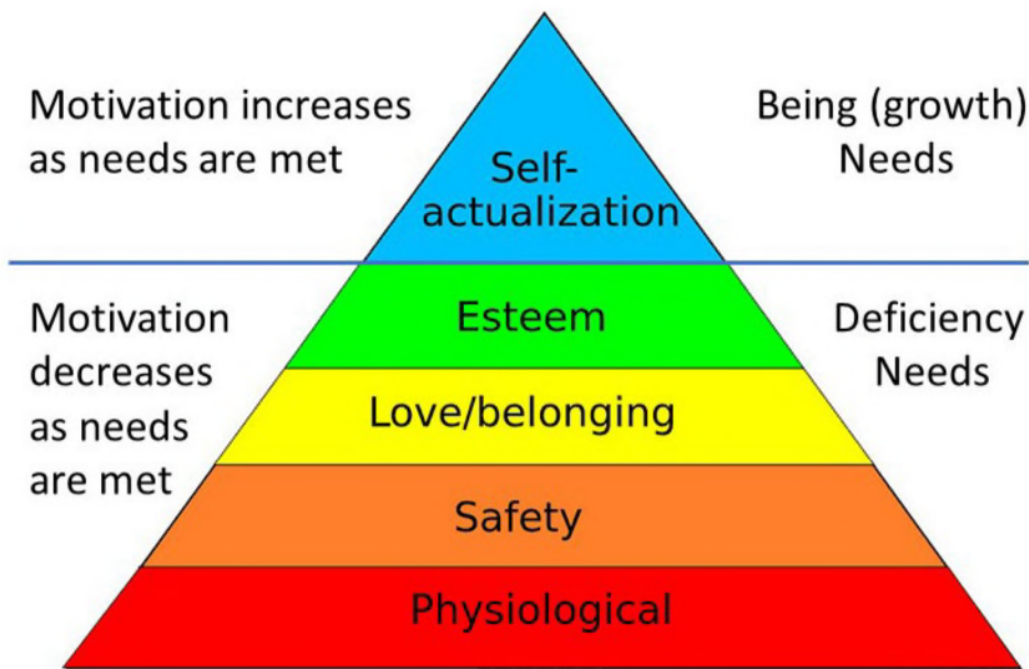
Deficiency needs vs. Growth needs

This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (*D-needs*), and the top level is known as growth or being needs (*B-needs*). Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Also, the motivation to fulfill such needs will become stronger, the longer the duration they are denied. For example, the longer a person goes without food, the more hungry they will become.

Maslow (1943) initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher level growth needs. However, he later clarified that satisfaction of

a need is not an “all-or-none” phenomenon, admitting that his earlier statements may have given “the false impression that a need must be satisfied 100 percent before the next need emerges”.

Figure 2.3 Diagram showing deficiency needs and growth needs



Source: Adapted from Maslow (1943)

When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged. Growth needs do not stem from a lack of something, but rather from a desire to grow as a person. Once these growth needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by a failure to meet lower level needs.

Life experiences, including lack of education and loss of a job, may cause an individual to fluctuate between levels of the hierarchy.

Therefore, not everyone will move through the hierarchy in a uni-directional manner but may move back and forth between the different types of needs.

Maslow, (1943) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on.

Meta-Motivation

The concept of meta-motivation was developed by Maslow to describe people's desire for a continuous betterment that goes beyond their fundamental needs. According to Maslow, because of the complex nature of the human mind, parallel processing could occur at the same time. Therefore, individuals can have the desire to meet different needs on different levels of the pyramid at the same time. As such, the satisfaction of these needs and their level of importance to the individual is subjective, general and primary (Goble, 1970; Maslow, 1954). However,

Maslow recognized this limitation of the theory and focused more on identifying the basic types of human needs or human motivations and the way in which they should be satisfied (Maslow, 1954).

The original hierarchy of needs five-stage model includes:

Physiological Needs

According to Maslow, the physical needs are basic for human survival. These needs include food, water, air, shelter, and clothing, among others. Maslow identified these types of needs as the fundamental and the most important needs for human survival. Food, air, and water are basic



metabolic necessities of human beings while shelter and clothing provide necessary protection for the individual. These needs can be found at the bottom of the pyramid and must be met before the other higher-level needs.

Safety and Security Needs

This type of need must be met after satisfying the basic needs of humans. According to Martin (2007), “Safety is the feeling people get when they know no harm will befall them, physically, mentally, or emotionally; security is the feeling people get when their fears and anxieties are low”. The safety and security needs include the protection from various forms of violence and war, natural disaster, community and family violence, childhood abuse, insurance among others. According to Maslow (1943), the desire of humans to satisfy their safety needs takes precedence after the physiological needs have been met. Furthermore, Maslow identified that these needs are more associated with children than adults as children feel the need to be safe and protected from various forms of harms. Safety needs could also include economic safety, financial stability, and sustained health and freedom from injury.



Social Needs

The third level of needs comprises of social needs which have been referred by some theorists as the need for love and belonging. According to Maslow, individuals identify their need to be part of society and have the sense of belonging to the society to which he belongs. Examples of the needs identified at this level include the need for friendship, family, society, community feeling, and intimacy. Maslow mentioned that individuals have the desire to feel accepted in a social group in which they belong to and this could be fostered through regular interaction, common goals, and acceptance. Individuals can belong to a large social group which includes the

community, schools, religious groups, and trade unions. Also, individuals may also belong to a small social group which includes nuclear family, colleagues, and intimate partners.

According to Maslow, the absence of these needs could expose the individual to loneliness, depression and various forms of anxiety. Furthermore, he explained that this type of need can sometimes override the need for safety and security as well as physiological needs depending on the pressure from the group in which the individual belongs to.

Self-Esteem Needs

This type of needs represents the fourth level of hierarchy according to the theory. The desire to satisfy self-esteem needs takes precedence after the individual has satisfied the previous lower level needs; physiological, safety and security, and love and belonging. Individuals begin to develop positive perceptions about themselves and feel the need to be valued, respected and recognized in the society or community. However, Maslow mentioned that individuals who are not able to satisfy and balance the needs at the three-previous level can struggle from an inferiority complex at this stage. They may then participate in various forms of activities to positively enhance their self-worth and gain recognition or resort to fame and glory from others.

However, the latter is not the most successful way of satisfying esteem needs especially as it involves individuals to accept themselves the way they are. Factors such as trauma and depression can negatively impact the self-esteem needs of individuals.

Furthermore, Maslow identified two forms of esteem needs, which include a lower version and a higher version. The former relates to when an individual seeks recognition and value from other people while the latter relates to when an individual seeks self-respect. Maslow also acknowledged that the desire to satisfy the needs at this level is not separated from the three



previous level of needs and as such the absence of which can also result in inferiority complex, depression and anxiety (Maslow, 1954).

Self-Actualization Needs

The individual needs for self-actualization can be found at the topmost level of the pyramid. Self-Actualization refers to becoming whatever the individual desires to become, and the ability to pursue one's dreams. At this level of the hierarchy, the individual also desires to express their full potential and talents into positive contributions.

According to Maslow, the satisfaction of these needs is dependent on satisfying the previous basic needs. Maslow, however, emphasized that it is difficult for an individual to attain self-actualization. Maslow estimated that less than 1% of every adult achieves their self-actualization needs.

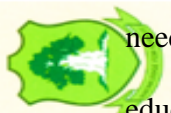
Application of the Theory to the Research

Maslow's Hierarchy of Needs provides a basic understanding of human needs and the order in which they should be met. In doing so, the theory also establishes the fundamental connection between the physiological needs of humans which include food and water and higher-order

needs such as academic successes. The theory draws a fine line between food and access to education and implicates that the desire of the human body to maintain homeostasis of salt, water, minerals, and micronutrients through the consumption of food are all part of the physiological needs of humans (Maslow, 1943).

According to him,

“Undoubtedly these physiological needs are the most pre-potent of all needs...If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background...for consciousness is almost



completely preempted by hunger. For the chronically and extremely hungry man...life itself tends to be defined in terms of eating. Anything else will be defined as unimportant". In contrast to the directive authority of food, achievement is among the least potent of needs. According to Maslow (1954), "all people in our society...have a need or desire for self-esteem ...that is soundly based upon real capacity, achievement, and respect from others" (p. 381).

Maslow's theory suggests that humans who strive to achieve the higher-level needs such as to be successful in life, to be talented, to gain respect in the community and to be academically sound in school should first be able to satisfy their basic level need, which includes food. Additionally, individuals who ignore their basic nutritional needs are not able to attend school, be successfully and attain their higher-level needs. As a result of lack of education among others, cognitive development (ability to think critically, analyze issues and be able to understand complex issues and be a problem solver) which is mainly associated with the higher-level needs, cannot be attained by pupils or learners who face constant deprivation of their basic needs.

Similarly, learners who are not able to meet their basic needs, have difficulty in enrolling and attending school and this can affect their interest in school as well as their academic

performances. In explaining the interconnection between food and learning, Maslow proposed that individuals must pay attention to what to eat in order to meet their physiological needs and whether there are certain types of diets that meet basic human needs better than others.

This study uses Maslow's hierarchy of needs to explore the basic underlining of SFP in schools and SFP's impact on enrolment, attendance and retention of pupils at basic education level. Maslow's theory also provides readers with a better appreciation of human needs and the fundamental connection between physiological needs such as food and the higher level needs of humans such as education.



With reference to the Maslow theory of needs, if children lack food as a physiological Need, it will lead to their lack of interest in education resulting to low enrollment, attendance and retention. One way of motivating children to enroll and attend school regularly is the establishment of Ghana School Feeding Programme which acts as catalyst and an incentive for the children to enroll into school. Providing meals at school therefore help children to achieve their physiological Needs. The SFP is therefore an activity that motivates parents to recognize the need to enrolled their children into school. The School Feeding Programme in this case is therefore a persuading force to encourage parents to enroll their wards into school. It also motivates children to attend school knowing very well that, their physiological Need (food) will be met.

Every successful programme or policy have undergone changes and these changes in most cases are caused the implementers and participants of such programmes adopting solid knowledge and best practices that made the policies successful elsewhere. The School Feeding Programme is a worldwide programme and therefore has chopped both success and failures across the globe. The fundamental elements of the Maslow theory of needs are;



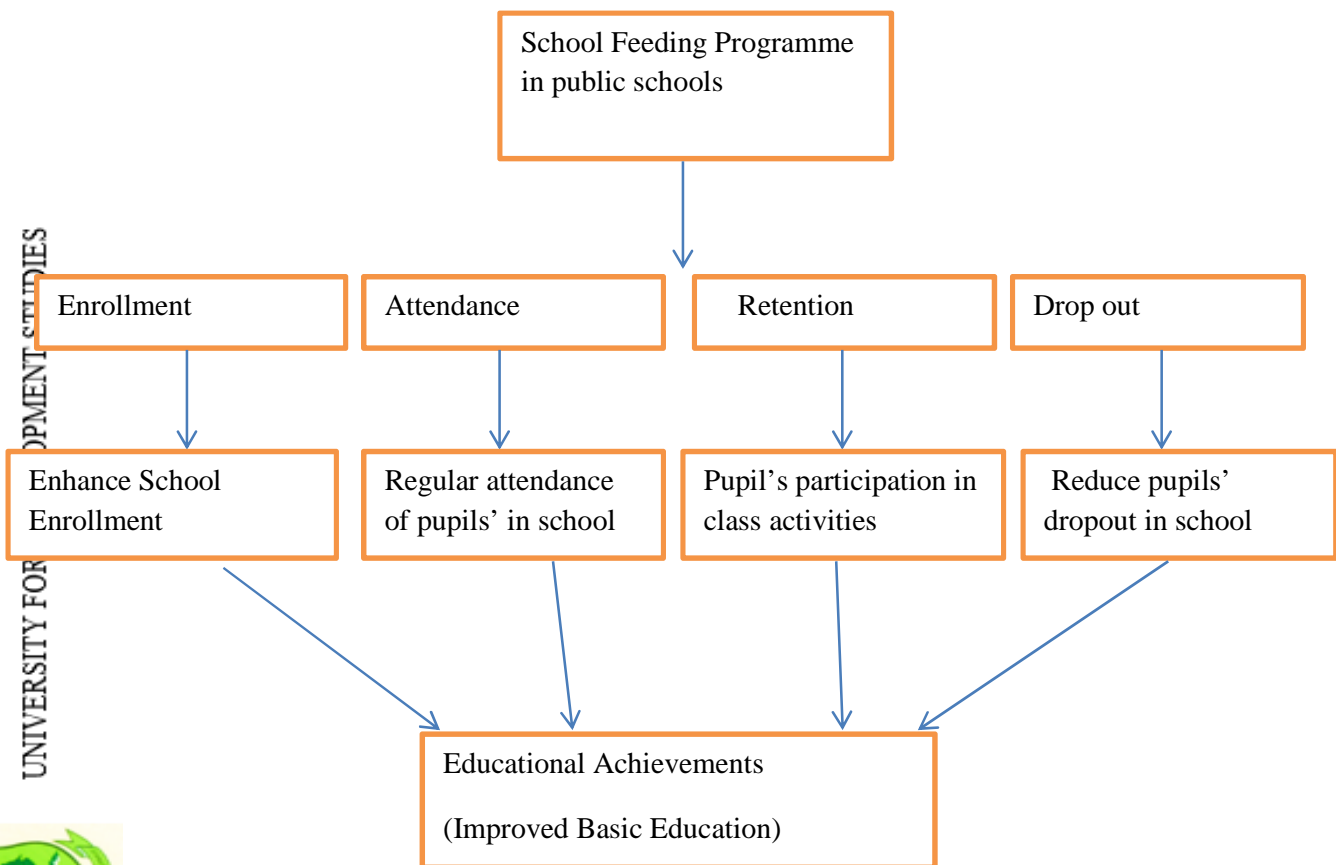
- Human beings are motivated by a hierarchy of needs
 - Needs are organized in a hierarchy of prepotency in which more basic needs must be more or less met (rather than all or none) prior to higher needs.
 - The order of needs is not rigid but instead may be flexible based on external circumstances or individual differences.
 - Most behavior is multi-motivated, that is, simultaneously determined by more than one basic need.

The motivational factor in this case is the introduction of School Feeding Programme and problem confronting our educational sector in this case is low enrollment, attendance and retention and the motivational factor is the provision of school meals which is based on availability of funds, adequate supervision and other related elements. Community assets in this case refer to the readiness of the community to embrace education and therefore change their attitude and enrolled their children into school and ensure they complete at least basic education. Improved school enrollment, attendance and retention of pupils in beneficiary communities become the desired results. In summary, the effective implementation of the School Feeding Programme serves as a motivational factor in improving pupil's enrollment, attendance and retention.



2.11 Conceptual Framework of School Feeding Programme

Figure 2.3: Influence of School Feeding Programme on Basic Education



Source: Author's own construct (2019)

A conceptual structure is an interrelated set of theories about how a specific phenomenon functions or linked to its parts. The framework forms basis for understanding the temporal or permanent correlational between patterns of their interrelationships across events, ideas, concepts, interpretations and other elements of experience. A Conceptual framework is the fundamental principles that support and influence the way events are interpreted. It is an analytical instrument with multiple variations and contexts that is used to make conceptual distinctions and organize ideas.

The frame work for this study is presented in Figure 2.3 which describes the possible linkage between school meals and pupil's enrollment, attendances and retention in beneficiary schools. The study centered on the notion that, the School Feeding Programme help enhanced education in beneficiary schools through improved enrollment, attendances and retention thereby reducing drop-out rate among pupils. The independent variable in this concept is the SFP while enrollment, attendances and retention are dependent variables.

Pupil's enrollment, attendance and retention in class is influenced by the SFP since the programme acts as a strong magnet that attracts most children into school who otherwise could not have food and may therefore drop-out from school. The School Feeding Programme therefore serves as an incentive that leads to increased pupils' enrollment, regular attendance and retention resulting in achieving the overall goal of universal education. The framework outlines the principle that pupils' active participation in class is as a results of the SFP (Motivating factor) and the interest and expectation of pupils' in getting food (reward) will leads to improved enrollment, attendance and retention of pupils and their actively participation in the learning process in school and therefore their education will be successful in future.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides an in-depth explanation of the research methods. It encompasses the following: profile of the study area, the research design used, study population, sample size and sampling techniques, sources of data collection and data collection instruments.

To answer the research questions, data was collected from fifteen (15) beneficiary schools through interviews and questionnaires. This chapter focused on issues such as profile of the study area, the research design used, study population, sample size and sampling techniques, sources of data collection and data collection instruments.

3.1 The Profile of the Study Area

Kasena Nankana West District is one of the newly created districts in the Upper East Region of Ghana. It was carved out from the Kasena Nankana Municipal in 2007 under the Local Government Instrument (Legislative Instrument 1855) and inaugurated on 29th February 2008.

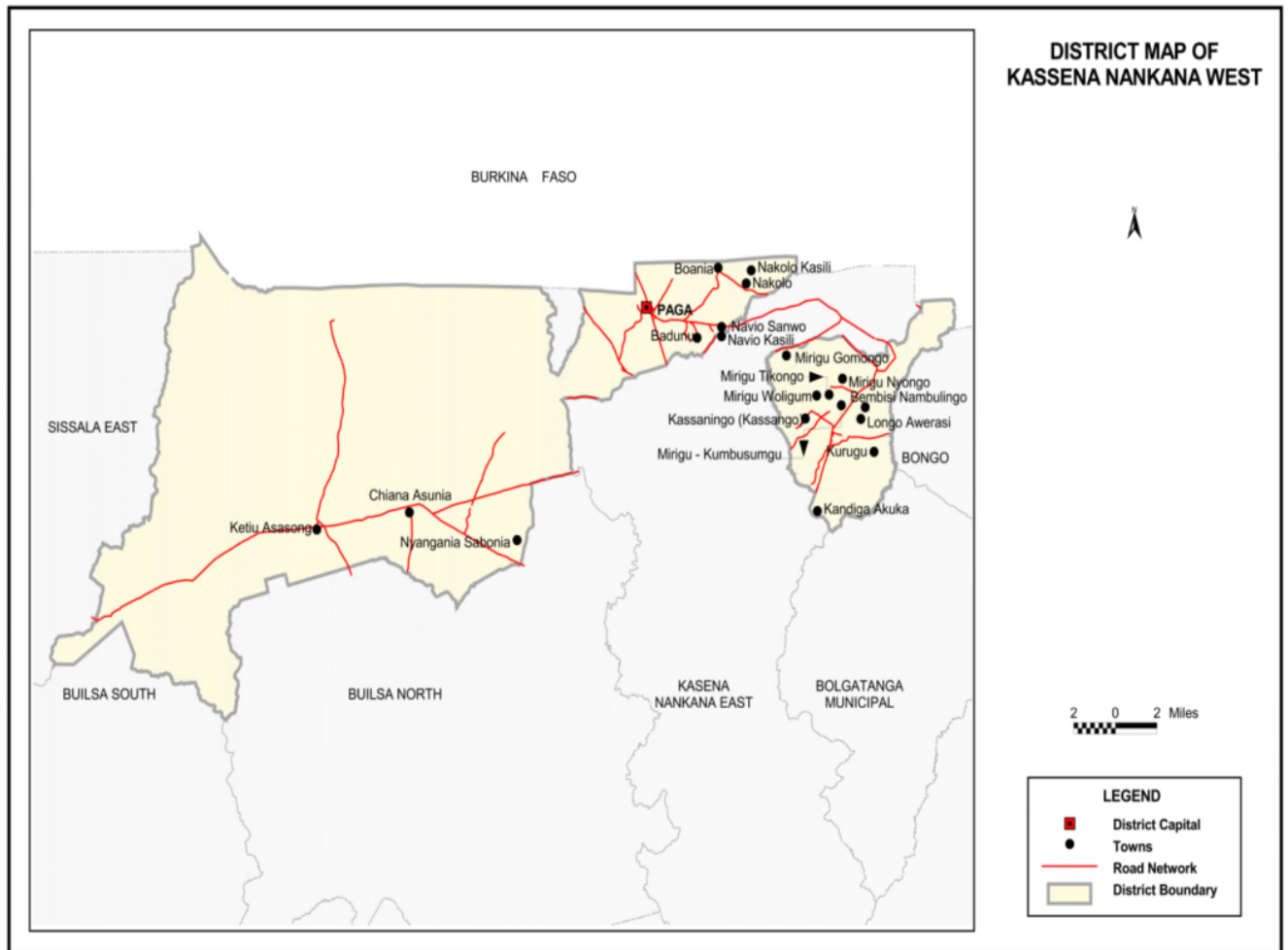
One of the main objectives of creating the assembly is to take governance into doorsteps of ordinary Ghanaians.



It is situated between latitude 10.97° North and longitude 01.10° and bordered by Burkina Faso to the north, Bongo District to the north-east, Bolgatanga Municipal to east, Kasena Nankana Municipal to the south, Balsa District south-west and Sissala East District to the west. As at 2010 the population of the district stood at 70,667 which represent 6.8% of the total population of the region. With total area of 872.8 square kilometers, the district has a population density of 81 persons per square kilometer. The percentage females' population in the district was 50.8% slightly higher than that of males' counterparts of 49.2% (Ghana Statistical Service, 2014).

Below is the map of the Kasena Nankana West District.

Figure 3.1: The map of Kasena Nankana West District



Source: Ghana Statistical Service, 2014 District analytical report

Education

In terms of education, as at 2018, the district has five (5) Senior High Schools with a total population of about 4,654. At the basic level, it has 64 kindergartens with total population of 5,165. The total numbers of primary schools stood at 64 with total population of 15,060 and 54 Junior High Schools with total population of 5,785. Enrollment figures for all categories of the

basic schools in the district in 2013/2014 academic year have witnessed minimal increased from 29,579 in 2014 to 31,113 in 2015 and decreased to 30,664 in 2018 (GES District Office).

There is therefore the need to embark on a vigorous enrollment drive to get children into school.

The percentage of Junior High School students who qualified to S.H.S in the district within the 2011/2012 academic year was 35.2% for girls and 43.3 % for boys which decreased slightly to 39.3% and 33.7% in the 2012/2013 academic year. The percentage of boys who qualified into S.H.S for 2014 was 41% while their girl counterpart recorded 37%. The result of the 2015 BECE indicated that the total percentage pass for the district was 39.9%. That of boys decreased to 26% and girls 33%. However, in 2016, the percentage of boys who qualified to SHS increased marginally to 46% and girls decreased from 33% to 25.6% (KNWD Annual Report, 2016).

Government policies and programmes which aim at improving education in the country are also in full operation in the district. For example, the capitation grant is fully implemented in the district and has positive influence in education especially in the area of enrollments. In 2011, an amount of GH¢98,253.00 was received and disbursed and in 2012, an amount of GH 70,245.50

was received. It increased to GH¢81,564.98 representing 16% in 2013 and equally increased slightly to GH¢81,987.00 in 2014. The grant appreciated to GHC1, 246,424.66 in 2015 and decreased to GHC171, 424.66 in 2016 (KNWD Annual Report, 2016).

The School Feeding Programme is being implemented in the district and the number of schools enrolled into the programme has increased from twenty (20) in 2013 to twenty six (26) in 2014 and twenty-seven (27) in 2016. The total number of school children benefiting from the programme has also increased from 11,249 in 2013 to 12,443 in 2014 comprising 6,421 males and 6,022 females. The total enrollment in 2014/2015 academic year for both primary and



Kindergarten was 12,633 the figure increased to 12,956 in 2015/2016 academic year for both levels. However, enrollment figures decreased to 11,628 and 10,933 in 2015 and 2016 respectively. The District also have it fair share of the free uniform programme as it received 9,324 sets of school uniforms and distributed to vulnerable school children in 2012. Males constitute 2,965 and female 6,359. In 2013 and 2014 there was no supply of free school uniforms but in 20116 1,424 set of uniforms was received and distributed to the vulnerable school children in the district. Female received 749 representing 52.5 % and male 675 (47.4%) (KNWD Annual Report, 2016).

Health

On health facilities, the district has one government hospital, two health centers, six clinics and the number of functional CHPS zones increased from 29 in 2015 to 31 in 2016. In terms of service delivery, the nurse-to-patient population ratio has improved from 1:759 in 2014 to 1:672 in 2016. TB treatment success rate has remained 100% from 2013 to 2016. Family planning coverage increased significantly from 35.7% in 2015 to 38.5% in 2016. Skilled delivery also saw an increase during the period under review from 57.6% in 2015 to 59.0% in 2016 and

Institutional Maternal Mortality figures decreased in 2016 since the district recorded no maternal death (KNWD annual report 2016). The health workers from these centers often embark on immunization programmes against diseases especially the six childhood killer diseases in schools and homes. The introduction of the National Health Insurance Scheme improves the delivery of health services in the district.

However, the Kasena Nankana West District is bedeviled with a lot of challenges among them include decline in the reimbursement of facilities by the National Health Insurance Authority e.g. in 2016 Sirigu Health Centre did not receive any payment from the NHIA, declined in



immunization coverage, in all the antigens compared to the previous years. OPD per capita stagnated at 1.6 over the two years; there has been a downward trend in ANC mothers making 4th visit from 83.8% in 2014 to 76.2% in 2016. Funds flow for district level activities continue to be erratic. Other challenges confronting the district health delivery are inadequate logistics, infrastructure, as well as inadequate numbers of critical staff such as midwives and medical assistants (KNWD Annual Report, 2016).

Agriculture

Agriculture is the main economic activity in the district. According to 2016 district annual report, more than 68.7% of the people are employed in this sector. The population of male farmers in the district stood at 33,307 (48.4%) while female farmers were 35,509 (51.6%). The main crops grown are cereals and vegetables. Livestock and other domestic animals such as donkeys are also reared in the district while few farmers are also engaged in fish farming. Farmers are engaged in small scale farming and yields are therefore very low partially due to poor soils and unreliable rainfall pattern as compared to other parts of the country. There are few dams and dugouts used for dry season farming and this has implications for food insecurity.



Commerce

Commercial activities in the district revolve primarily around selling of foodstuffs, semi-processed of food and crafts works. These commodities are sold in the local markets both within and outside the district. Three and six-day market cycles play a very significant role in the local economy. Commodities traded in the district ranges from foodstuffs and livestock to manufactured goods. The main markets are Chiana, Paga, Sirigu, Kandiga, Mirigu, Katiu, Nakong and Kayoro.

Manufacturing /Agro industry

With regards to manufacturing, there is no large scale manufacturing industry in the district. The district is characterized with only small-scale food processing, handicrafts, and small scale industries such as smock weaving, pottery and blacksmithing.

Banking and financial services

The district has two banking institutions, the Naara Rural Bank Limited located in Paga with branches at Navrongo, Chiana and Sirigu and G.N bank located at Paga Boarder. There are also financial institutions in the district which collaborate with the banking institutions to provide credit to groups and individuals. These financial institutions include Credit Unions, Community Based Rural Development Project and National Board for Small Scale Industries. In addition, non-formal credit arrangements such as “Susu” are available for traders and small-scale producers (KNWD Annual Report, 2016).

Tourism

In terms of tourism, the district has quite a number of tourist sites namely the Paga and Zenga Crocodile Ponds, the Pikworo Slave Camp, and the Pottery Art Centre at Sirigu. Other tourist sites include the Caves at Chiana, the sacred pythons at Kayoro, and the remains of the Catholic Church at Kayoro need to be developed. There is therefore the need for the district assembly to attract investors into the tourism area of the district (KNWD Annual Report, 2016).



3.2 The Research Design

In every research work, the study design is very critical and therefore needs to be carefully outlined. Kerlinger (1986) defines research design as a plan, structure, and survey strategy adopted in order to collect data and get answers to research questions or problem. Bryman, (2012) outlined several research designs which could be used to anchor a specific research study and these include;

- Case Study Design
- Cross Sectional Design
- Experimental Design
- Longitudinal Design
- Comparative design
- Descriptive design

To answer the research objectives of this study, a descriptive research design was used. According to Burns and Grove (2003), descriptive research aims to provide a picture of what happens naturally. Data

obtained from descriptive studies can be expressed qualitatively in verbal terms and quantitatively in mathematical terms.

A mixed research method was adopted, in which attempts were made to establish the relationship between the variables used in the study whiles views expressed by respondents were analyzed to establish the effects of SFP on enrolment, attendance and retention on beneficiary schools in the district. Creswell et al (2014) postulate that mixed method involves the collection and analysis of both quantitative and qualitative data in a single study. Data are collected simultaneously or sequentially are given a priority, and involve the combination of data at one or more stages in the research process.



Gray (2009) also stated that, mixed method approach in social research includes at least one quantitative method and one qualitative method, where neither type is inherently linked to any particular inquiry paradigm.

Mixed method is used in this study because a social phenomenon such as the School Feeding Programme, the study is will solicit responses from people with different theoretical backgrounds. Some responses might be influenced by many contextual and subjective perceptions rather than being objective. In this case, qualitative method is appropriate as it helps the researcher to prevent possible bias and understand the phenomenon under study through their subjective minds. However, the researcher also needs to obtain some objective and measurable data that will help him to make conclusive statements about the magnitude or extent of effects about the phenomenon under study, thus the GSFP. The quantitative method is therefore appropriate here because it enables the researcher to establish relationship between two or more variables relating to the GSFP and also pave way for the generalization of the findings and conclusions (Gray, 2009). In effect, the used of the mixed approach is appropriate for studying this phenomenon because it is multi-purpose in nature and the short comings of one method are complemented by the strength of the other (Creswell, 2013).

Gray (2009) further gave evidence of the importance of the mixed method approach when he declared the views that mixed method enables researchers to make generalization from a sample to the entire population and to obtain a deeper contextual knowledge of the phenomenon being studied. The mixed method is suitable for this study because it involves gathering facts and enquiries from the shareholders such as teachers, caterers, parents and pupils about the effects of SFP on enrollment, attendance and retention of beneficiary schools in the Kasena Nankana West District. The method explored and analyze in details the relationship between the independent



and dependent variables Thus relationship between SFP (independent variable) and enrollment, attendance and retention (dependent variables) of pupils in beneficiary schools.)

In order to complete the study within the given time frame, a cross-sectional design was adopted. A cross-sectional design according to Creswell (2003) helps a researcher to collect data at one point and time. In this type of research, whether it is to select the entire population or its subset, data are collected from these individuals to help answer the research questions of interest (a sample is extracted here). It is called the cross section because the information collected about the subjects is indicated at a point in time (Chris and George, 2004). This study uses the term cross-sectional study to refer to this particular study design and the term questionnaire refers to the form of data collection that will be used to ask questions of study participants. The choice of such an approach is necessary in part because of its ability to meet research objectives and because of time and financial constraints.

3.3 The Study Population

The study population is a group of people that the phenomenon under study covered and the outcome of the findings to be generalized. The study population covered twenty seven (27) beneficiary schools in the Kasena Nankana West District in the Upper East Region. Aside the beneficiary schools, the District Director of Education (DDE), the District SFP Coordinator (DSFPC), the caterers, and the Parents or Guardian of the students also constituted part of the study population.

3.4 Sample Size

The sample size of every study has profound effects on the study outcome and therefore, it is very important to have as large sample size as much possible in order to generalize your outcome. The larger the sample size, the more population it's represented and therefore the more reliable and valid the findings (Nwana, 1982). The criteria for selecting the beneficiary schools for the study was determined. That is, the beneficiary school should be on the SFP at least three years or more. This criterion is to enable the researcher have information and data to assess the effect of the programme on enrollment, attendance and retention. In the light of this, out of the 27 beneficiary schools, a sample of fifteen (15) schools constituting 55.5% of the study population with a total of 167 people were selected to solicit responses for the study. Sampling 55.5% of the beneficiary schools in the district will enable conclusions drawn from the study to have a high degree of accuracy and validity.

3.5 Sampling Technique


According to Kumekpor (2002), two major sampling procedures exist; probability and non-probability sampling. Taking into account the mixed approach adopted for this study, probabilistic and non-probabilistic sampling methods/procedures were used in the selection of interviewees for interview. Using the multistage sampling technique, the district was divided into three clusters. Kasena Nankana West District is made up of three (3) sub divisions (zones) namely; Kasena Nankana North, Kasena, Kasena Nankana West and Kasena Nankana East. In a quest to have fair representation of the schools to be studied in the district, beneficiary schools were stratified into three groups and five schools were selected from each stratum.

First, purposive technique was used to ensure that only beneficiary schools from the School Feeding Programme in the district were selected. In selecting the schools, stratified sampling and



random sampling were used to select the five beneficiary schools from each zone. The procedure adopted to obtain the five schools was as follows: Alphabetical list of names of beneficiary schools in the three zones are obtained from the Ghana Education Service in the district. In applying a simple random method, the names of all the beneficiary schools were written on a piece of papers and folded and kept in a bold. Then simple random sample was used to select the five schools from each zone by picking any of the five papers. The choice of the stratified and random techniques at this stage was to ensure that schools across various zones in the district were selected whilst allowing each school in a stratum an equal opportunity to be selected in order to prevent possible bias.

In soliciting the opinions of the pupils in each beneficiary school, the school was stratified into six classes (i.e. from primary one to primary six) and simple random sampling was used to select one pupil from each stratum (class). Purposive sampling technique was used to select the headmaster and the caterer while simple random sampling was used to select the class teacher. Convenient sampling was also used to select two parents whose wards attend the school, bring the total number of persons to eleven (11) in each school and an overall total of 165 respondents



for their opinions. In addition to the 165 respondents, two (2) key informants were also purposively selected to further generate data and information to enrich the study. The two key informants were the District Director for Education and District Coordinator of School Feeding Programme. Purposive sampling were used to select the key individuals based on the fact that, they are the key stakeholders occupying various positions which will enable them provide the needed information.

3.6 Sources of Data Collection

Data was collected from both primary and secondary sources for the study. Primary data which is collected directly from first-hand experience was gathered from the sampled respondents in the Kasena Nankana West District by means of administering questionnaires and carried out interviews and observation whilst the secondary data was obtain from reports, newspapers, books, publications, policy documents and journals. General and specific literature review had been done in the study topic before conducting field survey.

3.7 Data Collection Instruments

Validity and reliability of data collection instrument need to be ensured in every research.

Validity refers to the extent to which a test measures what it intends to measure (Gall et al, 2003) while reliability is a measure of the extent to which a research instrument produces consistent results or data after repeated trials (Mugenda et al, 2003). According to Zobrabi (2013), the validity and reliability of any research work, largely depends on the appropriateness of the instruments developed and used. In gathering primary data, instrument such as questionnaires and interview guides were used. Interviews were conducted in situations where the respondents were largely illiterate or where probing is needed to generate detailed information. Personal face-to-face interviews were conducted using interview guides to gather information from the District Director of Education, District Coordinator of SFP, Pupils, Caterers and Parents. Questionnaires were also used to collect data from head teachers and class teachers for the study. Combining two or more data collecting methods ('Data Triangulation') enhance the credibility of the research (Zobrabi, 2013).

The research objectives serve as a guide in the preparation and designing of the questionnaire. The questionnaire was of two sections. Section "A" entails the background of respondents such



as the school name, educational level of respondent, sex and number of years in the school. These personal details are important since they may influence the views and responses of the respondents. Section “B” of the questionnaire was designed consisting of mainly close-ended questions. This is because close-ended questionnaires provide control over the participants’ range of responses by providing specific response alternatives (Zobradi, 2013). It also had the ability to minimize bias and checking of differences in responses to determine the reliability of the information and therefore responses can easily be analyzed and summarized.

The information gathered at the early stages of literature review had a great influence on the development of the questionnaires and also helped ascertain the extent of coverage area of the study. The initial set of questions was drafted and subject to several checks before they were administered to respondents. The questionnaire covered issues such as effects of SFP on enrollment, attendance retention and drop-out, institutional support for the SFP, stakeholders’ involvement for the sustainability of the programme and policy support for the programme.

3.8 Data Presentation and Statistical Analysis

Quantitative and qualitative methods of data analysis were used in analyzing the data since the combination of data collection instruments were used in collecting the data. First, data was edited and correct mistakes committed by the respondents and coding was done by translating respondent’s answers into specific categories, patterns, and trends. The code items were analyzed by using software called IBM SPSS Statistics (Version 23). Quantitative data was analyzed using descriptive statistics such as frequency distribution and percentages. Simple charts, frequencies, and percentages were used to arrive at the results and subsequent deductions. Most vital information was organized in tabular form to be more useful and easily interpreted.



3.9 Ethical Considerations

Beauchamp & Bowie (2004) note that there are various ethical codes of conduct that regulate the behavior of researchers and discuss many issues that may arise in the study, as well as other issues related to professional practice. The following measures were put in place to ensure maximum protection of the respondents. Prior permission was sought from the Ghana Education Service and the District Assemblies before the study in their schools commenced. The purpose of the study was explained to respondents to enable them understand what the study is all about and respondents were informed that participation in the study is completely voluntary. Anonymity and Confidentiality were ensured by not using respondents' names or any other identifiable characteristics rather, numbers were used in identifying respondents on the questionnaire as well as the analysis, discussion and presentation of the study results. Respondents were assured that all the information to be collected from them would not be disclosed or shared with anyone but would be used only for the purpose of the study.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter comprises of the findings, analysis, presentation and interpretation of data. It discusses the findings obtained from the fieldwork conducted to examine the effects of the GSFP on enrollment, attendance and retention of pupils on beneficiary schools in the Kasena Nankana West District. For systematic and easy analysis of the research data, this chapter is divided into two main sections: The demographic information about the respondents is captured under section one and section two presents data analysis and interpretation according to the research objectives. Data analysis and the findings obtained from the field are presented in tables and charts using frequencies and percentages.

4.1 Questionnaire Return Rate

Questionnaire return rate refers to the percentage of people who answered the questionnaires and returned them out of the total number of questionnaires served. As in the case of every research, the questionnaire return rate was established for the study. Out of 1 District Director of Education, 1 District Coordinator of SFP, 15 Head teachers, 15 class teachers, 30 parents, 90 pupils and 15 Caterers making a total of 167 respondents representing 100%, 162 respondents representing 97% returned their questionnaires. According to Creswell (2014), a response rate of 60% and above is necessary to ensure that responses from a sample reflect the exact population. This means that the 97% response rate in this study was highly commendable for analysis and the results will represent the entire sample and therefore appropriate for generalization.



4.2 Demographic Data

Because of the multiplicity of stakeholders that are involved in the School Feeding Programme, views were solicited from respondents that were directly involved in the programme.

Questionnaires were administered to 25 respondents comprising of head teachers and class teachers. Structured interviews were conducted for 137 respondents comprising a District Director of Education, a District Coordinator of School Feeding Programme, 30 Parents, 15 Caterers and 90 Pupils of beneficiary schools. The table below shows the various respondents, their frequencies and percentages to the total study population.

Table 4.1: Table representing statistics of respondents in the GSFP study

Respondents	Frequency	Percentages
District Director of Education	01	0.62%
District School Feeding Coordinator	01	0.62%
Head teachers	13	8.02%
Class teachers	12	7.41%
Caterers	15	9.26%
Parents	30	18.52%
Pupils	90	55.55%
Total	162	100%

Source: Field Survey, 2019.

From the above table, pupils who are the direct beneficiaries of the programme constituted the majority, 90 pupils representing 55.55% of the study population. They formed the majority because the programme directly affects them. Parents were the second largest sample because they were supposed to bring their wards to school upon recognizing the effects of the programme. The District Director of education, the District Coordinator of SFP, the Head teachers, class teachers and caterers were represented ranging from 1-15 respectively, representing 0.62% – 9.26% respectively. They constituted the least because they were only to manage the programme implementation.



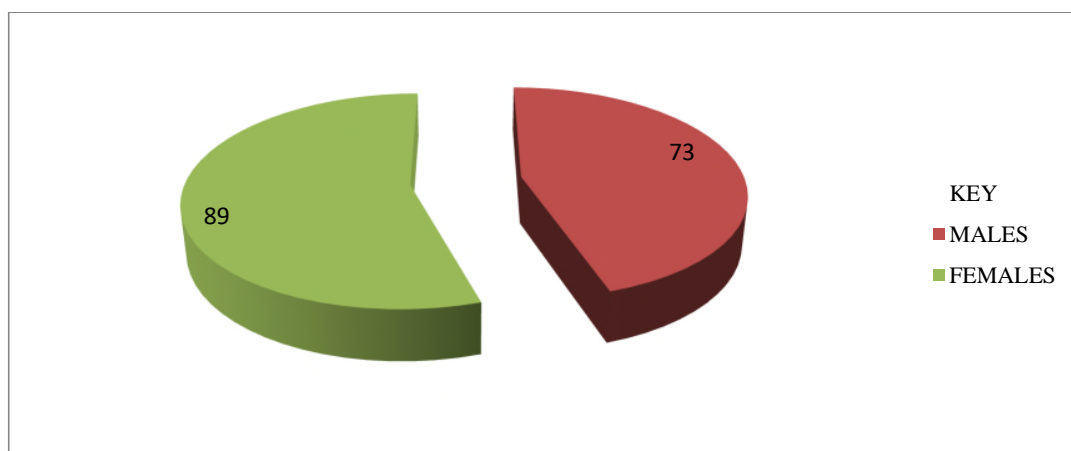
The researcher sought to obtain the bio-data of participants in the study and one of the intentions was to establish the sex composition of the participants as well as their educational background. This is because, gathering the views of males and females as well as their educational background was to bring a balance in the analysis and to emphasize the point that the findings cut across both sexes and different educational levels of respondents.

Table 4.2: Sex Distribution of respondents

Category	Sex	Frequency	Percentage
Caterers	Males	0	0%
	Females	15	100%
	Total	15	100%
Class Teachers	Males	9	75%
	Females	3	25%
	Total	12	100%
Head teachers	Males	13	100%
	Females	0	0%
	Total	13	100%
Parents	Males	12	40%
	Females	18	60%
	Total	30	100%
District Director of Education	Males	0	0%
	Female	1	100%
	Total	1	100%
District Coordinator of SFP	Male	1	100%
	Female	0	0%
	Total	1	100%
Pupils	Males	38	42.20
	Females	52	57.80
	Total	90	100%
	Grand total	162	

Source: Field Survey, 2019

Figure 4.1: Sex Distribution of respondents



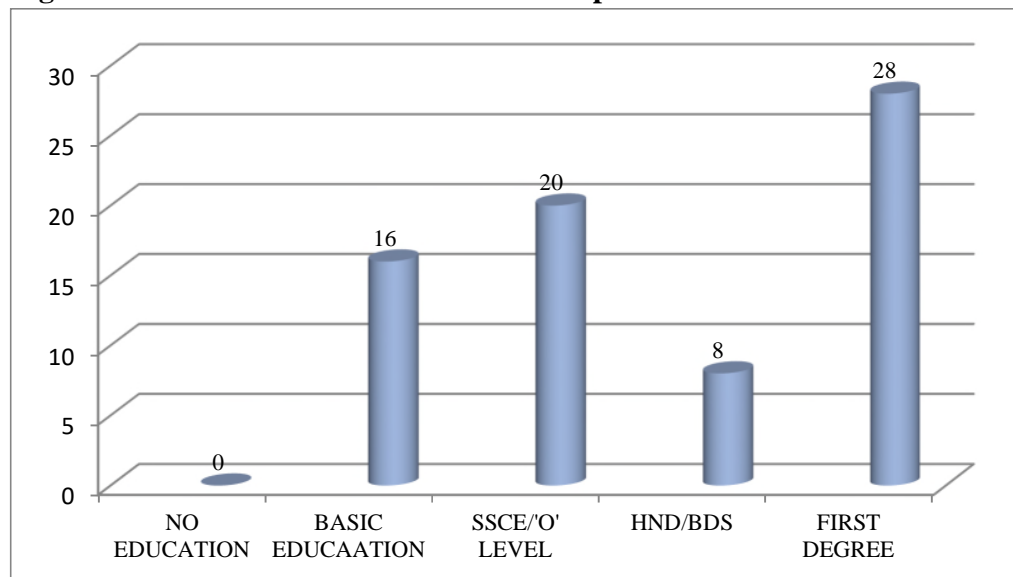
Source: Field Survey, 2019

The results established that 73 participants representing 45% were males and 89 participants representing 55% were females during the study. It was however interesting to note that, there was no female Head teacher in the study as all the 13 questionnaires retrieved were from males. In the same way, there was no male caterer in the study which suggested that the job of the caterer was female dominated.

The study further sought to find out the educational background of head teachers, class teachers, parents and caterers who participated in the study. The results obtained from the data showed that all the participants had some level of education as “No education” option recorded zero participants while “degree option” recorded the highest level of education with 28 participants, constituting 39%, followed by SSCE/’O’ Level with 20 participants constituting 28%, Basic Education with 16 participants constituting 22% and HND/DBS had the least with 8 participants constituting 11%. The bar chart below represents the summary of results obtained from the educational bio-data.



Figure 4.2: Educational Distribution of Respondents



Source: Field Survey, 2019

4.3 Research objective one: To ascertain whether the School Feeding Programme has influenced enrollment, attendance and retention in beneficiary schools in the Kasena Nankana West District.

The study sought to find answers to the above research objective by examining these four issues, Enrollment, Attendance, Retention and Drop-out one after the other.



The Effects of SFP on Enrollment

In examining the effects of SFP on enrollment of beneficiary schools, the researcher sought to analyse enrollment figures for the thirteen beneficiary schools from the data obtained before and after the implementation of the SFP in the district. The study discovered that, before the introduction of the SFP, enrollment figures were low as compared to the current enrollment figures. The data collected revealed the following enrollment figures in the beneficiary schools before and after the inception of the SFP.

Table 4.3: Enrollment data for the thirteen beneficiary Schools before and after the introduction of the SFP.

School	Class	Before SFP				After SFP				Change	(%) Change
		Boys	Girls	Total	Grand total	Boys	Girls	Total	Grand total		
Kassi Primary School	P1	12	09	21		29	18	47			
	P2	11	13	24		17	22	39			
	P3	19	17	36		33	24	57			
	P4	18	12	30		21	23	44			
	P5	07	13	20		10	27	37			
	P6	14	08	22		153	20	15			
Atiyorom Primary School	P1	13	16	29		24	22	46			
	P2	11	15	26		18	23	41			
	P3	13	10	23		19	11	30			
	P4	15	12	27		26	13	39			
	P5	17	12	29		25	20	45			
	P6	09	11	20		154	17	17			
Kandiga Primary School	P1	27	32	59		44	51	95			
	P2	24	36	60		43	35	78			
	P3	19	15	34		29	30	59			
	P4	28	31	59		37	43	80			
	P5	37	42	79		46	53	99			
	P6	21	42	63		354	28	58			
Mirigu Primary School	P1	21	23	44		41	31	72			
	P2	34	27	61		50	49	99			
	P3	37	29	66		51	59	110			
	P4	31	24	55		52	56	108			
	P5	29	24	53		44	38	82			
	P6	42	39	81		360	77	69			
Kazugu Primary School	P1	12	14	26		22	21	43			
	P2	16	17	33		24	17	41			
	P3	18	13	31		24	18	42			
	P4	14	15	29		22	25	47			
	P5	12	13	25		26	23	49			
	P6	16	18	34		189	25	26			
Kurugu Primary School	P1	18	22	40		27	37	64			
	P2	19	23	42		26	36	62			
	P3	14	23	37		31	37	68			
	P4	25	21	46		47	37	84			
	P5	32	38	70		53	50	103			
	P6	19	28	47		282	38	40			
St Oscar's Primary	P1	14	15	29		25	30	55			
	P2	18	14	32		24	22	46			
	P3	13	17	30		22	26	48			

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School	P4	21	16	37		33	21	54			
	P5	14	17	31		21	22	43			
	P6	21	17	38	197	28	25	53	299	299-197=102	51.8%
Tedam Primary School	P1	11	10	21		23	18	41			
	P2	15	13	28		25	27	52			
	P3	15	20	35		35	29	54			
	P4	21	24	45		31	37	68			
	P5	17	14	31		23	29	52			
	P6	19	16	35	195	28	25	53	320	320-195=125	64%
Paga E/A Primary School	P1	16	13	29		27	21	48			
	P2	12	11	23		22	20	42			
	P3	10	19	29		20	26	46			
	P4	13	17	30		20	24	44			
	P5	14	18	32		22	26	48			
	P6	19	12	31	174	22	19	41	269	269-174=95	54.6%
Navio Primary School	P1	19	17	36		31	29	60			
	P2	18	14	32		29	26	55			
	P3	12	19	29		19	27	46			
	P4	13	17	30		23	21	44			
	P5	15	17	32		23	24	47			
	P6	14	21	35	194	21	27	48	300	300-194=106	54.6%
Kalvio Primary School	P1	19	17	36		31	23	54			
	P2	16	17	33		31	22	53			
	P3	24	19	43		39	30	69			
	P4	15	11	26		28	19	47			
	P5	20	18	38		29	26	55			
	P6	32	29	61	237	36	34	70	348	348-237=111	46.8
Nyagania Primary School	P1	21	18	39		34	29	63			
	P2	19	17	36		35	26	61			
	P3	18	23	41		24	35	59			
	P4	22	20	42		30	27	57			
	P5	20	11	31		29	20	49			
	P6	27	16	43	232	35	25	60	349	349-232=117	50.4%
Nakong Primary School	P1	18	19	37		24	28	52			
	P2	15	18	33		23	28	51			
	P3	19	23	42		36	14	50			
	P4	22	19	41		33	31	64			
	P5	24	21	45		26	37	63			
	P6	20	19	39	237	27	26	53	333	333-237=96	40.5%

Source: School Registers

Table 4.4: School Enrolment Figures in Non-Beneficiary School (Controlled Unit)

School name	Class	Boys	Girls	Total	Grand Total
Badunu Primary School	P1	12	11	23	
	P2	15	13	28	
	P3	14	12	26	
	P4	17	14	31	
	P5	20	16	36	
	P6	15	14	29	

Source: School Registers

Kaasi Primary School

From the above table, it is evident that the programme brought improvement in enrollment figures in Kaasi Primary. The total enrollment before the introduction of the SFP was 153, but after seven years of its introduction, the enrollment figure rose to 259 representing an increase of 106 pupils, which represents 69.3%.

Atiyorom Primary School

From the table above, it can be seen that the programme brought improvement in enrollment figures in Atiyorom Primary. The total enrolment before the introduction of the SFP was 154, but eight years after the introduction of the SFP, the enrollment figure rose to 235 representing an increase of 81 pupils, which constitute 52.6%.

Kandiga primary School

The evidence from the above table indicated that the SFP brought improvement in enrollment figures in Kandiga primary School. The total enrolment stood at 354 before the introduction of the SFP. After six years of the introduction of SFP, enrollment figures rose to 497, indicating an increase of 143 pupils which represents 40.4%.

Mirigu Primary School

The table above indicated that, the SFP brought a great improvement in enrollment figures in Mirigu Primary School. The total enrollment before the introduction of the SFP was 360 but nine

years after the introduction of the SFP, enrollment figures rose to 617, indicating an increase of 257 pupils which represents 71.4%.

Kazugu Primary School

From the tables above, it is evident the SFP brought improvement in enrollment figures in Kazugu Primary School. The total enrollment in the school before the introduction of SFP was 189 pupils. After nine years of the introduction of SFP in the school, enrollment figures rose to 272, indicating an improvement of 83 pupils which represents 43.9%.

Kurugu Primary School

The results from the table above indicated an improvement in enrollment figures in Kurugu primary. The total enrolment before the introduction of the SFP was 282, but after seven years of its introduction, the enrollment figures rose to 459 representing an increase of 117 pupils, which represents 62.8%.

St Oscar's Primary School

From the tables above, in St Oscar's Primary School, the total enrollment in the school stood at 197 before the introduction of the SFP but after nine years of the introduction of the programme,

enrolment figures rose to 299, indicating an increase of 102 pupils which represents 51.8%.

Tedam Primary School

From the table above, it is evident that the programme brought improvement in enrollment figures in Tedam primary. The total enrollment before the introduction of the SFP was 195, but after nine years of its introduction, the enrollment figures rose to 320 representing an increase of 125 pupils, which represents 64%.



Paga E/A Primary School

With reference to the table, evidence from the figures indicated that the SFP brought improvement in enrolment figures in Paga E/A primary. The total enrolment in Paga E/A Primary School stood at 174 before the introduction of the SFP. After nine years of the introduction of SFP in the school, enrolment figures rose to 269, indicating an increase of 95 pupils which represents 54.6%.

Navio Primary D/A School

The findings from the above table indicated that, the SFP brought an improvement in enrollment figures in Navio D/A Primary School. The total enrollment in the School stood at 194 before the introduction of the SFP. After seven years of the introduction of SFP in the school, enrollment figures rose to 300, indicating an increase of 106 pupils which represents 54.6%.

Kalvio Primary School

From the table above, it is evident that the programme brought improvement in enrollment figures in Kalvio D/A Primary. The total enrollment before the introduction of the SFP was 237 in Kalvio primary, but nine years after the introduction of the SFP, the enrollment figure rose to

348 representing an increase of 111 pupils, which constitutes 46.8%.

Nyangania Primary School

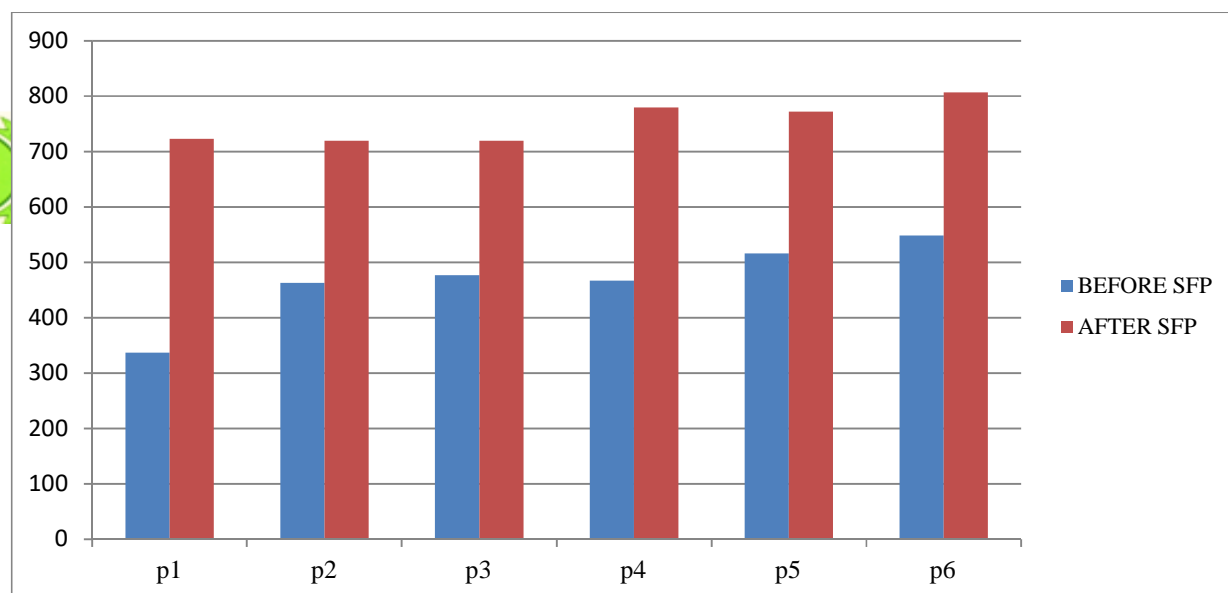
It is evident from the table above that the programme brought improvement in enrollment figures in Nyangania primary. The total enrollment before the introduction of the SFP was 232 in Nyangania primary, but after nine years of the programme introduction, the enrollment figures rose to 349 representing an increase of 117 pupils, which represents 50.4%.

Nakong D/A Primary School

The findings from the above table indicated that the SFP brought improvement in enrollment figures in Nakong D/A Primary School. The total enrollment in Nakong D/A Primary School was 237 before the introduction of the SFP. After nine years of the introduction of SFP in the school, enrollment figures rose to 333, indicating an increase of 96 pupils which represents 40.5%.

The study further compared the current enrollment figures in beneficiary schools to that of enrollment figures in non- beneficiary school (Badunu primary school). The result shows that enrollment figures in the beneficiary schools were 350 pupils on the average while the non-beneficiary school had a total population of 175 pupils. The high enrollment figures in the beneficiary schools can therefore be attributed to the effects of the SFP.

Figure 4.2: School total enrolment before and after the introduction of SFP in the thirteen beneficiary schools.



Source: School Registers

It is evident from these analyses that the SFP had positive effect in terms of enrollment in the beneficiary schools in the Kasena Nankana West District. Enrollment in the various schools experienced increment ranging from a minimum of 40.45% (Kandiga Primary) to a maximum 71.4% (Mirigu Primary).

These analyses agree with most empirical studies that, gross enrollment figures in beneficiary basic schools have increased with the inception of the GSFP. The analysis conforms to Bundy et al (2009) comparative-analysis of WFP survey from 32 countries in Sub-Saharan Africa which revealed that, introduction of SFP is associated with improved enrollment, especially for girls. The study revealed that during the first year of the implementation of the SFP, total enrollment increased by 28% for girls and 22% for boys.

The findings also conformed with Pakistan WFP report (2005), which revealed that total enrollment of girls in feeding schools increased by 35% between 1998/99 and 2003/04, as compared with 29% in schools without feeding in the same period. Girl child education also received a boost through the programme as 48% of households did not send any of their

daughters to school before the programme and after the implementation of the programme, all households enrolled at least one of their daughters. The findings are also in tandem with a study conducted in the Nyoglo Municipality which indicated that School Feeding Programme had increased enrollment from 35.8% to 64.2% after the implementation of the programme (Yendow, 2015). The findings are also in agreement with Mohammed et al (2014) study in Tamale Metropolis which revealed a significant impact of the SFP on enrollment of beneficiaries as 75% of the respondents declared the position that, the schools with the SFP had experienced increment in pupils' enrollment as compared to schools without the SFP.



Head teachers and class teachers were asked to describe how the SFP influenced enrollments of pupils in their schools, 21 of the respondents representing 84% described its influence as high and 4 representing 16% said its influence was on average while none of the respondents said enrollment was low.

Table 4.4: Head teachers and class teachers’ views on how the SFP influence pupils’ enrollment

Influence of GSFP on pupils’ enrollment	Frequency	Percentages
High enrollment	21	84%
Average enrollment	4	16%
Low enrollment	0	0%
Total	25	100%

Source: Field Survey, 2019

The results implied that majority of the respondents believed that the SFP had greatly influenced pupil’s enrollment in the various beneficiary schools in the district. When asked if the School Feeding Programme had influence on enrollment of pupils in the district? These were the words of the District Director of Education;

Since the introduction of the SFP, there has been a remarkable increase in enrollment among beneficiary schools. Some of the schools are over-populated putting stress on school facilities.

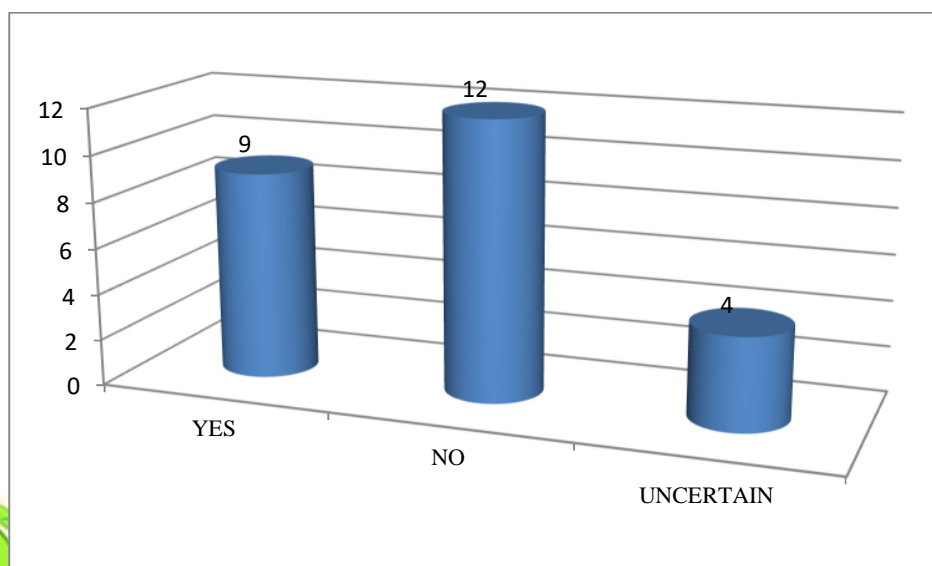


Also, when the researcher posed the same question to the District Coordinator of SFP, this was his response;

Enrollment figures kept on increasing on termly basis across the feeding schools. Almost all the feeding schools are full and their facilities are therefore under pressure.

The study further sought to explore from head teachers and class teachers if enrollment increase in the beneficiary schools can be sustained without the SFP. Results analyzed from this item indicated that, 12 respondents, representing 48% said no, enrollment figures will drop if the SFP stop, 9 respondents, constituting 36% said yes, enrollment figures will be maintained while 4 respondents, representing 16% are uncertain about what will happen if the SFP is stopped in the beneficiary schools.

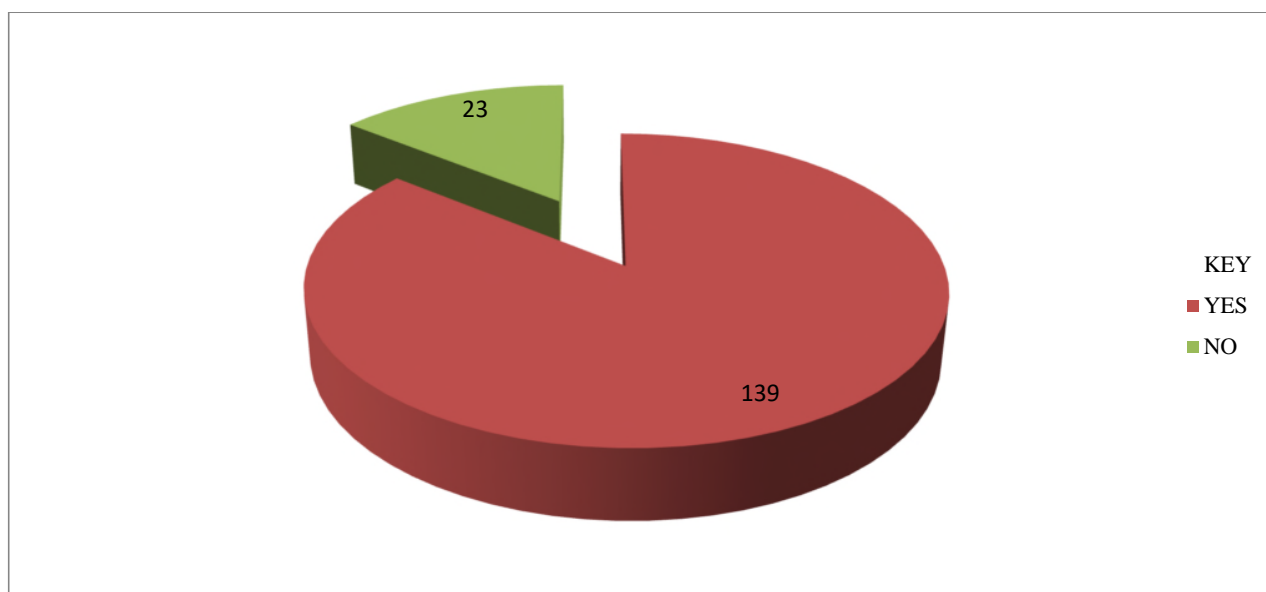
Figure 4.4: Head teachers and class teachers opinions on whether enrollment figures can be sustained without SFP



Source: Field Survey, 2019.

The implication of the present study is that, majority of the head teachers and class teachers in the study believed that enrollment figures will drop if the SFP stops; hence, there is the need to sustain the programme as one of the major strategies to achieve universal basic education for all. When all the participants were asked if the implementation of SFP had positive effects on enrollment in beneficiary schools and the results obtained are displayed in the pie chart below;

Figure 4.5: The effect of SFP on enrollment from all respondents



Source: Field survey, 2019

With reference to the above pie chart, all participants comprising 13 Head teachers, 12 class teachers, 15 caterers, 30 parents, 1 District Director of Education, 1 District Coordinator of SFP and 90 pupils expressed their opinions on whether SFP had effect on pupil's enrollment on beneficiary schools. Out of that number, 139 respondents representing 85.8% agreed that, the programme had positive effect on pupils' enrollment on beneficiary schools while 23 respondents constituting 14.2% disagreed. This means majority of the respondents held the view that, SFP had positive effects on pupils' enrollment in beneficiary schools in the district.

The Effects of GSFP on Attendance

In examining the effects of SFP on attendance of beneficiary schools, the researcher sought to analyse attendance figures for the thirteen beneficiary schools from the data obtained before and after the implementation of the SFP in the district. The data collected revealed the following;

Table 4.5: Attendance figures for the thirteen beneficiary Schools before and after the introduction of the SFP

School	Class	Before SFP				After SFP				Change	(% Change
		Boys	Girls	Total	Grand total	Boys	Girls	Total	Grand total		
Kassi Primary School	P1	3827	2075	5902	25747	5060	2989	8058	31599	31599-25747=5852	22.7%
	P2	1742	2519	4261		2109	3035	5162			
	P3	1819	1157	2976		2141	1391	3532			
	P4	1974	1967	3841		2102	2157	4259			
	P5	1053	3785	4838		1483	4140	5623			
	P6	1942	1987	3929		2704	2261	4965			
Atiyorom Primary School	P1	1385	2019	3404	26443	2162	2977	5139	38284	38284-26443=11841	45%
	P2	1684	2054	3738		2200	2735	5935			
	P3	1860	1953	3813		2499	2522	5021			
	P4	1872	1904	3776		2582	2591	5173			
	P5	4381	3793	8174		6334	5680	12014			
	P6	1491	2047	3538		2152	2850	5002			
Sandiga Primary School	P1	3227	3775	7002	52775	4120	5185	9305	67090	67090-52775=14315	27%
	P2	4752	3413	8165		6109	4335	10444			
	P3	2730	3057	5787		3935	4303	8238			
	P4	3689	4637	8326		5555	5900	11455			
	P5	5057	6985	12042		6754	8208	14962			
	P6	4541	6912	11453		5181	7505	12686			
Mirigu Primary School	P1	4422	5215	9637	48145	5376	6475	11851	77425	77425-48145=29280	60.8%
	P2	3121	4622	7743		5572	7342	12914			
	P3	3572	3075	6647		6349	6496	12845			
	P4	3689	3435	7124		6460	7425	13885			
	P5	4259	5061	9320		6344	6485	12829			
	P6	3376	4298	7674		6347	6754	13101			
Kazugu Primary School	P1	421	563	984	4583	762	749	1511	7477	7477-4583=2894	63%
	P2	312	194	506		419	438	857			
	P3	392	369	761		614	688	13222			
	P4	519	163	682		792	275	1067			
	P5	508	487	995		846	872	1718			
	P6	438	217	655		703	301	1004			
Kurugu Primary School	P1	348	698	1046	10242	656	860	1516	14741	14741-10242=4499	44%
	P2	582	704	1286		720	875	1595			
	P3	954	976	1930		1039	1557	2596			
	P4	894	925	1819		1328	1258	2586			
	P5	1074	1271	2345		1627	1771	1670			
	P6	942	874	1816		1380	1670	3050			

St Oscar's Primary School	P1	976	984	1960		1166	1409	2575			
	P2	896	976	1872		1154	1125	2279			
	P3	318	574	892		595	999	1594			
	P4	957	693	1650		1300	972	2272			
	P5	406	635	1041		720	890	1610			
	P6	926	541	1467	8882	1133	708	1841	12171	12171- 8882=3289	37%
Tedam Primary School	P1	913	482	1395		1173	967	2149			
	P2	975	983	1958		1943	2064	4007			
	P3	1022	1236	2258		1879	2143	4022			
	P4	974	984	1958		1274	1418	2692			
	P5	893	1041	1934		1268	2205	3473			
	P6	1048	975	2023	11526	1316	1042	2358	18701	18701-11526=7176	62%
Paga Primary School	P1	1282	1694	2977		2296	3392	5688			
	P2	1306	1584	2890		3328	2683	6011			
	P3	1056	1348	2404		2876	2184	5060			
	P4	1046	1194	2240		2552	2622	5174			
	P5	2056	2495	4551		3218	4050	7268			
	P6	1206	1563	2768	17830	3014	2805	5819	35020	35020-17830=17190	96%
Navio Primary School	P1	3483	6491	9974		5193	8006	13199			
	P2	11041	10349	21390		12169	12085	24254			
	P3	4831	11852	16683		7529	15304	22833			
	P4	1046	975	2021		3311	2537	5848			
	P5	985	865	1850		12843	1190	14033			
	P6	10432	6432	16864	58808	11218	8006	19224	99391	99391-58808=4058	69%
Kalvio Primary School	P1	1439	2491	3930		2863	3079	5942			
	P2	3048	1597	4645		3943	2493	6436			
	P3	2067	3185	5252		3809	4462	8271			
	P4	2972	2472	5444		4135	3078	7213			
	P5	3496	2874	6370		4062	3950	8012			
	P6	3195	4175	7375	33011	4466	5793	10259	46133	46133-33011=13122	39.8%
Nyagania Primary School	P1	948	1067	2015		2571	2651	5222			
	P2	1487	1748	3235		3904	2139	6043			
	P3	1295	3614	4909		2374	4952	7326			
	P4	2480	6043	8523		3134	8859	11993			
	P5	2149	2059	4208		3956	3103	7059			
	P6	2975	2754	5729	28619	4250	3300	7550	45193	45193-28619=16574	57.9%^s
Nakong Primary School	P1	472	690	1162		968	1095	2063			
	P2	507	794	1301		974	1081	2055			
	P3	759	349	1144		1208	581	1789			
	P4	964	927	1891		1137	1051	2188			
	P5	658	897	1555		982	1451	2433			
	P6	926	874	1799		1024	1134	2158	12686	12686-8852=3834	43%

Source: School Registers

Table 4.6: School attendance figures in a Non-beneficiary school (Controlled Unit)

School	Class	Before SFP			
		Boys	Girls	Total	Grand total
Badunu Primary School	P1	423	318	741	
	P2	437	456	893	
	P3	484	396	880	
	P4	512	475	987	
	P5	594	514	1,108	
	P6	447	473	920	

Source: School Registers

From the data presented above, before the introduction of the SFP in Kasena Nakana West District, attendance figures in beneficiary schools were low as compared to the current attendance figures.

Kaasi D/A Primary School

From the table above, it is evident that the programme brought improvement in attendance of pupils in Kaasi D/A Primary. The total attendance before the inception of the SFP was 25,747, but seven years after the introduction of the SFP, the attendance figure rose to 31,599 representing an increase of 5,852 attendances, which constituted 22.7% improvement.

Atiyorom Primary School

The table above indicated that, the programme brought improvement in attendance of pupils in Atiyorom Primary. The total attendance before the introduction of the SFP was 26,443 but nine years after the implementation of the SFP, the attendance figure rose to 38,284 indicating an increase of 11,841 which represents 45% improvement.

Kandiga Primary School

With reference to the above table there was improvement in attendance of pupils in Kandiga Primary. The total attendance before the introduction of the SFP was 52,775 but six years after

the implementation of the SFP, the attendance figure rose to 677,090 showing an increase of 14,315 which represents 27% improvement.

Mirigu Primary School

The analyses from the above table showed that the SFP had positive effect on pupil's attendance in Mirigu Primary. The total attendance before the introduction of the SFP was 48,145 but nine years after the implementation of the SFP, attendance figure rose to 77,425 representing an increase of 29,280 which constitutes 60.8% improvement.

Kazugu Primary School

From the above table, the SFP had positive effect on pupil's attendance in Kazugu Primary. The total attendance before the introduction of the SFP was 4,583 but nine years after the inception of the SFP, pupil's attendance rose to 7,477 representing an increase of 2,894 which constitutes 63% improvement.

Kurugu Primary School

The results from the analyses in the table above also indicated that the SFP had positive effect on pupil's attendance in Kurugu Primary. The total attendance before the introduction of the SFP was 10,242 but seven years after the introduction of the SFP, pupil's attendance rose to 14,741 representing an increase of 4,499 which constitutes 44% improvement.

St Oscar's Primary School, Kajelo

The above table showed that, the SFP had positive effect on pupil's attendance in St Oscar's primary school. The total attendance before the introduction of the SFP was 8,882 but nine years after the implementation of the SFP, pupil's attendance rose to 12,171 representing an increase of 3,289 which constitutes 37% improvement.



Tedam Primary School

From the table, the analysis indicated that, the SFP had brought improvement on pupil's attendance in Tedam primary school. The total attendance before the introduction of the SFP was 11,526 but nine years after the implementation of the SFP, pupil's attendances rose to 18,701 representing an increase of 7,176 which constitutes 62% improvement.

Paga Primary E/A School

From the table, it can be seen that the SFP brought improvement on pupil's attendance in Paga E/A primary. The total attendance before the introduction of the SFP was 17,830 but nine years after the implementation of the SFP, pupil's attendance rose to 35,020 representing an increase of 17,190 attendances, which constitutes 96%.

Navio Primary School

The table above indicated that, the SFP brought improvement on pupil's attendance in Navio primary. The total attendance before the introduction of the SFP was 58,808 but seven years after the implementation of the SFP, pupil's attendance rose to 99,391 representing an increase of 40,583 attendances, which constitute 69%.

Kalvio Primary School

From the above table, the SFP had brought improvement on pupil's attendance Kalvio primary. The total attendance before the introduction of the SFP was 33,011 but nine years after the implementation of the SFP, pupil's attendance rose to 46,133 representing an increase of 13,122 attendances, which constitutes 39.8% improvement.

Nyangania Primary School

It can be seen from the above analyses that the SFP had brought improvement on pupil's attendance in Nyangania primary. The total attendance before the introduction of the SFP was

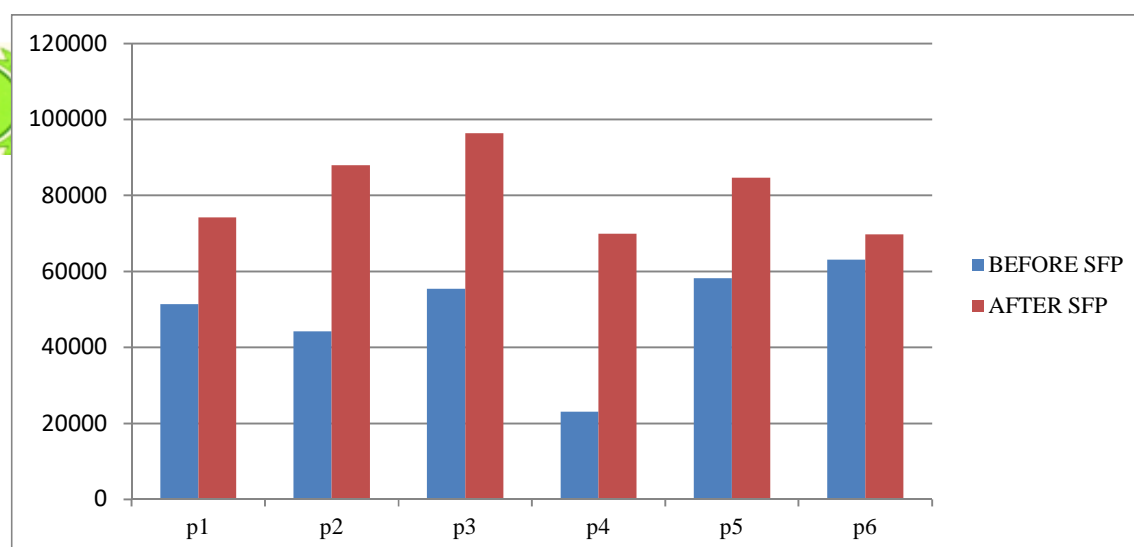
28,619 but nine years after the implementation of the SFP, pupil's attendance rose to 45,193 representing an increase of 16,574 attendances, which constitutes 57.9%.

Nakong D/A Primary School

The above table indicated that, the SFP had brought improvement on pupil's attendance in Nakong primary. The total attendance before the implementation of the SFP was 8,852 but nine years after the implementation of the SFP, pupil's attendance rose to 12,686 representing an increase of 3,834 attendances, which constitute 43%.

The study further compared the current attendance figures in beneficiary schools to that of attendance figures in non- beneficiary school (Badunu primary school). The results show that attendance figures in the beneficiary schools was 38,916 on the average while the non-beneficiary school had a total attendance was 4,609. The high attendance figures in the beneficiary schools can therefore be attributed to the effects of the SFP.

Figure 4.6: School total attendance in the thirteen beneficiary schools before and after the introduction of the SFP.



Source: School Registers



From the above analyses of the pupil’s attendances in the various beneficiary schools before the introduction of the SFP compared to the current attendance figures in the various beneficiary schools, it is evident that the GSFP had effect in the beneficiary schools in the Kasena Nankana West District. Pupils’ attendances in the various schools had increased ranging from a minimum of 22.7% (Kassi Primary) to a maximum of 96% (Paga Primary).

Pupils’ Responses on Attendance

The researcher also analysed the opinions of pupils on the effects of the SFP on their attendance to school. The results obtained revealed that the Ghana School Feeding Programme (GSFP) actually had a significant effect on pupils’ attendance to school. This is because, out of the 90 pupils’ interviewed, 88 of them representing 97.8% were regular in school as a result of the SFP while only 2 pupils representing 2.2% were not regular in school.

The study further revealed that 62 pupils out of the 90 pupils representing 68.9% attend school 5 days a week, 15 pupils representing 16.7% attend school between 3- 4 days and only 13 pupils representing 14.4% were not regular or attending school between 1-2 days in a week. Those that were not regular constituted the minority and therefore insignificant to disprove the claim that

SFP affected school attendance positively.

Table 4.7: Pupils’ responses on the effects of SFP on attendance

Questions	Responses	Frequency	Percentage
Are you regular at school?	Yes	88	97.8%
	No	2	2.2%
	Total	90	100%
How many times do you come to school in a week?	1-2 days	13	14.4%
	3-4 days	15	16.7%
	5 days	62	68.9%
	Total	90	100%

Source: Field Survey, 2019



The study discovered that the SFP made significant contribution towards improving pupil's attendance in beneficiary schools and enhanced effective teaching and learning leading to improvement in pupil's academic performance.

The study confirms the findings of Bundy et al (2009) which revealed that, in low-income countries school pupils that receiving in-school meals had better attendance than pupils without in-school meals. The findings are also in agreement with Drake et al (2016) who stated that, schools benefitting from the SFP experienced attendance rate increment by 90% and gender disparity reduced significantly (from 0.69 to 0.77 indexes of girls/boys, representing 77 girls for every 100 boys in 2009). These findings also conform to Yendaw's (2015) study which indicated that only 22% of pupils attended school throughout the week while 36.7% attended school three times in a week before the implementation of the programme. However, after the implementation of the programme, pupils' attendance to school throughout the week stood at 65.4%.

The findings also concurred with Oduro-Ofori et al (2014) that, Ghana School Feeding Programme was the main factor that accounted for an increment in enrollment of beneficiary schools. The study found out that the programme had improved school attendance by at least 1% and at most 15% in the schools studied. The findings of this study are also in conformity to

Lynch's (2013) survey which indicated that, 82% of the respondents in the survey confirmed the position that, Ghana School Feeding Programme had helped increase the level of attendance and retention of school pupils. The findings of this study are also in tandem with Kamaludeen (2014) who investigated the impact of School Feeding Programme on enrollment, attendance and retention in Ga -South Municipal schools and concluded that, Ghana School Feeding Programme actually had a major impact on school attendance of pupils. This is because, out of the thirty (30)

pupils in the study, 25 representing 83.3% of them were regular in school as a result of the School Feeding Programme.

The researcher further sought to inquire from head teachers and class teachers if attendance figures were likely to drop if the programme stopped in the study schools. The results obtained from this question are displayed in the table below.

Table 4.8: Head teachers and class teachers' responses on whether attendance figures will drop if the programme was stopped in the beneficiary schools

Question	Responses	Frequency	Percentages
Do you think attendance figures will drop if the programme stopped?	Yes	22	88%
	No	3	12%
Total		25	100%

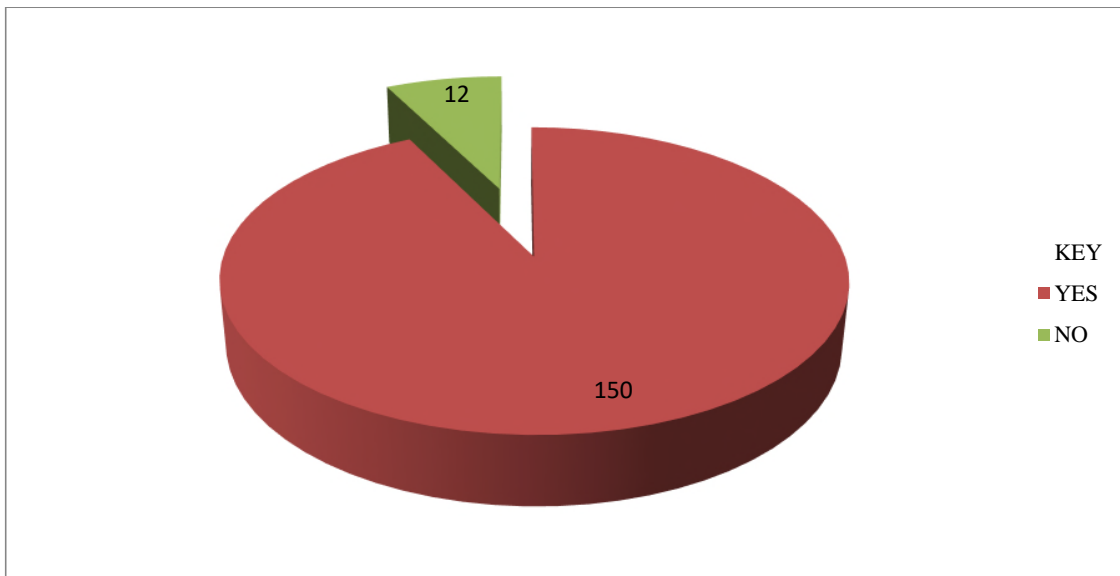
Source: Field Survey, 2019

The results in the above table show that, most of the head teachers and class teachers were of the opinion that attendance figures in the beneficiary schools will drop if the SFP is stopped. This further buttressed the point that, the SFP programme needs to be sustained.

All respondents for the study were asked if the SFP has positive effect on pupil's attendance and the results obtained are displayed in the pie chart below



Figure 4.8: Effect of SFP on attendance from respondents.



Source: Field survey, 2019

The Effects of SFP on Retention

In examining the effects of SFP on retention of beneficiary schools, the researcher sought to analyse retention figures for the thirteen beneficiary schools from the data collected before and after the implementation of the SFP in the district.



The data collected revealed the following retention figures in the beneficiary schools before and after the introduction of the SFP.

Table 4.9: Retention figures for the thirteen beneficiary Schools before and after the introduction of the SFP.

School	Class	Before SFP				After SFP				Change	(%) Change
		Boys	Girls	Total	Grand total	Boys	Girls	Total	Grand total		
Kassi Primary School	P1	09	07	16	135	28	18	46	266	266-135=131	97%
	P2	10	11	21		17	22	39			
	P3	16	13	29		33	22	55			
	P4	17	11	28		21	23	54			
	P5	07	13	20		10	27	37			
	P6	13	08	21		20	15	35			
Atiyorom Primary School	P1	10	11	21	136	23	22	45	233	233-136=97	71%
	P2	10	13	23		18	23	41			
	P3	12	10	22		17	11	29			
	P4	12	11	23		26	13	39			
	P5	15	12	27		25	20	45			
	P6	09	11	20		17	17	34			
Kandiga Primary School	P1	23	29	52	313	42	50	92	490	490-313=177	56.5%
	P2	23	33	56		41	35	76			
	P3	17	11	28		29	30	59			
	P4	26	26	52		36	42	78			
	P5	33	35	68		46	53	99			
	P6	19	39	58		28	58	86			
Mirigu Primary School	P1	20	21	44	327	40	29	69	601	601-327=274	83.8%
	P2	27	23	50		49	48	97			
	P3	34	28	62		50	58	108			
	P4	26	21	47		52	56	108			
	P5	29	24	53		44	38	82			
	P6	38	33	71		73	64	137			
Kazugu Primary School	P1	10	11	21	147	20	20	40	268	268-147=121	82%
	P2	12	11	23		23	17	40			
	P3	13	09	22		24	18	42			
	P4	12	14	26		22	25	47			
	P5	09	12	21		26	23	49			
	P6	16	18	34		25	26	50			
Kurugu Primary School	P1	17	17	34	246	27	37	64	450	450-246=204	82.9%
	P2	16	21	38		24	36	60			
	P3	11	18	29		31	36	67			
	P4	21	18	39		45	37	82			
	P5	28	31	59		50	49	99			
	P6	19	28	47		38	40	78			
St Oscar's	P1	12	11	23		24	30	54			
	P2	15	12	27		24	22	46			

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Primary School	P3	13	14	27	160	22	25	47	294	294-197=134	83.7%	
	P4	18	11	29		32	21	53				
	P5	10	11	21		21	22	43				
	P6	19	14	33		26	25	51				
	Tedam Primary School	P1	09	09		18	22	18				40
	P2	13	09	28		25	27	52				
P3	15	15	30	25	28	53						
P4	18	19	37	31	37	68						
P5	15	09	24	23	29	52						
P6	17	16	34	171	28	24	52	317	317-171=146	85%		
Paga Primary School	P1	13	12	25	151	27	21	48	269	269-151=118	78%	
	P2	10	09	19		22	20	42				
	P3	10	17	27		19	26	45				
	P4	11	13	24		20	23	43				
	P5	11	14	25		22	26	48				
	P6	17	12	29		21	19	40				
Navio Primary School	P1	16	13	29	173	31	29	60	300	300-173=127	73%	
	P2	15	13	28		29	26	55				
	P3	12	15	25		19	27	46				
	P4	11	14	25		23	21	44				
	P5	14	17	31		23	24	47				
	P6	14	21	35		21	27	48				
Kalvio Primary School	P1	15	14	29	205	31	23	54	346	346-205=141	68.8%	
	P2	14	13	25		31	22	53				
	P3	21	16	37		39	30	69				
	P4	13	10	23		28	19	47				
	P5	20	15	35		28	25	53				
	P6	30	26	56		36	34	70				
Nyagania Primary School	P1	19	12	31	199	34	29	63	347	347-199=148	74%	
	P2	15	15	30		35	26	61				
	P3	15	16	31		24	35	59				
	P4	20	16	36		30	27	57				
	P5	19	11	30		29	20	49				
	P6	26	15	41		34	24	58				
Nakong Primary School	P1	13	15	28	200	23	28	51	330	330-200=130	65%	
	P2	12	13	25		23	28	51				
	P3	14	17	31		35	14	49				
	P4	19	17	36		33	31	64				
	P5	22	20	42		26	37	63				
	P6	20	18	38		27	25	52				

Source: School Registers

Table 4.10: School Retention figures in a Non-beneficiary school (Controlled Unit)

School	Class	Before SFP			Grand total
		Boys	Girls	Total	
Badunu Primary School	P1	09	07	16	
	P2	10	11	21	
	P3	12	09	21	
	P4	16	12	28	
	P5	19	16	35	
	P6	15	14	29	

Source: School Registers

The study discovered that, before the introduction of the SFP in the beneficiary schools, retention figures were low as compared to the current retention figures.

Kaasi Primary School

From the table above, it is evident that the programme brought improvement in retention figures in Kaasi Primary. The total retention before the introduction of the SFP was 135 but after seven years of its introduction, the retention figures rose to 266 representing an increase of 131 pupils, which represents 97%.

Atiyorom Primary School

With reference to the above table, the SFP had brought improvement in retention figures in Atiyorom Primary School. The total retention before the introduction of the SFP was 136 but nine years after the introduction of the SFP, the retention figures rose to 233 representing an increase of 97 pupils, which represents 71%.

Kandiga Primary School

The evidence from the table showed that, SFP had brought improvement in retention figures in Kandiga Primary School. The total retention before the introduction of the SFP was 313 but six



years after the introduction of the SFP, the retention figure rose to 490 constituting an increase of 177 pupils, which represents 56.5% improvement on retention of pupils.

Mirigu Primary School

The above table showed that, Pupils' retention in Mirigu Primary School had improved with the inception of the SFP. The total retention before the introduction of the SFP was 327 but nine years after the introduction of the SFP, the retention figure increased to 601 constituting an increase of 274 pupils, which represents 83.8%.

Kazugu Primary School

Evidence from the analysis in the table indicated that, the SFP brought an improvement in retention figures in Kazugu Primary School. The total retention in Kazugu Primary School stood at 147 before the introduction of the SFP. After nine years of the introduction of SFP in the school, retention figures rose to 268, indicating an increase of 121 pupils which represents 82%.

Kurugu Primary School

The analysis in the above table proved that, the SFP brought improvement in retention of pupils in Kurugu Primary School. The total retention before the introduction of the SFP was 246 in

Kurugu primary, but seven years after the introduction of the SFP, the retention figure increased to 450 constituting an increase of 204 pupils, which represents 82.9% improvement.

St Oscar's Primary School

The analysis in the above table indicated that, the SFP had brought improvement in retention of pupils in St Oscar's Primary School. The total retention before the introduction of the SFP was 160, but nine years after the introduction of the SFP, the retention figure increased to 294 constituting an increase of 134 pupils, which represents 83.7%.

Tedam Primary School



The analysis from the table above further revealed that, Tadam Primary School experienced an improvement in terms of Pupils' retention. Total retention figures before the introduction of the SFP was 171, but nine years after the introduction of the SFP, the retention figure rose to 317 representing an increase of 146 pupils, which represents 85% improvement.

Paga E/A Primary School

From the above table, the SFP had brought improvement in retention figures in Paga Primary School. Total retention before the introduction of the SFP was 151, but nine after the introduction of the SFP, the retention figure rose to 269 representing an increase of 118 pupils, which represents 78% improvement.

Navio Primary School

The SFP had brought improvement in terms Pupils' retention in Navio Primary School. The total retention before the introduction of the SFP was 173, but seven years after the implementation of the programme, the retention figure increased to 300 constituting an increase of 127 pupils, which represents 73% improvement.

Kalvio Primary School

Kalvio Primary School also experienced an improvement in its retention figures due to the SFP.

This is because, total retention before the introduction of the SFP was 205, but nine years after the introduction of the SFP, the retention figure increased to 346 constituting an increase of 141 pupils, which represents 68.8% improvement.

Nyangania Primary School

The SFP had brought improvement in retention figures in Nyangania Primary School. The total retention before the introduction of the SFP was 199, but nine years after the introduction of the

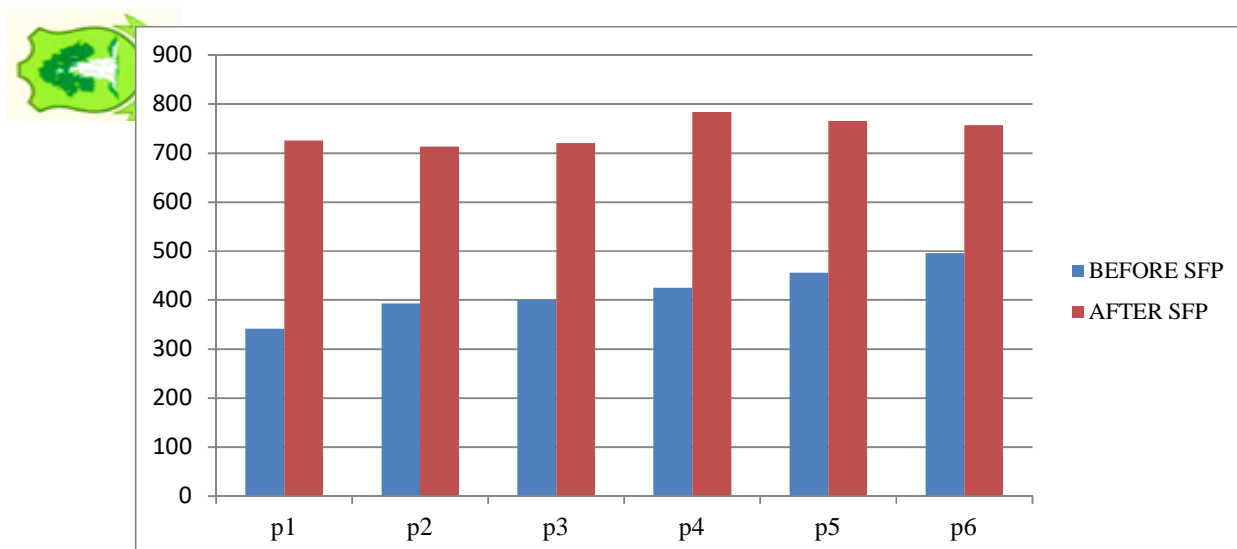
SFP, the retention figure rose to 347 representing an increase of 148 pupils, which represents 74% improvement.

Nakong D/A Primary School

The analysis also revealed that, the SFP brought improvement in retention figures in Nakong Primary School. The total retention before the introduction of the SFP was 200, but nine years after the introduction of the SFP, the retention figure rose to 330 representing an increase of 130 pupils, which represents 65% improvement.

The study further compared the current retention figures in beneficiary schools to that of attendance figures in non- beneficiary school (Badunu primary school). The result shows that, retention figures in the beneficiary schools were 347 on the average while the non-beneficiary school had a total retention of 150. The improvement in retention figures in the beneficiary schools can therefore be as a result of the implementation of the SFP.

Figure 4.9: Retention among pupils in the beneficiary schools before and after the introduction of SFP.



Source: Field Survey, 2019

With reference to the above analysis of what the retention figures were in the various schools before the inception of the SFP compared to the current retention figures in the various schools, it revealed that the SFP had positive effects on beneficiary schools in terms of pupils' retention in the Kasena Nankana West District. Pupils' retention in the various schools had increased ranging from a minimum of 56.5% (Kandiga Primary) to a maximum of 97% (Kaasi Primary).

This result is consistent with many other findings which declared that, the SFP had positive effect to pupils' retention in beneficiary schools (Bundy et al 2009, WFP 2003, Kamaludeen, 2014)

Pupils' Responses on Retention

The researcher also analysed the opinions of pupils on the effects of the SFP on their retention in school. The results analysed discovered that, the SFP also had an influence on pupils' retention in beneficiary schools. This is because, out of the 90 pupils' interviewed, 81 pupils representing 90% indicated that, they stayed in school till closing time while 9 pupils representing 10% said they do not stay till closing time.

When pupils were further asked if they show interest in completing his/her basic education in the current school, 81 pupils constituting 90% answered in the affirmative while 9 pupils representing 10% responded negatively. Those who answered negatively formed the minority and therefore could not disprove the general held view that, GSFP have a strong positive influence on pupils' retention in beneficiary schools in the Kasena Nankana West District.

Table 4.11: Pupils' responses on the effects of SFP on retention in school

Question	Responses	Frequency	Percentages
Do you stay in school till closing time?	Yes	82	91.1%
	No	8	8.9%
	Total	90	100%
Do you hope to complete your primary education here?	Yes	81	90%
	No	9	10%
	Total	90	100%



Source: Field Data, 2019

The researcher further inquired from the head teachers and class teachers if retention figures will drop when the programme is stopped in the beneficiary schools. The results obtained from this question are displayed in the table below.

Table 4.12: Head teachers and class teachers' views on whether retention figures will drop when the programme is stopped in the beneficiary schools

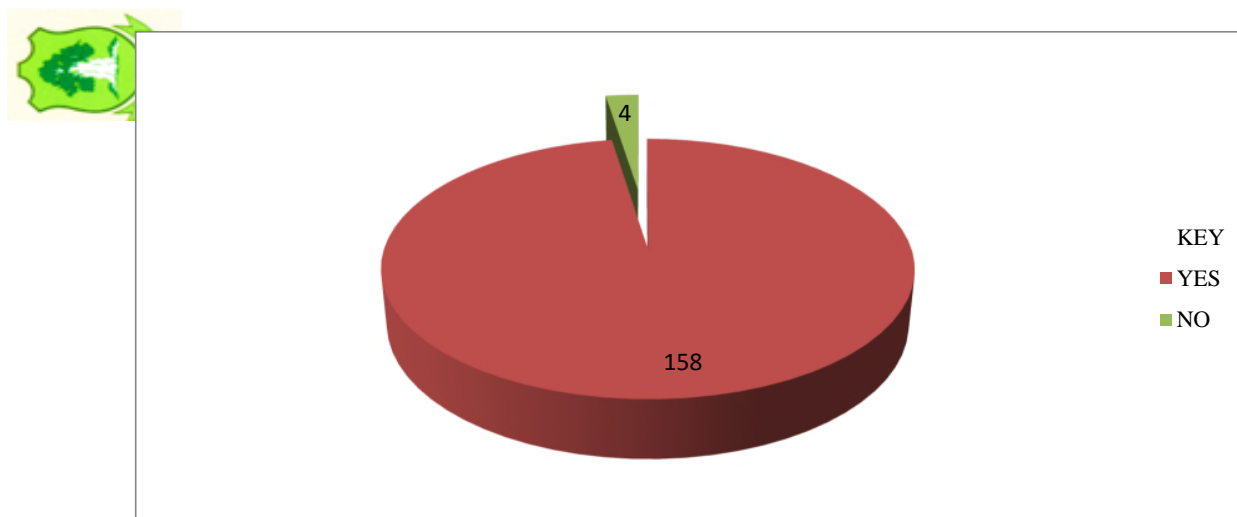
Question	Responses	Frequency	Percentages
Do you think retention figures will drop when the programme is stopped?	Yes	21	84%
	No	4	16%
Total		25	100%

Source: Field Survey 2019

The results in the above table showed that most of the head teachers and class teachers were of the opinion that, retention figures in the beneficiary schools will drop when the programme is stopped. This further buttressed the point that, the SFP programme needs to be sustained.

All respondents for the study were asked if the SFP has positive effect on pupil's retention and the results obtained are displayed in the pie chart below

Figure 4.8: Effect of SFP on retention from respondents



Source: Field survey, 2019

The Effects of SFP on Drop-Out

For further analysis, the researcher sought to examine the effect of SFP on drop-out of pupils in beneficiary schools, by obtaining drop-out figures from beneficiary schools before and after the implementation of the SFP in the district.

Table 4.13: Drop-out figures for the thirteen beneficiary Schools before and after the introduction of SFP.

School	Class	Before SFP				After SFP				Change	(%) Change
		Boys	Girls	Total	Grand total	Boys	Girls	Total	Grand total		
Kassi Primary School	P1	3	2	5	18	1	0	1	4	18-4=14	77.7%
	P2	1	2	3		0	0	0			
	P3	3	4	7		0	2	2			
	P4	1	1	2		0	0	0			
	P5	0	0	0		0	0	0			
	P6	1	0	1		1	0	1			
Atiyorom Primary School	P1	3	5	8	15	1	0	1	2	15-2=13	86.6%
	P2	1	2	3		0	0	0			
	P3	1	0	1		0	0	0			
	P4	1	1	2		0	0	0			
	P5	2	0	2		0	1	0			
	P6	0	0	0		0	0	0			
Kandiga Primary School	P1	4	3	7	35	2	1	3	6	35-6=29	82.9%
	P2	1	3	4		2	0	2			
	P3	2	4	6		0	0	0			
	P4	2	5	7		1	0	1			
	P5	4	7	11		0	0	0			
	P6	0	0	0		0	0	0			
Mirigu Primary School	P1	1	2	3	36	1	2	3	16	36-16=20	55.5%
	P2	7	4	11		1	1	2			
	P3	3	1	4		0	1	1			
	P4	5	3	8		2	1	3			
	P5	0	0	0		1	0	1			
	P6	4	6	10		4	2	6			
Kazugu Primary School	P1	2	3	5	31	1	2	3	4	31-4=27	87%
	P2	4	6	10		1	0	1			
	P3	5	4	9		0	0	0			
	P4	2	1	3		0	0	0			
	P5	3	1	4		0	0	0			
	P6	0	0	0		0	0	0			

Kurugu Primary School	P1	1	5	6		0	0	0			
	P2	3	2	5		2	0	2			
	P3	3	5	8		0	1	1			
	P4	4	3	7		2	0	2			
	P5	4	7	11		3	1	4			
	P6	0	0	0		37	0	0			
St Oscar's Primary School	P1	2	4	6		1	0	1			
	P2	3	2	5		0	0	0			
	P3	0	3	3		0	1	1			
	P4	3	4	7		1	0	1			
	P5	4	6	10		0	0	0			
	P6	2	3	5		37	2	0			
Tedam Primary School	P1	2	1	3		1	0	1			
	P2	2	4	6		0	0	0			
	P3	0	5	5		0	1	1			
	P4	3	5	8		0	0	0			
	P5	2	5	7		0	0	0			
	P6	1	0	1		30	1	0			
Paga Primary School	P1	3	1	4		0	0	0			
	P2	2	2	4		0	0	0			
	P3	0	2	2		1	0	1			
	P4	2	4	6		0	1	1			
	P5	3	7	10		0	0	0			
	P6	1	0	1		27	2	0			
Navio Primary School	P1	3	4	7		0	0	0			
	P2	3	1	4		0	0	0			
	P3	0	4	4		1	0	1			
	P4	2	3	5		0	1	1			
	P5	0	3	3		1	0	1			
	P6	0	0	0		23	0	0			
Kalvio Primary School	P1	4	3	7		0	0	0			
	P2	2	4	6		0	0	0			
	P3	3	3	6		0	0	0			
	P4	2	1	3		0	0	0			
	P5	0	3	3		1	1	2			
	P6	2	3	5		30	0	0			
Nyagania Primary School	P1	3	6	9		0	0	0			
	P2	4	2	6		0	0	0			
	P3	3	7	10		0	0	0			
	P4	2	4	6		0	0	0			
	P5	1	0	1		0	0	0			
	P6	1	1	2		34	1	1			
Nakong Primary	P1	5	4	9		1	0	1			
	P2	3	5	8		0	0	0			

School	P3	5	6	11	38	1	0	1	4	38-4=34	89.5%
	P4	3	2	5		0	0	0			
	P5	2	1	3		0	0	0			
	P6	0	2	2		0	2	2			

Source: School Registers

Table 4.14: School drop-out figures in a Non-beneficiary school (Controlled Unit)

School	Class	Before SFP			Grand total
		Boys	Girls	Total	
Badunu Primary School	P1	3	5	7	23
	P2	5	2	7	
	P3	2	3	5	
	P4	1	2	3	
	P5	1	0	1	
	P6	0	0	0	

Source: School Registers

The study discovered that before the introduction of the SFP, drop-out figures in the beneficiary schools were very high as compared to the current figures.

Kaasi Primary School

From the above table, the SFP had brought reduction in the drop-out figures in Kaasi Primary School. Total drop-out before the introduction of the SFP was 18 pupils, but seven years after the implementation of the programme, the drop-out figure reduced to 4 pupils representing a reduction of 14 pupils, which represents 77.7%.

Atiyorom Primary School

From the analysis in the table above, the SFP brought reduction in the drop-out figures in Atiyorom Primary School. Total drop-out before the introduction of the SFP was 15 pupils, but nine years after the introduction of the SFP, the drop-out figure reduced to 2 pupils. This means there was an improvement in the drop-out rate of about 86.6%.



Kandiga Primary School

The SFP had brought a reduction in the drop-out figures in Kandiga Primary School. The total drop-out before the introduction of the SFP was 35 pupils, but six years after the introduction of the SFP, the drop-out figure reduced to 6 pupils, (difference of 29 pupils) representing 82.9%.

Mirigu Primary School

The analysis showed that, the SFP brought reduction in terms of drop-out rate in Mirigu Primary School. The total drop-out before the introduction of the SFP was 36 pupils, but nine years after the introduction of the SFP, the drop-out figure reduced to 16 pupils, representing 55.5% reduction on drop-out rate.

Kazugu Primary School

In Kazugu primary, the SFP influenced the drop-out figures in that the total drop-out before the introduction of the SFP was 31 pupils, but nine years after the introduction of the SFP, the drop-out figure reduced to 4 pupils, representing 87%.

Kurugu Primary School

In Kurugu Primary School the total drop-out before the introduction of the SFP was 37 pupils, but seven years after the introduction of the SFP, the drop-out figure reduced to 9 pupils, representing 75.7%.

St Oscar, Primary School, Kajelo

The total drop-out rate at St Oscar's Primary School before the introduction of the SFP was 37 pupils, but nine years after the introduction of the SFP, the drop-out figure reduced to 5 pupils, representing 86.7% improvement.



Tedam Primary School

The SFP brought reduction in the drop-out figures in Tedam Primary School. The total drop-out before the introduction of the SFP was 30 pupils, but nine years after the introduction of the SFP, the drop-out figure reduced to 3pupils representing 90% improvement.

Paga E/A Primary School

The SFP had influenced on the reduction in the drop-out figures in Paga E/A primary. Total drop-out before the introduction of the SFP was 27 pupils, but nine years after the introduction of the SFP, the drop-out figure reduced to only 4pupils,, which represents 85%.

Navio D/A Primary

Total drop-out before the introduction of the SFP was 23 pupils, but seven years after the introduction of the SFP, the drop-out figure reduced to 3 pupils, which represents 86%. The SFP therefore had influenced reduction in the drop-out figures in the school.

Kalvio Primary School

From the table above, the programme brought appreciable reduction in drop-out rate in Kalvio primary. Total drop-out before the introduction of the SFP was 30 pupils, but nine years after the introduction of the SFP, the drop-out figure reduced to 2 pupils, representing a reduction of 28 pupils, which represents 93%.

Nyangania Primary School

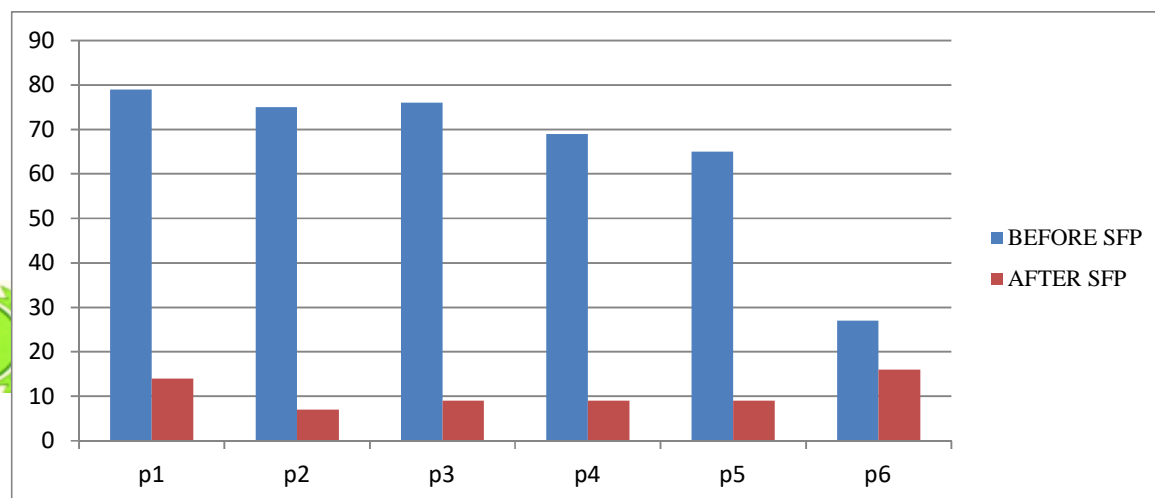
The above table indicated that, total drop-out before the introduction of the SFP was 34 pupils, but nine years after the introduction of the SFP, the drop-out figure reduced to 2 pupils, representing 94%.

Nakong D/A Primary School

The SFP brought improvement in the drop-out rate in Nakong primary before the introduction of the SFP was 38 pupils, but nine years after the introduction of the SFP, the drop-out figure reduced to 4 pupils, representing 89.5%.

The study also compared the current drop-out figures in beneficiary schools to that of drop-out figures in non- beneficiary school (Badunu primary school). The results indicated that, drop-out figures in the beneficiary schools were 5 on the average while the non-beneficiary school had a total drop-out of 23. The improvement in drop-out figures in the beneficiary schools can therefore be attributed to the implementation of the SFP.

Figure 4.10: Drop-out figures for the thirteen beneficiary schools before and after the introduction of the SFP in the beneficiary schools.



Source: Field Survey, 2019.

With reference to the above analysis of what the situation was in terms of drop-out rates in the beneficiary schools prior to the implementation of the SFP as compared to the current drop-out figures in the various beneficiary schools, it is clear that the SFP had positive effects in terms of drop-out rate in the beneficiary schools in the Kasena Nankana West District. Drop-out rate

experienced an appreciable reduction ranging from a minimum of 55.5% (Mirigu Primary) to a maximum of 94% (Nyangania Primary).

To support the findings of the current study, Yendaw's (2015) study revealed that before the implementation of the SFP, school drop-out rate in the study area was as high as 73.8% among pupils and after the implementation of the programme, the drop-out rate came down to 26.2%.

The findings of this research therefore conforms to Yendaw's (2015) findings that, SFP has significant influence on drop-out rate among pupils of beneficiary schools. Drop-out rate in most of the beneficiary schools in this research after the introduction of the SFP was less than 1%.

Furthermore, head teachers and class teachers were asked to describe the drop-out rate of pupils in their various schools and the results are shown in the table below.

Table, 4.15: A table showing head teachers and class teachers views on how the SFP Influence Pupils' drop-out in their schools.

Question	Response	Frequency	Percentage
How would you describe the drop-out rate of pupils in your school?	High	0	0%
	Moderate	5	20%
	Low	20	80%
	Total	25	100%

Sources: Field Survey, 2019

The drop-out figures as shown in Table 4.11 revealed that school drop-out rates of pupils in the beneficiary schools were very low. 20 head teachers and class teachers representing 80% described the drop-out rate in their schools as low. 5 head teachers and class teachers constituting 20% said it was moderate while none of the respondents said it was high.

The researcher further enquired if drop-out figures will increase when the programme stops in the beneficiary schools. The results obtained from this question are displayed on the table below.



Table 4.16: Head teachers and class teachers’ views on whether drop-out figures will rise if the SFP stops.

Question	Responses	Frequency	Percentages
Do you think drop-out figures will increase if the programme stops?	Yes	21	84%
	No	4	16%
Total		25	100%

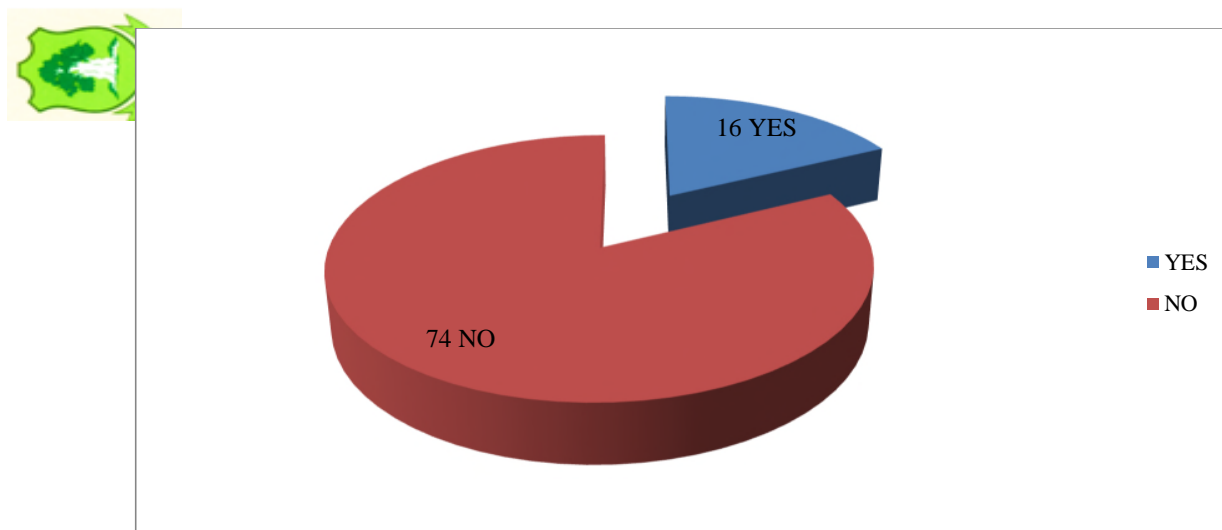
Source: Field Survey 2019

The results in the above table indicated that, most of the teachers were of the opinion that drop-out figures in the beneficiary schools are likely to increase if the SFP is stopped. When they were further asked why drop-out figures are most likely to increase if the programme stops. All of them indicated that most parents are poor and were unable to give their wards money to buy food at school and therefore most children will drop-out due to hunger. This further buttresses the point that, the SFP needs to be sustained.

Pupils’ Response to Drop-out

Pupils were also asked if they contemplate of dropping out of school. 74 pupils representing 82% said no while only 16 pupils representing 17.8% said yes.

Figure 4.11: Pupil’s responses on the influence of SFP on Drop-Out



Source: Field survey, 2019

Those answered no were further asked for to give reasons and 62 of them said because they are assured of meal at school while 10 pupils said they wanted to learn. Those that said the contemplating of dropping out of school also indicated lack of school uniform and sandals as the reason for wanting to stop schooling.

Preliminary Conclusion

The study established that, the SFP had improved enrollment, attendance and retention of pupils in the beneficiary schools in the district. The programme also reduced drop-out rate to the barest minimum. The study further revealed that, enrollment, attendance and retention figures are likely to drop and drop-out rate likely to increase if the programme is stopped.

Preliminary Recommendation

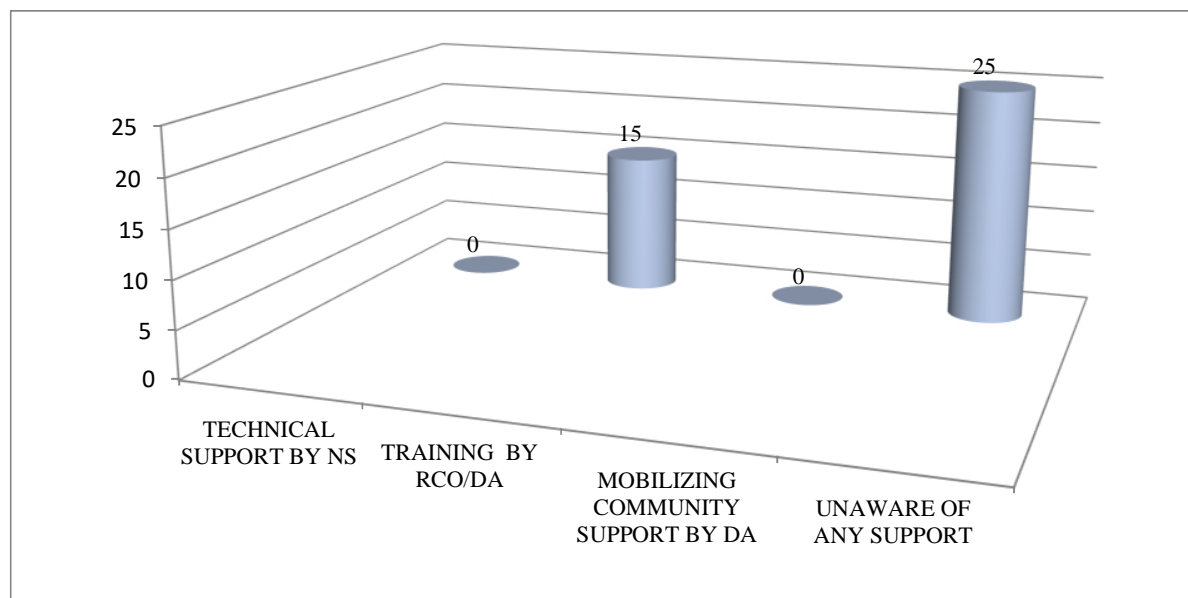
The GSFP is a game changer in our educational sector as far as basic education is concerned and therefore needs to be sustained as one of the major strategies to achieve universal basic education for all. The study therefore recommends the programme should be expanded to cover all basic schools in the Kasena Nankana West District.

4.4 Objective Two: To establish whether there are institutional support systems for the School

Feeding Programme in the Kasena Nankana West District.

This objective sought to establish from head teachers, class teachers and caterers the kind of institutional support system that is there to sustain the SFP. The results obtained from this question are displayed on the bar chart below.

Figure 4.12: Head teachers, class teachers and caterers' views on what institutional support is there to sustain SFP.



Source: Field survey, 2019.

With reference to the above chart, the results indicated that the SFP in the District did not receive any technical support from the National Secretariat even though, per the GSFP 2011 Annual Operating Plan, the National Secretariat is mandated to do so. In terms of providing training for the stakeholders at the district, 15 respondents said that had been done by the Regional Coordination Offices (RCOs) or District Assembly (DA). Mobilizing Community Support by the District Assembly recorded zero, which means that the District had failed to mobilize community support to assist the activities of the programme at the community level. 25 respondents however indicated that they were unaware of any kind of institutional support given to the programme at the District. The results are an indication that, monitoring is the only support provided by the institutions to assist the operations of the SFP in the District.



In addition to that, the respondents were further asked whether there was enough institutional monitoring to ensure effective operations of the programme. The results obtained for this item is presented on the table below.

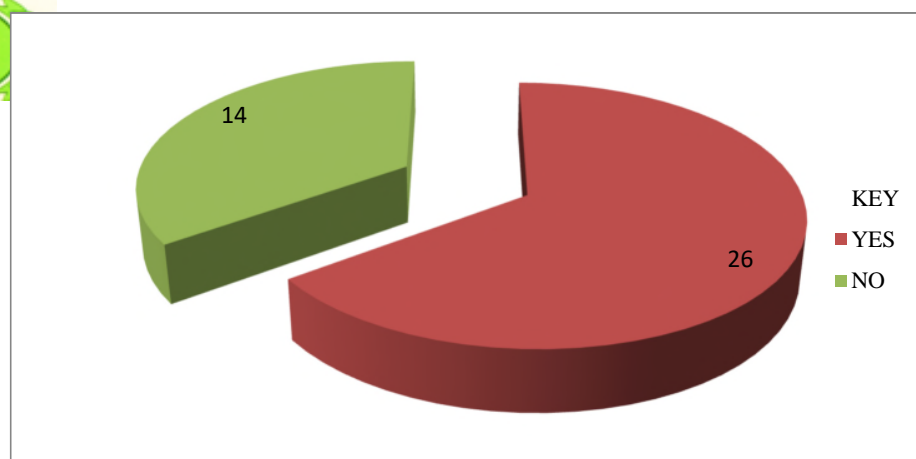
Table 4.13: Head teachers, class teachers and caterers’ views on whether there was enough institutional monitoring for the operations of the SFP

Question	Responses	Frequency	Percentages
Are there enough institutional monitoring to ensure effective operation of the SFP	Yes	24	60%
	No	16	40%
	Total	40	100%

Source: Field Survey, 2019

From the table above, 24 respondents constituting 60% said yes, there was enough monitoring while 16 representing 40% indicated no. The result is an indication that there was enough monitoring to ensure effective operations of the programme. Furthermore, respondents were asked if the institutional monitoring was enough to ensure transparency and accountability. 26 respondents, representing 65% said yes while 14 respondents constituting 35% said no.

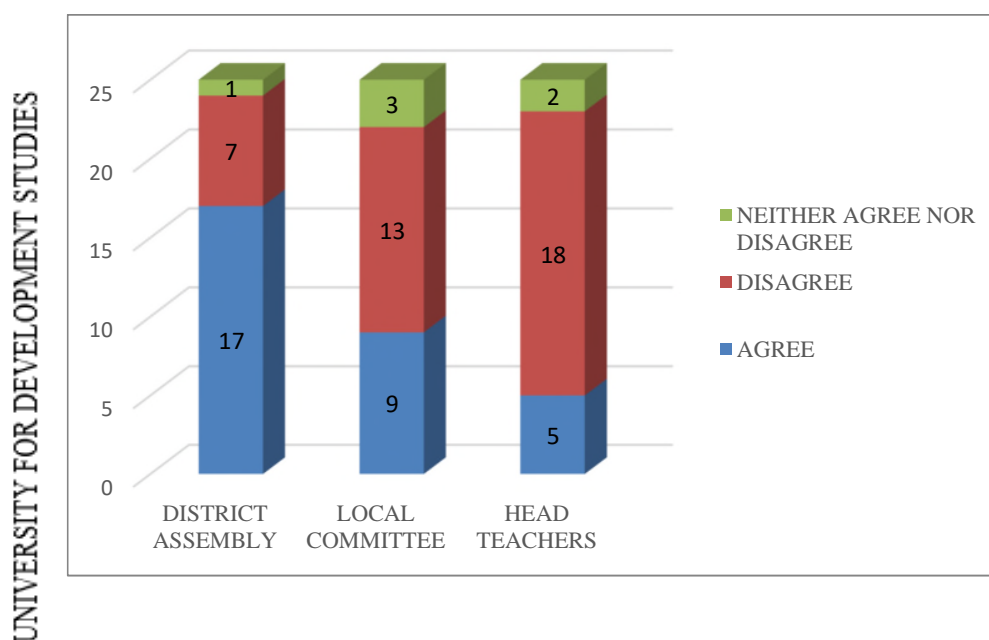
Figure 4.14: Head teachers, class teachers and caterers views on whether the institutional monitoring was enough to ensure transparency and accountability in the operations of the SFP.



Source: Field survey, 2019

Also, the researcher wanted to know whether the implementation of the SFP was controlled by the District assembly, local committee members or the head teachers and the results obtained are displayed in the component bar chart below;

Figure 4.15: Opinions on whether the SFP was controlled by the District assembly, local committee members or the head teachers.



Source: Field Survey, 2019



With reference to the chart above, 17 respondents agreed that SFP was controlled by the District Assembly, 7 disagreed and 1 neither agree nor disagreed. When asked if the SFP was controlled by the Local Committee members, 9 respondents agreed, 13 disagreed and 3 neither agreed nor disagreed. Also, 5 agreed that the programme was controlled by head teachers, 18 disagreed and 2 are undecided. From the analysis majority were of the view that the programme was largely controlled by the District Assembly.

The result of the study objective two is contrary to the World Food Programme report (2009), which states that in order for the SFP to be successful, there should be a “home” within the


institutional framework of the country concerned, a specified actor or group of actors responsible for designing and implementing the programme at the central and sub-national level. This is because even though the GSFP have very comprehensive institutional co-ordination system from the national level to district levels, most of these structures at the district level were weak and ineffective and therefore require strengthening.

Preliminary Conclusion

This study concludes that the various institutions mandated to provide the necessary support for the programme in the Kasena Nakana West District were not providing enough support to guarantee the effective implementation of the programme. The research however revealed that there was enough institutional monitoring that ensures the effective implementation of the programme.

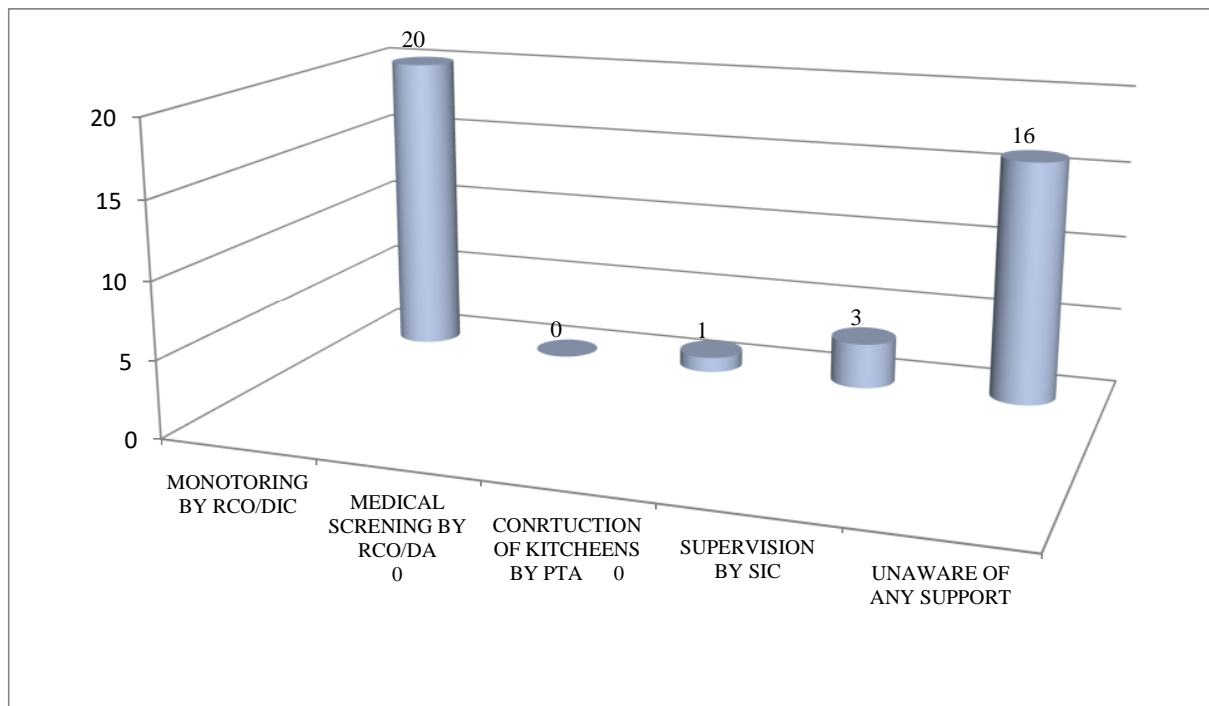
Preliminary Recommendation

The success of the SFP depends on the collective support of all institutions. This study therefore recommends that the various institutions mandated to ensure the success of the programme should be up and doing in the discharge of their duties.

 **4.5 Research objective three:** This objective was to find out the kind of stakeholder involvement that exists to sustain the programme.

Head teachers, class teachers and caterers were asked to indicate the kind of stakeholders' involvement that exists to sustain the programme. The result obtained from this item is displayed on the bar chart below.

Figure 4.16: Head teachers, class teachers and caterers' opinions on the kind of stakeholders' involvement that exist to ensure the SFP sustainability.



Source: Field Survey, 2019

From the above bar chart, it is evidence that 20 respondents declared Regional Coordinating Office or District Implementation Committee monitored the operations of the SFP at the district,

No medical screening by Regional Coordinating Office or District Assembly was done as that option recorded zero response, meaning that medical screening for caterers and other staff of SFP have not being done. Only 1 respondent indicated that, Parents -Teachers Association (PTA) constructed kitchen in their school to help the operations of the programme, 3 respondents said School Implementation Committee (SIC) supervised the activities of the SFP at the school level. While 16 respondents said they were unaware of any kind of stakeholders' involvement that exists to sustain the programme. This result is an indication that, monitoring is the main activity



undertaken by stakeholders as far as their involvement in the operations of the programme is concern.

Respondents were further asked if there were enough stakeholders' involvement to sustain the programme and the results are displayed in the table below.

Table 4.17: Head teachers, class teachers and caterers' opinions on whether the SFP gets enough stakeholders' involvement to ensure its sustainability.

Question	Responses	Frequency	Percentage (%)
Does the SFP get enough stakeholders' involvement to ensure its sustainability?	Yes	16	40%
	No	24	60%
Total	-	40	100%

Source: Field survey 2019

The above responses indicated that majority (60%) were of the opinion that the SFP does not get enough stakeholders involvement to ensure its sustainability while 40% of the respondents held the view that there was enough stakeholders' involvement to sustain the programme.

When the District Director of Education was asked if the SFP gets enough stakeholders' involvement to sustain it, she responded by saying;



Yes the programme has been receiving support from some stakeholders i.e. the District Assembly but it is not enough. Some of the stakeholders such as the School Management Committee (SME) and the community members are dormant in their functions. The programme needs more stakeholders' involvement.

The District Coordinator of the SFP in his response to the same question said;

Even though they collaborated with regional offices to trained stakeholders on their roles and responsibilities, some of the stakeholders are reluctant in their functions and are putting everything on the assembly.

Preliminary Conclusion

From the above analysis, the study concludes that, the SFP was not getting enough stakeholders' involvement in the district to ensure its sustainability.

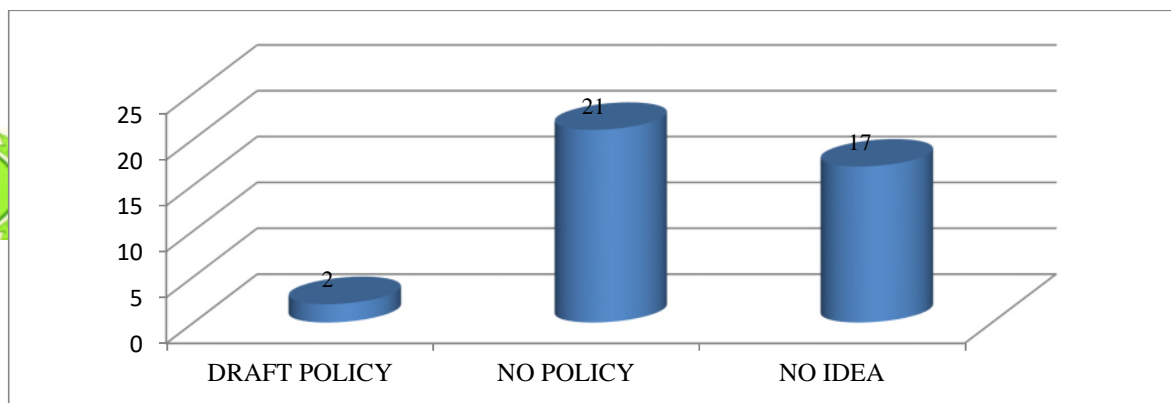
Preliminary Recommendation

The effective operation of the SFP is a collective responsibility of all stakeholders. This study therefore recommends that all stakeholders should put their hands on deck and perform their functions well to support the programme.

4.6 Research objective Four: This objective was to determine whether there was policy support for the SFP.

The study sought to explore if the implementation of the SFP was backed by policy support to ensure its sustainability. The result obtained from the respondents is showed on the bar chart below.

Figure 4.17: Head teachers, class teachers and caterers' responses on what policy support exists for the SFP.



Source: Field Survey, 2019.

With reference to the above bar chart, 2 respondents cited the draft policy as a document called “Government of Ghana Draft National School Feeding Policy” that guides the implementation of the SFP, 21 respondents declared that the SFP had no policy guiding its operations while 17 said



they have no idea whether the SFP is back by any policy or not. The results indicated that majority of the respondents were unaware of any policy instrument that backed the implementation of the programme. However, investigation from the researcher revealed that there is a draft policy (Government of Ghana Draft National School Feeding Policy) on the programme which was formulated in November, 2015 that had since not been passed into law. Most of the respondents were therefore not aware of its existence. When District Director of Education was asked if implementation of the SFP was backed by policy support to ensure its sustainability; these were her words;

The programme has a policy document but from where I sit, I think the implementation of the programme does not follow the policy guidelines fully due to political interferences.

When the District Coordinator was asked the same question, these were his words:

The programme had a draft policy that guides its implementation but since the policy is not yet passed into law, most of its guidelines have not been followed.

When respondents were further asked how the programme is being implemented, 35 respondents constituting 87.5% disclosed that the programme was being implemented by politicians without any laid down policy. Head teachers and caterers were particularly worried that a change in government usually leads to a change of caterers which at times resulted in fights and legal battles thereby impeding the smooth operations of the programme.

The result of the study is however contrary to its 2011 Annual Operation Plan that stated that, one key element for a success of every SFP is the presence of a strong and sound policy.



The study revealed a situation contrary to several reports which emphasized the significance of having well-articulated national policies and the critical role it plays in sustaining the programme (WFP, 2013).

Preliminary Conclusion

The draft policy guiding the operations of the SFP is not known by most of the stakeholders, there should therefore be stakeholder education on the policy.

Preliminary Recommendations

The study recommends that government should pass the draft policy into law to enable the programme have a legal backing in its operations.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter entails the summary of findings, conclusions and recommendations from the study. The first phase covers the summary of key findings based on the objectives of the study. The second phase deals with the conclusion drawn from the results, while the final phase presents the recommendations made from the study as to the way forward in improving the implementation of SFP in the Kasena Nankana West District.

5.1 Summary of Key Findings

The key findings of this study are presented under the following sub-headings:

- Effects of SFP on Enrollment, Attendance, Retention and Drop-out
- Institutional Support System for the GFSP
- Stakeholders involvement in sustaining the GSFP
- Policy Support for the Programme
- Suggestions and Recommendations for the Improvement of the Programme

These findings were centred on the research questions which guided the data collection and analyses.

Effects of the SFP on Enrollment, Attendance, Retention and Drop-Out of Pupils

The study revealed that the SFP is a very important social intervention which has great educational benefits and one of the best educational policies that is helpful to Ghana, especially the Kasena Nankana West District toward achieving the Sustainable Development Goal four which talks about ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The SFP has improved enrollment, attendance and retention of

pupils in the beneficiary schools in the district. It has also reduced drop-out rate to the barest minimum. The SFP is therefore a game changer in our educational sector as far as basic education is concerned. It is imperative to note that respondents have the conviction that the SFP is the key factor influencing enrollment, attendance retention as well as drop-out figures in the beneficiary schools, and that enrollment, attendance and retention figures will drastically reduce if the programme is stopped.

Institutional Support System for the SFP

The research also disclosed that, the various institutions mandated to provide the needed support for the programme in the Kasena Nankana West District are not providing enough support to guarantee effective operations of the programme. This made the SFP not to achieve its full objectives of increasing enrollment, attendance and retention and boosting domestic agriculture, improved nutrition and reduced hunger. The research however revealed that there was enough institutional monitoring of the programme at the district.

Stakeholders Involvement in Sustaining the SFP

The study also discovered that, the SFP was not getting enough stakeholders' support in the district to ensure its effective operation. The programme was therefore confronted with a lot of operational challenges in the district. Notwithstanding these challenges, people were optimistic that the programme is sustainable because of continuous government support.

Policy Support for the Programme

This study further revealed that even though the SFP as a policy is embraced by majority in the district as a good social and educational intervention that is contributing towards improving basic education in the district, the programme does not have a legislative instrument to back its operations.



5.2 Conclusion

This study posits that the SFP has great impact on pupils' enrollment, attendance and retention of beneficiary schools in the Kasena Nankana West District. The programme contributed significantly to higher enrollment, attendance and retention and reduced drop-out rate among pupils in beneficiary schools to the barest minimum.

The programme is however not getting the needed institutional and stakeholders support that will ensure its effective and efficient operations. The SFP also lack a legal policy to back its implementation and ensure sustainability. These institutional and stakeholders' weakness facing the programme as well as the lack of legal policy to legitimize its operations if not address may erode the significant gains the programme is currently achieving as far as basic education is concerned in the district.

The study further concludes that successive governments since the inception of the programme have been committed to ensuring that the programme is sustainable. It is however worthy to note that increasing enrollment, attendance and retention while reducing drop-out rates had made beneficiary schools to be faced with practical challenges. These challenges include but not

limited to lack of enough furniture, inadequate classrooms, high teacher-pupils ratio and inadequate teaching and learning materials to meet the ever increasing numbers of enrollment in the beneficiary schools. These challenges if not addressed will result in poor quality of basic education in the district. Increasing enrollment, attendance and retention through the SFP alone are therefore not enough to meet the goals of universal primary education. The goals of universal primary education are based on the foundation of quality and require a holistic approach that will ensure that, education is not only accessible but also of high standard and quality.



5.3 Recommendations

The following recommendations are made from the study based on the findings and conclusions;

Expansion of the Programme to cover all Public Schools in the district

Since the Programme is a very important social intervention with numerous educational benefits in the district and is contributing towards achieving the Sustainable Development Goal four, the researcher recommends that the programme be expanded to cover all public basic schools in the district.

Establishment of statutory fund to ensure the sustainability of the Programme

Also, the SFP is a game changer in our educational sector as far as basic education is concerned.

The research analysis further point to the fact that the SFP is a key factor influencing enrollment, attendance retention as well as drop-out figures in the beneficiary schools and that, enrollment, attendance and retention rates of pupils will drastically reduce if the programme is stopped.

The study therefore recommends the establishment of statutory fund to ensure reliable sources of funds to be sustained the programme implementation and enhance our forward march towards achieving universal basic education.

Team work by all institutions

The success of the SFP depends on the collective support of all institutions. This study therefore recommends that, all institutions should be up and doing in discharge of their duties and work as a team to support the programme. There should also be effective coordination of the activities of all the institutions to ensure that the programme is implemented effectively.

Collective Participation by all Stakeholders

The effective operation of the SFP is a collective responsibility of all stakeholders. This study therefore recommends that all stakeholders should put their hands on deck and perform their functions well to support the programme.

There should be a legal framework to make Members of Parliament contribute portions of their Constituency Development Funds to support the programme in terms of provision of kitchen structures, furniture, polytanks and classrooms for the schools in their various constituencies.

At the local level, the Assembly Members and Unit Committees should also support the programme by mobilizing local resources such as communal labour to support the construction of kitchens and repair of broken furniture. There is also the need to streamline the activities of the programme so as to ensure easy coordination of the functions undertaken by each of the stakeholders.

Clear Policy Backed by Legislation to Support the GSFP

Even though SFP as a policy is embraced by all in the district as a good social and educational intervention, the programme however is currently being implemented without legal policy to

back its operations. The study recommends that government should pass the draft policy into law to enable the programme have a legal backing in its operations. This research further recommends that, government should embark on public education to sensitise all stakeholders and actors about the policy framework for the programme.



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APPENDIX

Appendix A: Questionnaire for Head teachers and Class teachers

**UNIVERSITY FOR DEVELOPMENT STUDIES
SCHOOL OF GRADUATE STUDIES-WA
FACULTY OF INTEGRATED DEVELOPMENT STUDIES
DEPARTMENT OF AFRICA AND GENERAL STUDIES**

CATEGORY ONE

THE STUDY QUESTIONNAIRE FOR HEAD TEACHERS AND CLASS TEACHERS

Objective of the questionnaire

This questionnaire is seeking your views in an effort to collect data to enable me write thesis on the topic: *Ghana School Feeding Programme and Enrolment, Attendance and Retention of Pupils on Beneficiaries Schools in the Kasena Nankana West District*. The researcher is a student of University for Development Studies conducting the study as part of the requirement for the award of a **Master of Philosophy Degree in Integrated Development Studies**.

Your contribution towards completion of this questionnaire will be highly appreciated and the information provided will be used for purely academic purposes only and shall be treated with the utmost confidentiality it deserves.

INSTRUCTION: PLEASE TICK ONE APPROPRIATE ANSWER AND WRITE WHERE APPLICABLE

Questionnaire Number..... Date.....

Section A: Background Information

- 1) Name of school
- 2) Sex of head teacher: a. Male [] b. Female []
- 3) Number of years in the present school
- 4) Level of education: No education [] Basic Education [] SSCE/'O' Level [] HND/DBS [] degree option []

Section B: SFP and Enrollment, Attendance and Retention of Beneficiary’s Schools

Influence of GSFP on enrollment

5. a) Does the activities GSFP influence performance in terms of enrollment, attendance and retention?

a) Yes [] b. No []

b) If yes, how will you describe the influence of the GSFP on enrollment?

b) High enrollment b. Average enrollment c. Low enrollment

c) If no, Explain

.....
.....

6) In your opinion, what factors mostly influence pupil’s enrollment in the school ranked in terms of most important as 1 and least important as 3? School feeding programme [] Free primary education [] Past school performance []

7) Can enrolment increase in the school be sustained without the SFP?

a. No, enrollment will not drop [] b. Yes, enrollment will [] c. Uncertain []

Influence of GSFP on Attendance

8, a) Does the implementation of SFP in your school influence pupils attendance to school?

a. Yes [] b. No []

b.) How would you attribute the implementation of GSFP on attendance of pupils in your school?

Improved attendance b. Remain unchanged c. Uncertain

c) In your opinion, how does the school meal influenced the pupil attendance in school?

.....
.....

Influence of GSFP on Retention

9, a) Does the implementation of GSFP in your school influence pupils’ retention in school?

a. Yes [] b. No []

b.) How would you attribute the implementation of GSFP on retention of pupils in your school?

Improved retention b. Remain unchanged c. Uncertain

c) In your opinion, how has the school meal influenced the pupil retention in school?



.....

Influence of GSFP on Dropout

10) How would you describe the drop-out rate of pupils in your school?

High [] Moderate [] Low []

11) Do the meals attract and retain pupils in school? Yes [] No []

If yes, give reason(s) _____

12) What would be some of the reasons for the drop-out?

a. Hunger [] b. Insecurity [] c. Lack of motivation [] Child labour []

Others, specify.....

TABLES TO BE COMPLETED BY HEAD TEACHERS ONLY

Please complete the tables below with enrollment, attendance, retention and drop-out figures before and after the introduction of the School Feeding Programme in your school.

Table 1.0 Enrollment data before and after the introduction of school feeding programme

School Name	Class	Before SFP				After SFP (2018/2019 academic year)			
		Boys	Girls	Total	Grand total	Boys	Girls	Total	Grand total
	P 1								
	P 2								
	P 3								
	P 4								
	P 5								
	P 6								
	TOTAL								

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Table 1.1 Attendance data before and after the introduction of school feeding programme.

School Name	Class	Before SFP				After SFP (2018/2019 academic year)			
		Boys	Girls	Total	Grand total	Boys	Girls	Total	Grand total
	P 1								
	P 2								
	P 3								
	P 4								
	P 5								
	P 6								
	TOTAL								

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Table 1.2 Retention data before and after the introduction of school feeding programme.

School Name	Class	Before SFP				After SFP (2018/2019 academic year)			
		Boys	Girls	Total	Grand total	Boys	Girls	Total	Grand total
	P 1								
	P 2								
	P 3								
	P 4								
	P 5								
	P 6								
	TOTAL								



Table 1.3 Drop-out data before and after the introduction of school feeding programme.

School Name	Class	Before SFP				After SFP (2018/2019 academic year)			
		Boys	Girls	Total	Grand total	Boys	Girls	Total	Grand total
	P 1								
	P 2								
	P 3								
	P 4								
	P 5								
	P 6								
	TOTAL								

13) Do you think enrolment figures will drop if the programme is stopped?

a. Yes [] b. No []

14) Do you think attendance figures will drop if the programme is stopped?

a. Yes [] b. No []

15) Do you think retention figures will drop if the programme is stopped?

a. Yes [] b. No []

Section C: Institutional Support for the Programme

16) What kind of institutional support system that is there to sustain the SFP?

- I. Technical support by National Secretariat []
- II. Training by Regional Coordinating Office or District Assembly []
- III. Mobilizing Community Support by District Assembly []
- IV. Unaware of any support []

17,a) Are there enough institutional monitoring to ensure effective operations of the programme.?

a. Yes [] b. No []

b) If yes explain

c) If no, give reasons

18,a) Is the institutional arrangement enough to ensure transparency and accountability?

A. Yes [] B. No []

19) The implementation of the GSFP is controlled principally by the Municipal Assembly Officials

- a. Agree
- b. Disagree
- c. Neither agree nor disagree



- 20) The implementation of the GSFP is controlled principally by local committee members
 - a. Agree
 - b. Disagree
 - c. Neither agree nor disagree

- 21) The implementation of the GSFP is controlled principally by the head teacher
 - a. Agree
 - b. Disagree
 - c. Neither agree nor disagree

Section D: Stakeholders Involvement for the Sustainability of the Project

22) What kind of stakeholders' involvement exists to sustain the programme?

- I. Monitory by Regional Coordinating Office or District Implementation Committee []
- II. Medical screening by Regional Coordinating Office or District Assembly []
- III. Constructed of kitchen by Parents and Teachers Association []
- IV. Supervision by School Implementation Committee []
- V. Unaware of any stakeholders' involvement []

23) Does the SFP get enough stakeholders' involvement to ensure its sustainability?

- 1. Yes [] 2. No []

24,a) Is the GSFP sustainable in its current form?

- a. Yes [] b.No []

b) If yes, explain

.....

.....

c) If no, why?

.....

.....

25) Suggest possible recommendations that can be implemented to make the school feeding programme more effective and sustainable



Section E: Policy Support for the Programme

26,a) Is the School Feeding Programme a good policy?

a. Yes [] b. No []

b) Give reason for your answer.....

27, a) Is the implementation of the SFP was backed by policy support to ensure its sustainability?

a. Yes b. No c. No idea

b. If yes, write the name of the policy.....

28) In your opinion, how is the current School Feeding Programme being implemented?

.....
.....

29) Mention any problem that is facing the implementation of GSFP.

.....

30) State your expectations, suggestions and recommendation for the improvement of GSFP

a) Expectations.....

b) Suggestions/recommandations.....

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THANK YOU FOR YOUR TIME



Appendix B: Interview guide for District Director of Education and District Coordinator of SFP.

UNIVERSITY FOR DEVELOPMENT STUDIES
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FACULTY OF INTEGRATED DEVELOPMENT STUDIES
DEPARTMENT OF AFRICA AND GENERAL STUDIES

Interview guide for District Director of Education and District Coordinator of SFP

Objective of the questionnaire

This questionnaire is seeking your views in an effort to collect data to enable me write thesis on the topic: *Ghana School Feeding Programme and Enrolment, Attendance and Retention of Pupils on Beneficiaries Schools in the Kasena Nankana West District*. The researcher is a student of University for Development Studies conducting the study as part of the requirement for the award of a **Master of Philosophy Degree in Integrated Development Studies**.

Your contribution towards completion of this questionnaire will be highly appreciated and the information provided will be used for purely academic purposes only and shall be treated with the utmost confidentiality it deserves.

Questionnaire Number..... Date.....

Section A: Background Information

1. Sex: Male [] female []
2. Educational qualification: i „O“ Level/SSS [] ii NVTI/Secretarial School []
iii Training College [] iv Polytechnic [] v University Graduate [] vi Post Graduate []
vii Others (specify) -----
3. Your current position: -----
4. How long have you been in your current position? -----

Section B: Background Information on the SFP

5. When was the school Feeding Programme introduced in your district? -----
6. How many basic schools are in Kasena Nankana West District? -----
7. How many schools are benefitting from SFP? -----

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8. What is the attitude of the following people towards SFP?

	positive	negative
parents		
children		

Section C: The effects of the SFP

9. Does the School Feeding Programme have any influence on enrollment?

a. Yes [] No []

Briefly explain.

10. Does the School Feeding Programme have any influence on attendance of pupils in school?

a. Yes b. No []

Briefly explain



11. Does the School Feeding Programme have any influence on retention of pupils in school?

a. Yes b. No []

Briefly explain

IX. Supervision by School Implementation Committee []

X. Unaware of any stakeholders' involvement []

16, a. Is the GSFP sustainable in its current form?

b. Yes [] b. No []

b. If yes, explain

.....
.....

c. If no, why?

.....
.....

Section E: Policy Support for the Programme

17. Is the SFP a good policy? a. Yes [] b. No []

Explain your answer

18. Is the SFP sustainable? A. Yes [] b. No []

Explain your answer



19. a. Is the implementation of the SFP was backed by policy support to ensure its sustainability?

a. Yes b. No c. No idea

b. If yes, write the name of the policy.....

20) In your opinion, how is the current School Feeding Programme being implemented?

.....
.....

Section F: Challenges and the way forward

21. What problems are schools facing in running the SFP?

22. List possible solutions to above mentioned problems

23. Suggest some recommendations that can be implemented to improve the school Feeding Programme in the district

THANK YOU FOR YOUR TIME.

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Appendix C: Interview Guide for Caterers

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SCHOOL OF GRADUATE STUDIES-WA
FACULTY OF INTEGRATED DEVELOPMENT STUDIES
DEPARTMENT OF AFRICA AND GENERAL STUDIES
INTERVIEW GUIDE FOR CATERES

Objective of the Interview

This interview is seeking your views in an effort to collect data to enable me write thesis on the topic: *Ghana School Feeding Programme and Enrolment, Attendance and Retention of Pupils on Beneficiaries Schools in the Kasena Nankana West District*. The researcher is a student of University for Development Studies conducting the study as part of the requirement for the award of a **Master of Philosophy Degree in Integrated Development Studies**.

Your contribution and opinion expressed in this subject matter will be highly appreciated and the information provided will be used for purely academic purposes only and shall be treated with the utmost confidentiality it deserves.

Section A: Background Information

- 1) Sex: Male [] Female []
- 2) Educational qualification: a. Basic Education/none [] b. SSCE/O^o Level []
c. Polytechnic/HND [] d. Degree [] e. Post graduate []
- 3) Do you live in this community? Yes [] No []
- 4) If yes, how long do you live here? -----

Section B: Effects of SFP on enrollment, attendance and retention

- 5) How long have you been doing this job? -----
- 6) How many schools do you serve? -----
- 7) How many workers have you employed? -----
- 8) Do you have a canteen? Yes [] No []
- 9) What is the mode of payment for your services?
Weekly [] Monthly [] Quarterly [] Yearly []
- 10) Is the payment regular? Yes [] No []
- 11) What is the current cost of feeding per plate? -----

- 12) Does the food encourage children to enroll in the school? Yes [] No []
- 13) Does the food encourage children to attend school regularly? Yes [] No []
- 14) Does the food help children to remain in school up to closing time? Yes [] No []

Institutional Support for the Programme

15) What kind of institutional support system that is there to sustain the SFP?

- V. Technical support by National Secretariat []
- VI. Training by Regional Coordinating Office or District Assembly []
- VII. Mobilizing Community Support by District Assembly []
- VIII. Unaware of any support []

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16,a) Are there enough institutional monitoring to ensure effective operations of the programme.?

a. Yes [] b. No []

b) If yes explain

c) If no, give reasons



17,a) Is the institutional arrangement enough to ensure transparency and accountability?

A. Yes [] B. No []

18) The implementation of the GSFP is controlled principally by the Municipal Assembly Officials

- d. Agree
- e. Disagree
- f. Neither agree nor disagree

19) The implementation of the GSFP is controlled principally by local committee members

- d. Agree
- e. Disagree
- f. Neither agree nor disagree

20) The implementation of the GSFP is controlled principally by the head teacher

a. Agree

- b. Disagree
- c. Neither agree nor disagree

Stakeholders Involvement for the Sustainability of the Project

21) What kind of stakeholders' involvement exists to sustain the programme?

- XI. Monitory by Regional Coordinating Office or District Implementation Committee []
- XII. Medical screening by Regional Coordinating Office or District Assembly []
- XIII. Constructed of kitchen by Parents and Teachers Association []
- XIV. Supervision by School Implementation Committee []
- XV. Unaware of any stakeholders' involvement []

22) Does the SFP get enough stakeholders' involvement to ensure its sustainability?

- 1. Yes [] 2. No []

23) How often does the Municipal Assembly organize workshop for the caterers?

- a. Weekly [] b. Monthly [] c. Quarterly [] d. Yearly [] e. Not at all []

24,a) Is the GSFP sustainable in its current form?

- c. Yes [] b. No []

b) If yes, explain

.....

.....

c) If no, why?

.....

.....



25) Suggest possible recommendations that can be implemented to make the school feeding programme more effective and sustainable

Policy Support for the Programme

26,a) Is the School Feeding Programme a good policy?

b. Yes [] b. No []

b) Give reason for your answer.....

27, a) Is the implementation of the SFP was backed by policy support to ensure its sustainability?

1. Yes 2. No 3. No idea

b. If yes, write the name of the policy.....

28) Mention any problem that is facing the implementation of GSFP.

.....

29) State your expectations, suggestions and recommendation for the improvement of GSFP

a) Expectations.....

b) Suggestions/recommandations.....

THANK YOU FOR YOUR TIME.

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Appendix D: Interview guide for Parents.

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INTERVIEW GUIDE FOR PARENTS

Objective of the Interview

This interview is seeking your views in an effort to collect data to enable me write thesis on the topic: *Ghana School Feeding Programme and Enrolment, Attendance and Retention of Pupils on Beneficiaries Schools in the Kasena Nankana West District*. The researcher is a student of University for Development Studies conducting the study as part of the requirement for the award of a **Master of Philosophy Degree in Integrated Development Studies**.

Your contribution and opinion expressed in this subject matter will be highly appreciated and the information provided will be used for purely academic purposes only and shall be treated with the utmost confidentiality it deserves.

Section A: Background Information

1. Sex: Male [] Female []
2. Marital status: Single [] Married []
3. Educational qualification: a. Basic Education/none [] b. SSCE/O^o Level []
c. Polytechnic/HND [] d. Degree [] e. Post graduate []
4. Occupation: a. Trading [] b. Service Provider [] c. Civil/Public servant []
d. Farmer/Artisan []
5. How many children do you have in the school?
6. What motivated you to enroll your child in this school?
7. What factors are preventing parents from enrolling their wards into school?

Section B: Knowledge of the GSFP

8. Have you heard of the policy GSFP? Yes [] No []
9. If yes, what did you know about the GSFP?

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10. What is your attitude towards the SFP?



.....
11. Does the GSFP help to address (socio-economic) factors that affect enrollment, attendance and retention of pupils in basic schools? Yes [] No []

Explain your answer

.....

Section D: Impact of GSFP on enrollment, attendance and retention

12. Do you think the GSEP encourages parents to enroll and keep their children in schools?

Yes [] No []

13. Has there been any change in your child's interest in attending school?

a. Yes [] b. No []

14. Did your child show interest in completing his/her basic education in the current school?

a. Yes [] b. No []

15. Is your child happier than before in participating in the GSFP programme?

a. Yes [] b. No []

16. Would you suggest that GSFP be continued?

Give reason.....

17. In your opinion, what should be done to improve upon the GSFP?

.....

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THANK YOU FOR YOUR TIME



Appendix E: Interview Guide for Pupils

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INTERVIEW GUIDE FOR PUPILS OF BENEFICIARY SCHOOLS OF SFP

Objective of the Interview

This questionnaire is seeking your views in an effort to collect data to enable me write thesis on the topic: *Ghana School Feeding Programme and Enrolment, Attendance and Retention of Pupils on Beneficiaries Schools in the Kasena Nankana West District*. The researcher is a student of University for Development Studies conducting the study as part of the requirement for the award of a **Master of Philosophy Degree in Integrated Development Studies**.

Your contribution towards completion of this questionnaire will be highly appreciated and the information provided will be used for purely academic purposes only and shall be treated with the utmost confidentiality it deserves.

Instructions Please respond to the items given as honestly and accurately as possible.

Section A: Background Information

1. Class of student: a. class 1 [] b. class 2 [] c. class 3 [] d. class4 [] e.class5 [] f. class6 []
2. Sex: a. male [] b. female []
3. Age: a. 6-11 years [] b. 12-14 years [] c. 15+ years []
4. Who do you live with? a. Parents [] b. Guardian []

Section B: Effects of SFP on enrollment to School

5. Were you attracted to enroll in school because of free meals? A. Yes [] b. No []
6. If yes, give reasons
 - a. There is no regular meal at home []
 - b. Is assured of free meals in school []

Section C: Attendance to School

- 7. Did you attend school every day? a. Yes [] b. No []
- 8. What are some of the reasons why you attend school regularly?
 - a. I get means in school []
 - b. Want to learn []
 - c. Education is free []

Section C: Retention in School

- 9. Are you regular at school? a. Yes [] b. No []
- 10. What are some of the reasons why you attend school regularly?
 - a. I get means in school [] b. Want to learn [] c. Education is free [] d. Others specify-----
- 11. How many times do you come to school in a week?
 - a. 1- 2 days [] b. 3- 4 days [] c. 5days []
- 12. Do you come to school early? a. Yes [] b. No []
- 13. Do you stay in school till closing time? A. Yes [] b. No []
- 14. How punctual is your teacher to class? a. Very punctual [] b. Less punctual []
- 15. Do you hope to complete your primary education here? Yes [] No []
- 16. If no, why-----

Section D: Drop out of school

- 17. Do you contemplate dropping out of school?
Yes [] No []

18. What could be your reason?_____

Section E: School Meals

- 19. Are you provided with meals any day school opens? A. Yes [] b. No []
- 20. Do you enjoy the meals you are served with? A. Yes [] b. No []
- 21. Do you always finish the meal you are provided with? A. Yes [] b. No []
- 22. Do you agree with the claim that the continuation of the GSFP will improve enrollment, attendance and retention at the basic level? a. Yes, I agree [] b. No I disagree []

THANK YOU FOR YOUR TIME

