

PRESBYTERIAN UNIVERSITY COLLEGE GHANA
FACULTY OF DEVELOPMENTAL STUDIES
DEPARTMENT OF RURAL AND COMMUNITY DEVELOPMENT

ASSESSING THE EFFECT OF GHANA SCHOOL FEEDING PROGRAMME
IMPLEMENTATION AT FANTEAKWA SOUTH DISTRICT

BY

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DECLARATIONS

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

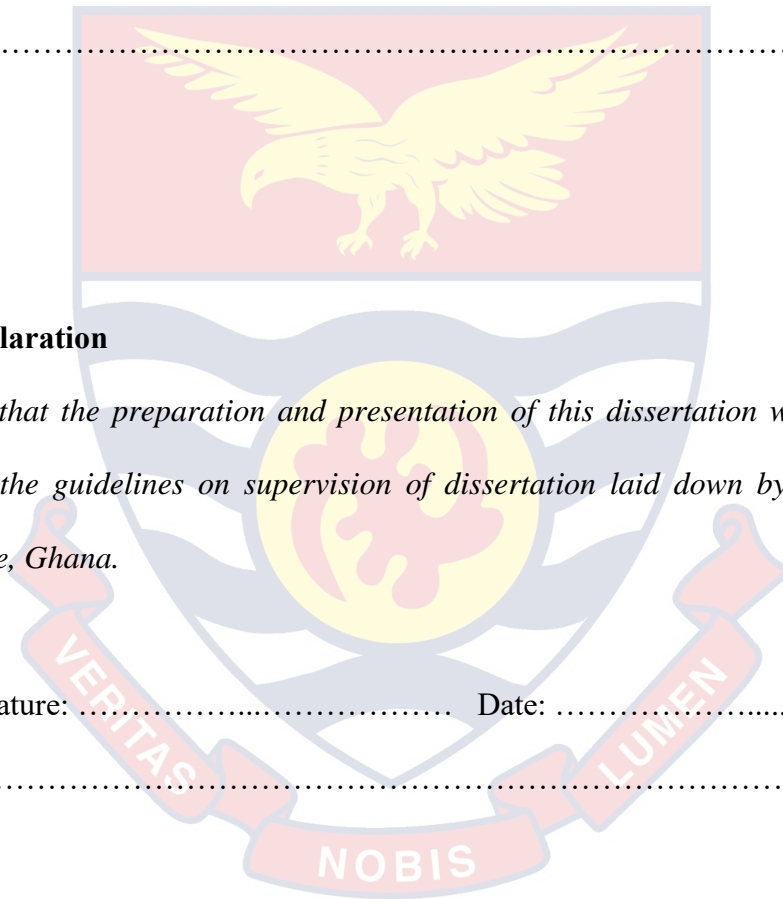
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Supervisors' Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the Presbyterian University College, Ghana.

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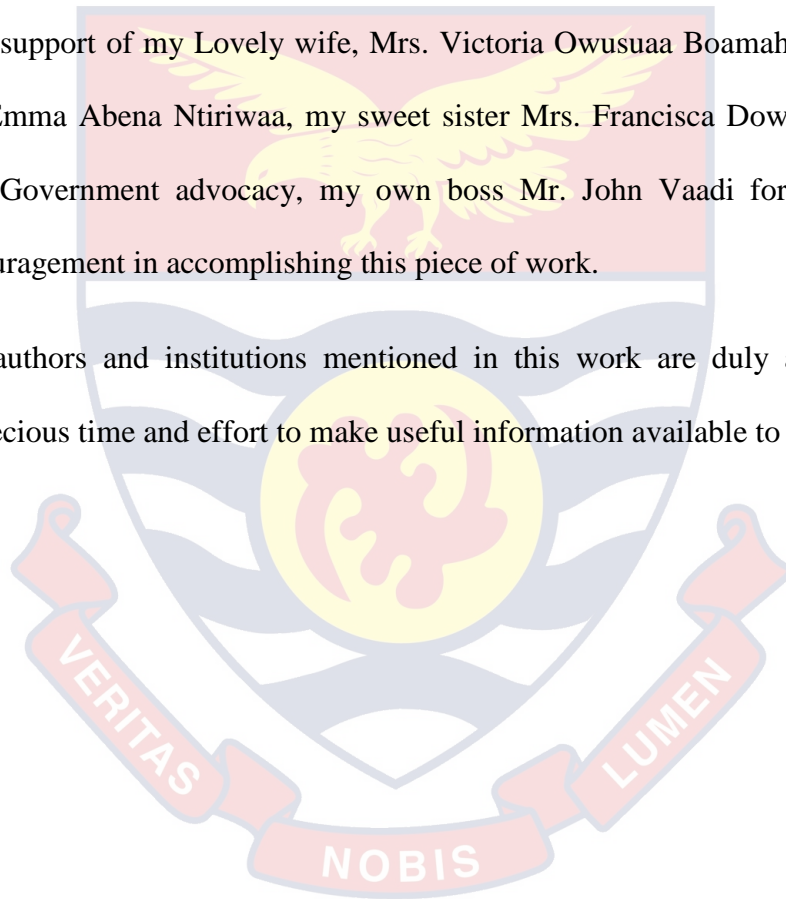
ABSTRACT

This study assessed the effect of the Ghana School Feeding Programme on enrolment, attendance and retention in some basic schools in the Fanteakwa South District. By using purposive sampling strategy, primary data were obtained from different members of staff of the Ghana Education Service, the Head teachers, Agric office, students, and caterers in the Fanteakwa South District. The results showed that the programme have influence on enrolment, attendance and retention in beneficiary schools in the District. The meals provided for the students have cuts down household expenditure on education. The programme also has reduced the incidence of child labour since food is provided for children at school. Moreover, the programme have motivated parents to enroll and keep their wards in school by generating direct or indirect livelihood sources for them. The study recommended that due to the magnitude of the impact, any Government that comes to power should continue the sustenance of the programme to help reduce the illiteracy rate in the district. Also it recommended that Government should make sure caterers payment are not delayed so that they can continue providing food on time to the beneficiary schools in the District Another recommendation is that recruitment of caterers should have nothing to do with political affiliation. Again, it is also recommended that kitchens need to be provided for the caterers so that they can desist from cooking from the homes.

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All the various authors and institutions mentioned in this work are duly acknowledged for spending their precious time and effort to make useful information available to my work.



DEDICATION

I dedicated this work to God Almighty for his immeasurable grace and mercies for giving me the strength, health and the will to go back to school to pursue my studies at this level successfully.



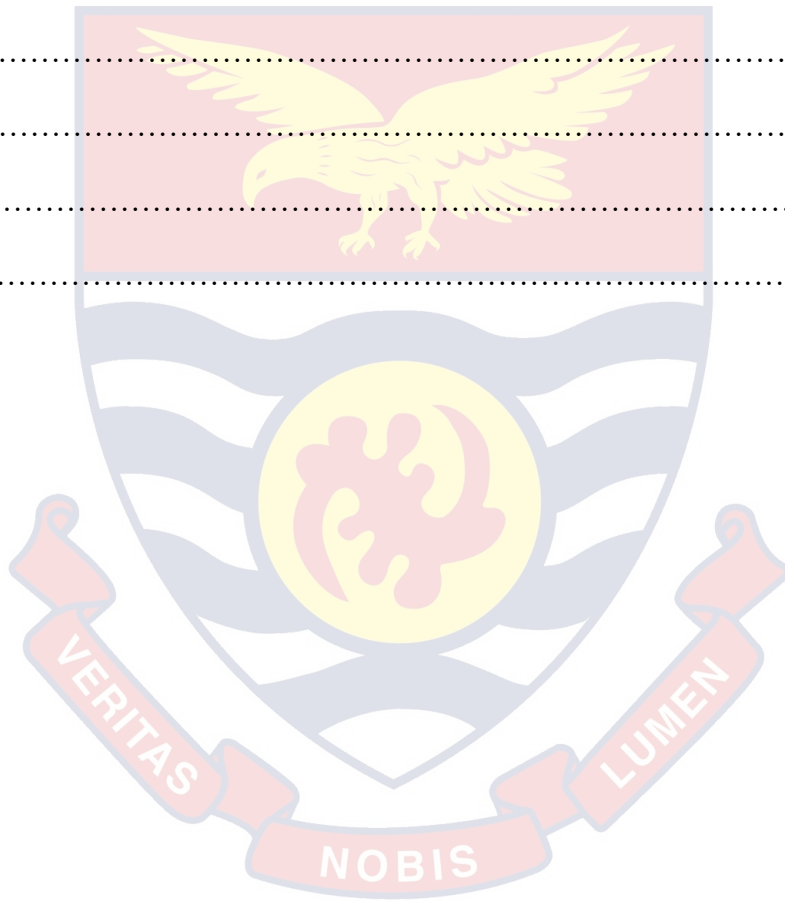
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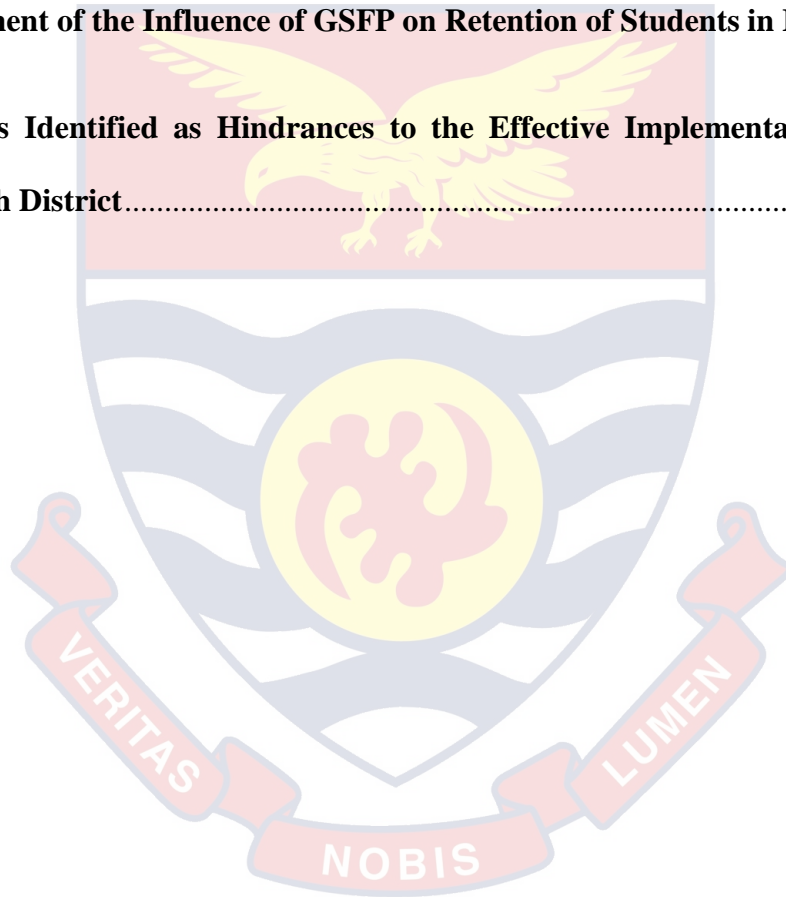
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education has been a tool for development in all aspects of human life for centuries. Formal education was introduced by the European merchants and missionaries and after their exit, successive governments have made tremendous effort to improve the quality, performance and retention rate of pupils in schools. The term school feeding has been used over the years to mean the provision of meals or snacks at schools to reduce children's hunger during the school day (WFP, 2004). The phenomenon implies in-school meals only where children are provided with meals at school. School feeding has increasingly come to represent a more varied and comprehensive set of uses of food for the achievement of educational outcomes.

Aliyar et al. (2012) defined school feeding as the provision of food on – site or take – home which aims to increase school enrolment, attendance and retention, and exists as a social safety net for households with very low income. This implies that the aim of school feeding is to provide children of low income earners with nutritious meals to help sustain and maintain them in school. Good nutrition among young children equips their body to grow and develop well. It ensures effective learning in schools. School feeding is a key apparatus to improve food security, education and agricultural development. Several countries have put in place strict measures towards alleviating poverty. On the global scale, about 805.1 million people live in hunger or do not have enough food to eat (McGuire, 2015).

The effort by governments and other stakeholders to eliminate hunger has called for the introduction of school feeding programme. Different programmes come with specific missions such as increasing enrolment, retention, nutrition and performance. However, they all have a

common objective of achieving universal basic education using the school feeding programme as a catalyst. The World Food Programme (2004) recommended that the initiative was a tool capable of enabling hundreds of millions of poor children worldwide to attend school both in developed and developing countries. Building on this strength, the government of Ghana with the support of the Dutch Government began the School Feeding Programme in 2005. The Programme had been in implementation since 2005 in the context of the Comprehensive African Agricultural Development Programme (CAADP), and in response to the first and second Millennium Development Goals (MDGs) on eradicating extreme poverty and hunger, food security and achieving universal primary education.

Over the period of implementation, the basic idea of the program is to provide children in public primary schools and kindergartens with one hot nutritious meal, prepared from locally grown foodstuffs, on every school-going day. School feeding leads to increased time spent in school, through increased enrolment and attendance and decreased drop-out rates (Ahmed, 2004). It motivates parents to enroll their children in school and have them attend regularly. Moreover, when the programme succeed in reducing absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) get improved (Del Rosso, 1999). This position may be convincing especially in deprived areas in the eastern region like Obroahohoo, yayaso, teye-glover etc. where some families cannot afford three square meals per day. Children have to regularly attend school to meet the quantity of food requirement per day.

Specifically, for the Ghanaian case, Duah (2011) pointed out that one of the major aims of the Ghana School Feeding programme is to increase enrolment and retention in the basic school level. It is to serve as a magnet that will attract school children to be in school every day and be consistent throughout the stages of learning (Taricone, 2017). Thus, improve feeding increase

enrolment and reduce school dropout. This position implies that an assessment of the role of the feeding programme on enrolment should include a consideration of other factors that can have a significant influence besides feeding. At its inception, the programme Started with a total of 10 schools serving over 169,369.8 pupils nationwide when the pilot was initiated, SFP now serves over 1.6 million school children in 4,952 schools in the country (Bonney, 2013; Afrane, 2015). In August, 2015 the Ministry of Gender, Children and Social Protection became the oversight ministry for the GSFP through a presidential directive to deepen the focus of the program in ensuring that the core objectives of the GSFP are achieved and to better align it to the national social protection strategy (Serebour, 2017).

1.2 Statement of the Problem

As part of the Sustainable Development Goals (SDGs) to alleviate Poverty, reduce Hunger and to improve the quality of Education. The Government of Ghana through its social intervention policy finds Ghana School Feeding Programme as one of the tools to help achieve these goals. The study therefore attempts to verify whether the initiative is serving its purpose.

1.3 Objectives of the Study

The main objective of the study is to evaluate the effect of GSFP implementation on enrolment, attendance and retention in the basic schools in the District.

Specific Objectives

1. Examine the influence of GSFP on enrolment of students in basic schools.
2. Analyze the influence of GSFP on attendance of students in basic schools.
3. Investigate the influence of GSFP on retention of students in basic schools.
4. Examine problems encountered with the implementation of GSFP at Fantekwa south District.

1.4 Research Questions

The study seeks to address the following questions:

1. Does the implementation of GSFP affect the enrolment of students in basic schools?
2. Does the implementation of GSFP affect the attendance of students in basic schools?
3. Does the implementation of GSFP affect the retention of students in basic schools?
4. What are the problems encountered with the implementation of GSFP at Fantekwa south District?

1.5 Significance of the Study

Agriculture has been the lifeblood of Ghana's development. Education has also been recognized as the driver of innovation and economic prosperity to many nations across the world. Offering children education is one sure way of giving them much greater power to enable them make genuine choices over the kind of life they wish to live.

The results of this study will therefore, build on existing efforts in promoting and influencing access to education. The Ghana School Feeding Programme has been implemented to increase school enrolment, attendance and retention at the basic level. The results of the study will provide information for the assessment of the outcome of the programme. This will be useful to various stakeholders in the implementation process, such as, the District Implementation Committee (DIC) and the Schools Implementation Committee (SIC). The absence of empirical studies on the role of the GSFP on enrolment, attendance and retention in basic schools in the FSD is evident.

The results of this study will therefore, fill the gap and suggest various solutions that can help increase the enrolment in basic schools. Relative to this, the study would examine and justify the role of the Ghana School Feeding Programme on the enrolment figures in the FSD. It will

recommend other strategies that can be adopted to increase the enrolment figures and performance of children in schools. The results of the study would provide avenues for interventions, which would help to improve school attendance and retention in public basic schools and consequently improve the academic achievement of pupils in FSD. This is achievable through dissemination of the research findings to the programme implementation bodies.

The study will enable the researcher, educational psychologists and other stakeholders to have a better understanding on how the GSFP has impacted on the enrolment and performance of pupils in basic schools. This will provide basis for further studies in the field of improving access to quality education.

1.6 Scope of the Study

The scope of the study is limited to enrolment in basic schools in the FSD. It will entail an exploration into what influences enrolment in public basic schools in the district. In the process, more attention would be given to the role played by the GSFP in enrolment, attendance and retention. Enrolment in schools may be influenced by a myriad of factors. The scope of this study will exclusively concentrate on those factors associated with the GSFP, a development intervention. The units of analysis will therefore, be limited to people with knowledge of enrolment in public basic schools in the FSD and the operations of the GSFP.

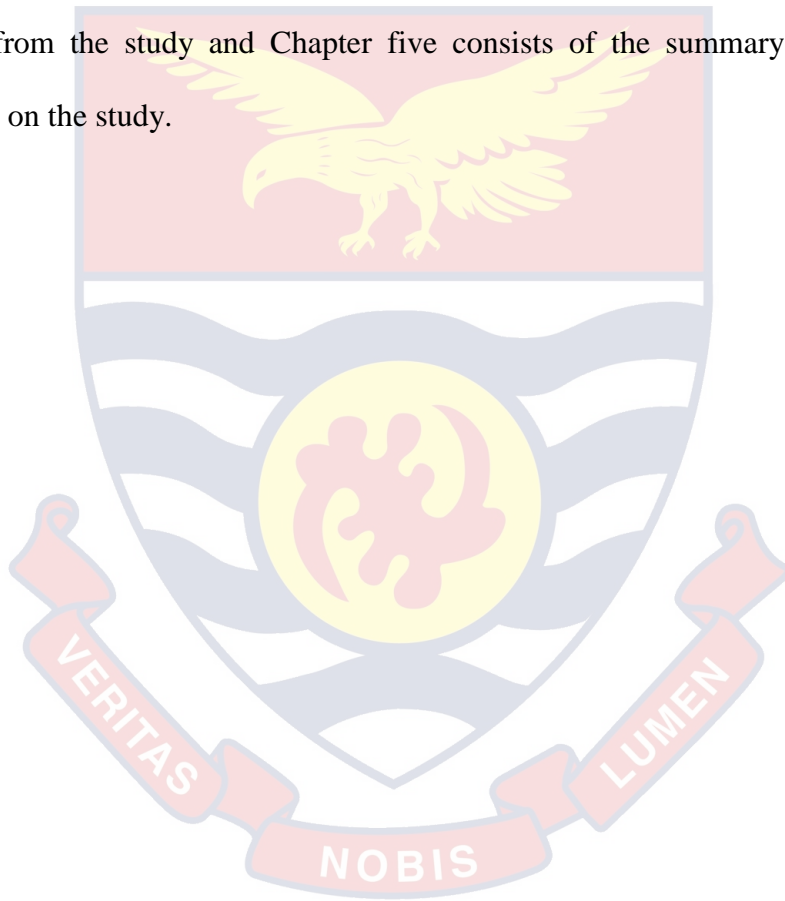
1.7 Limitation

The restraints on the research was some Heads of schools not willing to relay information to the researcher with the excuse of busy and the Global pandemic. Some also took several days before assisting the researcher with the necessary information.

1.8 Organization of the study

The study is organized into five chapters. Chapter one; would constitute the introduction of the study covering the background, statement of the problem, research questions and research objectives, significance, scope, limitation and organization of the study.

Chapter two examines some related literature on previous works done on the topic the literature review. Chapter three deal with the research methodology. Chapter four caters for the findings and discussions from the study and Chapter five consists of the summary, conclusions and suggestions based on the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the study reviewed an overall literature on the role of school feeding programme on enrolment of students. The review covers various issues related to how motivational programmes and interventions have influenced school enrolment in different places all over the world. Specific attention, however, is given to the role of the Ghana School Feeding Programme on enrolment, attendance and retention. Main areas covered by the review include the relevance of education, interventions to enhance education, school feeding programs in Ghana and their efforts to enhance students' enrolment.

2.2 Relevance of Education

Education has been a tool for development in all aspects of human life for centuries. Formal education was introduced by the European merchants and missionaries and after their exit, successive governments have made tremendous effort to improve the quality, performance and retention rate of pupils in schools. The term school feeding has been used over the years to mean the provision of meals or snacks at schools to reduce children's hunger during the school day (WFP, 2004). The phenomenon implies in-school meals only where children are provided with meals at school. School feeding has increasingly come to represent a more varied and comprehensive set of uses of food for the achievement of educational outcomes.

2.3 The Change Theory

Change theory was developed by Kurt Lewin in 1935. The key contribution of Lewin's 3-step model is that a successful change project involves unfreezing, moving (Transition) and refreezing (freeze) (Burnes, 2004; Varkey and Antonio, 2010). Lewin suggested that to manage change

processes, an organization must ‘unfreeze’ its current state into a neutral position so that old behaviour can be unlearned and new behaviour can be successfully adopted (Hossan, 2015). Then change should be implemented by utilizing driving forces and minimizing resisting forces. The model provides a high-level approach to change. It gives a change agent a framework to implement a change effort, which is always very sensitive and must be made as unified as possible (Edward and Montessori, 2011). The 3 phases of the Kurt Lewin model provide guidance on how to go about getting people to change: a change agent will implement new processes and re-assign tasks, but change will only be effective if participants embrace it and help put it into practice (Hussain et al., 2018). Unfreeze are the forces that are striving to maintain the status quo, and dismantling the current mind set (Kaminski, 2011; Cummings, Bridgman and Brown, 2016). This is usually by presenting a provocative problem or event to get people to recognize the need for change and to search for new solutions.

Accordingly, Lewin believed that the stability of human behaviour was based on a quasi-stationary equilibrium supported by a complex field of driving and restraining forces (Burnes, 2012). He argued that the equilibrium needs to be destabilized (unfrozen) before old behaviour can be discarded (unlearnt) and new behavior successfully adopted (Kaminski, 2011). Burnes (2020) stated that given the type of issues that Lewin was addressing, as one would expect, he did not believe that change would be easy or that the same approach could be applied in all situations: This step may involve quite different problems in different cases.

Transition is a phase where new behaviors, values, and attitudes are adopted. This maybe a period of some confusion as we switch from the old ways of doing things to a new one. As Schein (1996) notes, unfreezing is not an end in itself; ‘it creates motivation to learn but does not necessarily control or predict the direction’ (Cummings, Bridgman and Brown, 2016). This

echoes Lewin's view that any attempt to predict or identify a specific outcome is very difficult because of the complexity of the forces concerned. Instead, one should seek to take into account all the forces at work and identify and evaluate, on a trial and error basis, all the available options (Lewin, 1947).

Freeze is the final stage of crystallizing and the adaptation of ownership of the new concept (Cummings, Bridgman and Brown, 2016). The organization may revert to former ways of doing things at this point unless the changes are reinforced through freezing. This stage seeks to stabilize the group at a new quasi-stationary equilibrium in order to ensure that the new behaviours are relatively safe from regression. The main point about this stage is that new behaviour must be, to some degree, congruent with the rest of the behaviour, personality and environment of the learner or it will simply lead to a new round of disconfirmation (Schein, 1996). This is why Lewin saw successful change as a group activity, because unless group norms and routines are also transformed, changes to individual behaviour will not be sustained. In organizational terms, refreezing often requires changes to organizational culture, norms, policies and practices (Sarayreh, Khudair and Barakat, 2013).

This is seen in what the GSFP sought to do with the provision of food for students to enhance enrolment. When a structure has been in place for a while, habits and routine naturally set in. The organization as a whole will go in the right direction, so with the GSFP in place, the habit of going to school is developed and implementers of the programme will also do what is right. Even with provision of food to students, they may want to stay out of school since they are used to absenting themselves under the pretense of hunger without anyone questioning them. Same can be said of the parents of these children who may want to engage them rather than sending them to school.

There could be managerial lapses. People might have learned to do things one way, without considering other more efficient methods. This behavior has to be checked, and thus the unfreezing nature of the theory. Unfreezing means getting people to gain perspective on their day-to-day activities, unlearn their bad habits, and open up to new ways of reaching their objectives (Nowak, 2017). This can affect the whole or part of the stakeholders of the GSFP. So there is the need for continuous communication and open door policy in order for the wheels of change to be set in motion. In order to gain efficiency, people will have to take on new tasks and responsibilities, which entails a learning curve. In order not to get people going back to old habits, performance and reward system must be established, success must be celebrated and force-field analysis be made to remove all possible barriers (Potter, 2015).

Conversely, some have argued that Lewin's theory is too simplistic and mechanistic for a world where organizational change is a continuous and open ended process (Boohene and Williams, 2012; Hossan, 2015). These criticisms appear to stem from a misreading of how Lewin perceived stability and change. The food habits (culture) of a certain group at a given time is not a static affair but a live process like a river which moves but still keeps to a recognizable form. Food habits do not occur in empty space. Somehow all these factors affect food habits at any given time. They determine the food habits of a group every day anew just as the amount of water supply and the nature of the river bed determine the flow of the river, its constancy or change (Sarayreh, Khudair and Barakat, 2013). Again, McAleese, Creed and Zutshi (2013) as well as Rosenbaum, More and Steane (2018) hold that Lewin's work is only relevant to incremental and isolated change projects and is not able to incorporate radical, transformational change.

This criticism appears to relate to the speed rather than the magnitude of change because, as Quinn (1982) pointed out, over time, incremental change can lead to radical transformations. It is

also necessary to recognize that Lewin was concerned with behavioural change at the individual, group, organizational and societal levels (Dickens and Watkins, 1999). Also, Lewin's stands accused of ignoring the role of power and politics in organizations and the conflictual nature of much of organizational life (Dawson, 1994; Hatch, 1997). Given the issues that Lewin was addressing, this seems a strange criticism. Anyone seriously addressing racism and religious intolerance, as Lewin was, could not ignore these issues.

Further, Lewin is seen as advocating a top-down, management-driven approach to change and ignoring situations requiring bottom-up change (Dawson, 1994; Kanter et al., 1992; Wilson, 1992). Lewin was approached for help by a wide range of groups and organizations: They included representatives of communities, school systems, single schools, minority organizations of a variety of backgrounds and objectives; they included labor and management representatives, departments of the national and state governments, and so on (Lewin, 1946). In addition, the model has been criticised for advocating a 'top-down', management-driven approach to change, rather than promoting employee-driven change (Dawson, 1994; Kanter et al., 1992; Wilson, 1992). The model may not be appropriate for organisations requiring continuous innovation for survival (Hock, 1999).

However, the model tends to be more appropriate for organisations, such as city councils that are based on traditional top-down, command-and-control style of management, with segmented, small units and slow change timelines. Therefore, Lewin's (1951) models are more appropriate for a 'top-down', management-driven approaches to change, which is similar to the change management processes employed in city councils (Dawson, 1994; Kanter et al., 1992). Another criticism of Lewin's model (1951) is that in today's dynamic and frequently changing world, Lewin's sequential model may not be applicable (Kotter, 1996). This is because the planned

approach is only relevant to incremental and isolated change projects and is not able to incorporate radical or transformational change (Dawson, 1994; Pettigrew, 1990a).

Hence, the model is relevant only for small scale changes in stable conditions and fails to account for organisational politics and conflicts (Burnes, 2004a). However, most of the change initiatives in city councils are indeed incremental changes rather than radical and transformational change. However, any successful programme creates change, and it comes as a result of the participants adopting solid knowledge of what works for others. SFPs are run worldwide and therefore are characterized with successes and failures.

The variables of the change theory are; problem, community needs/assets, desired results, strategies, influential factors and assumptions. Problem as in the case of this study is the enrolment, attendance and retention and the influential factors are the availability of funds as enabling factor in the provision of meals, supervision and other related elements. Community needs/assets also have to do with the contribution(s) from the community in question accepting a change in their attitude towards enrolling their children who are school-going age in school. Additionally, local farmers are made to sell their farm produce to the school matrons. The desired result should reflect an increased enrolment, attendance and retention of school children in that community. The success story of other countries/organizations is adopted for the attainment of the objectives. All of the above elements can be summarized as implementation issues. In sum, though the theory is criticized for being outmoded and irrelevant to the needs of modern organizations amongst others, it was relevant in this study particularly in assessing the role of the GSFP in enrolment, attendance and retention of students.

2.4 Interventions to Improve Enrolment

In the developing world, especially in Ghana, it is common to see children that are not in school. Particularly in India, Bangladesh, Morocco, Senegal and Mali, low educational attainment emanate from the challenge of children not enrolling in school (Birdsall et al., 2005). While this challenge requires an immediate attention, policy analysis realised the need for a holistic intervention to minimize its economic and social effect. To many of these countries, attainment of universal basic education became a necessary condition. Birdsall et al. (2005) pinpointed the need for such countries concurrently to increase access and improve the quality of education. Consistent with this proposal, many people call for the use of interventions such as the abolition of school fees, using school feeding programmes as an incentive to draw children to school, and implementing school health programmes to reduce absenteeism (Birdsall et al., 2005). Several efforts are being made to sustain these interventions despite their cost of implementation. A monitoring exercise conducted by Education for All (EFA) in 2012 outlined the main drivers for educational development in developing economies.

Their findings suggest that there has been little policy support for the sector in most of the developing countries. For instance, the Netherlands is a top contributor to education in developing countries, but of recent she has reduced her support for education by 60%. This can further worsen the situation on beneficiary countries (EFA, 2012). Among these countries expenditure on education tend to be a barrier for achieving universal basic education. This is the trend in countries such as South Africa, Uganda, Iraq, Tanzania and Nigeria. Following the Dakar Framework commitment that primary education should be ‘free of tuition and other fees’, many countries have eliminated official school fees and put in place measures that support the efforts of parents and guardians in educating their wards (EFA, 2012). The need for universal

basic education in Ghana has attracted concurrent interventions the Capitation Grant scheme was specifically implemented to abolish all school fees charged in public schools and in addition, provide the schools with a small grant for each pupil enrolled.

The pilot programme recorded an impressive increase in enrolment by about 14.5%, hence, its adoption nationwide in 2005. At the kindergarten level, enrolment went up from about 500,000 students in 2004-2005 to more than 800,000 in 2005-2006, an increase of 67 %. During the same period, the primary net enrolment rate increased from 59.1 % to 68.8 %, while net enrolment at the Junior High School level increased from 31.6 % to 41.6 % (Adamu-Issah et al., 2007; Chachu, 2011). The increase in enrolment on the other hand has led to a number of challenges; shortage of teachers (especially in remote areas), shortage of school infrastructure, and implications for financing that could negatively affect the quality of teaching and learning, and thus learning outcomes (Chachu, 2011).

In September 2005, another important intervention to influence enrolment was initiated. The Ghana School Feeding Programme (GSFP) began on a pilot basis with 10 schools from each region in the country. With about 64,775 pupils covered in 2006, the pilot phase came to an end, after which the first phase was rolled out in 2007 over a four-year period (2007-2010) based on the success stories achieved. The number of beneficiary pupils at the start of the first phase was 413,498. This number increased to 441,189 pupils in 2008. By 2009, the programme had covered 580,025 pupils. At the end of 2009/10 academic year, beneficiary pupils had shot up to 697,416, indicating a steady increase over the period. The GSFP employs the in-school model of feeding and provides a meal for school children whenever they go to school. The school's children are provided with lunch to minimize the need for them to leave the school to find food, lessen their hunger, boost their attention and facilitate their learning. These meals are usually prepared in the

school by caterers. The programme targets children in public kindergartens and primary (1-6) schools in the poorest regions of the country (GSFP Annual Operating Plan, 2011). Current figures indicate that the GSFP feeds 1.6 million pupils country-wide (Bonney, 2013). As an instrument in the country's educational policies, the most obvious success chalked by the GSFP has been in the increment of school enrolment, attendance and retention in basic education (Akyeampong, 2009; Chachu, 2011; Tagoe, 2011).

Emanating from these positive results, new challenges have emerged that ought to be addressed for the sustainability of the programme. The increases in school enrolment have put pressure on facilities within the beneficiary schools. Now some beneficiary schools have among other things inadequate classrooms, school supply, and high teacher pupil ratios.

2.5 Overview of School Feeding Programme

The history of School Feeding Programme (SFP) dated back as early as 1930. This is the position and account of Tomlinson (2007). He reported that the development of SFP was initiated by the United Kingdom (UK) and the United States of America (USA) purposely to improving the growth of children. Another school of thought maintained that the revolution of SFP in Western Europe begun in the early 1700's and 1800's. Even though some areas in the USA were serving school meals from the mid 1800's, it was only the Netherlands that was known to have it as a comprehensive programme supported by national legislation. Later in the 1930's, the UK and the USA had also instituted the SFP as part of their national programmes (Kearney, 2008).

Besides, it is believed that some kind of SFP was practiced in Austria since 1940s through support from the USA. This was some kind of compensation and relief from the effect of World War II. Since then, school feeding programmes have become a key part of food assistance and relief emergency and development programmes (World Food Programme, 2010). Inferring from

the observation made by Bennett (2003), five (5) types of SFPs are identified according to their objectives: School feeding to improve the cognitive development of children, School feeding as an emergency relief intervention, School feeding as a nutritional intervention, School feeding as a developmental intervention to aid recovery, and School feeding and short and long-term food security.

This classification can offer a good explanation on the historical evolution of SFP on time and context (Tomlinson, 2007). Irrespective of the objective of a particular intervention, they all have development goals with specific objectives as improving the quality and scope of education. This motive of SFP is what attracts the attention of many countries to either adopt it or sponsor its implementation elsewhere. Statistics have proved that about 368 million school children benefit from SFP in different places all over the world with annual expenditure/investment ranging between US\$47 billion and US\$75 billion (WFP, 2013). As noted earlier, the implementation of any SFP has economic and social motives. Within the sub-Saharan region of Africa, low nutritional status of school children, hunger following from economic crises most often influence the initiation of school feeding by the country's own effort or qualified them as beneficiary for donor support.

For instance, a decline in child nutrition and schooling in the sub-Saharan region of Africa has largely pointed to drought, while in the 1990's, economic crises in Indonesia led to an increase in the numbers of out-of-school children. Besides, Bangladesh in the 2008 crises has been compelled by its economic situation to withhold expenditure on education and address compelling challenges associated with increasing food prices. These and other countries since 2008 have scaled up school feeding in reaction to a crisis. This gives an indication that school feeding has a vital role to play in the event of an emergency, a social shock or conflict (WFP,

2013). It could be inferred from the foregoing discussion that SFP with its heavy investment requirement appears to be attributed to underdevelopment. This position is cogent as its implementation is often motivated by an unfavorable condition that requires immediate strategic decisions including the consideration of external financing. Many international donors, therefore, offer it as a grant to mostly the Third World countries. Even within the beneficiary country, consideration is often given to the most deprived segment of their population or social groups. The extent to which SFPs target and reach the poor in programme countries raises concern. However, this concern is not generalized.

The debate raises doubts on the success of SFP in terms of access. In Mali, for instance, this assertion is likely, because many children are not in school so they may not benefit from the SFP, whereas in Botswana there is a widespread success in school enrolment which is likely to guarantee that the programme will reach the target group (Bundy et al., 2009). Thus, this brings to the fore the concerns about the role of SFP in enrolment. In Ghana, although the programme is designed and targeted at school children in poor communities, the practicality of it is still a challenge. The Annual Operating Plan of the GSFP indicates that coverage of the programme in the three poorest regions of the country is low; although efforts are underway to rectify the situation (GSFP AOP, 2011). If the trend remains so, the objectives of the programme can hardly be achieved. It has been acknowledged since the evolution of SFP that not only are children motivated to get into school, but also because of the nutritional component associated with all similar interventions.

Bundy et al. (2009) argue that worm infestations are usually common in children and high among children of school going age. This unfavorable phenomenon is known to have been affecting about 500 million school children, hence, making the deworming element beneficial in SFPs all

over the world. Besides, they added that there is significant reduction in anaemia with deworming following the success stories of related programmes. In Djibouti, the SFP offers a package of deworming, Vitamin A supplements, health and hygiene education, water and sanitation facilities and nutritious school meals to beneficiaries.

The literature provides evidence from different countries that School Feeding Programmes are effective in reducing educational expenditure for both governments and households. The review also indicates that, School Feeding programmes improve the nutritional status of school children in countries that have implemented it. However, while the influence of these programmes on enrolment has often been highlighted by the literature, that of attendance and retention of students have not been given much attention. This study will therefore, extend the research frontier to cover the role of School Feeding programme on student's attendance and retention by drawing empirical evidences from the Fanteakwa South District.

2.6 Operation of School Feeding Programme in Other Countries

The term school feeding has been used over the years to mean the provision of meals or snacks at school to reduce children's hunger during the school day (WFP, 2004). The phenomenon implies in-school meals only where children are provided with meals at school. School feeding has increasingly come to represent a more varied and comprehensive set of uses of food for the achievement of educational outcomes. Several countries have put in place stringent measures towards alleviating poverty. On the global scale, about 805.1 million people live in hunger or do not have enough food to eat (FAO et al., 2014). The effort by governments and other stakeholders to eliminate hunger has called for the introduction of school feeding programmes the world over. Different programmes come with specific missions such as increasing enrolment, retention, nutrition and performance.

However, they all have a common objective of achieving universal basic education using the school feeding programme as a catalyst. In a similar dimension, School Feeding Programmes seek to enhance food security and minimize hunger which is in connection with the United Nations Millennium Development Goals (ECASARD and SNV Ghana, 2009). Winch (2009) points out that school feeding is of crucial significance to national development.

Aliyar et al. (2012) defined school feeding as the provision of food on – site or take – home which aims to increase school enrolment, attendance and retention, and exists as a social safety net for households with very low income. This implies that the aim of school feeding is to provide children of low income earners with nutritious meals to help sustain and maintain them in school. International Food Policy Research Institute (2014) stated clearly that proper nutrition is the foundation of human health. Good nutrition among young children equips their body to grow and develop well. It ensures effective learning in schools. School feeding is a key apparatus to improve food security, education and agricultural development. Calls have been made in recent times for countries to scale up their budgets towards developing agriculture and to connect school feeding programs towards national agricultural production (Global Child Nutrition Forum, 2010).

Majority of the world population living in hunger are found in developing countries and sub Saharan Africa has become the home of about one – fourth of under-nourished people (FAO et al., 2014). Malnutrition among poor families hinders their economic and social development. In the field of education, such families find it extremely difficult meeting educational expenditure and food necessary for child growth. Lawson (2012) points out that school feeding is common in developing countries where many families often fall short of resources to satisfy their basic

needs. This discussion suggests that school feeding programme which is often facilitated by donors' interventions is a significant relief measure for such poor households.

Many countries that have successfully implemented SFP began on a pilot basis. They include Indonesia, Bangladesh and Ghana. The programmes, though are implemented in different areas shared some similar characteristics such as targeting the poor, involvement of government and to some extent donor financing. Besides, they scaled up their operations after achieving success stories from pilot basis. In Indonesia, according to the National Development Planning Agency, the Government introduced a national SFP in the 1990s which was initiated and financed wholly by government. The main targets of the programme were children, schools, parents, and the broader village community (BAPPENAS, 1996 cited in Studdert, et al., 2004).

It was initiated as a poverty reduction strategy and hence became an ingredient in their development plan. Levinger, (1986) as cited by Del Rosso (1999), indicated that the model on SFP adopted by the Indonesian government created a platform for many other countries to follow. To ascertain the effectiveness of the programme in Indonesia, a pilot study of the programme was carried out in other regions of the country for possible expansion to the entire country (Del Rosso, 1999). As an economic growth strategy, the government of Indonesia guaranteed that locally grown commodities could be used in feeding the children (Central Coordinating Board for Child and Youth Improvement Program, 1996).

The package of food consisted of deworming and snacks for the children. As the role of the district level government was effective in implementation, movement of programme funds went directly from the national level to a local bank, bypassing the provincial and district levels of government. This was to ensure that more of the allocated funds reached the targeted programme beneficiaries. Only the school principal could withdraw funds from the local bank and to do this

he was required to present a menu plan signed by the village leader, the village midwife, and the heads of the local women's and school parents' associations (Studdert et al., 2004). This process was designed to ensure that multiple local parties verified

Student numbers and were aware of the funds being provided for the program. The menu plan was prepared at the village or sub-district level with technical advice from the Ministry of Health staff. This strategy of implementation resulted in lasting success, leading to more enrolment of children in school. In Bangladesh, feeding children in school is not an old phenomenon as compared to the case of Indonesia. In order to diminish hunger in the classroom as well as to promote school enrolment and retention rates, the Government of Bangladesh (GOB) and the World Food Programme (WFP) launched the School Feeding Program (SFP) in chronically food insecure areas of the country (Ahmed, 2004).

Ahmed further explained that this initiation started on pilot basis as at 2002 where milk and biscuits were given to children at school in a chosen district. The U.S. Department of Agriculture (USDA) made significant contribution in funding the programme during its initial stages. In 1993, the Bangladesh government implemented the Food for Education (FFE) programme to increase primary school enrolment of children from poor families. The package of the FFE programme consisted of a monthly distribution of wheat to poor families in deprived communities whose children attended primary school. Literature suggests that the FFE did raise primary school enrolment in all beneficiary communities (Ahmed, 2000; Ahmed & Arends-Kuenning 2003; Ahmed & Del Ninno, 2002; Meng & Ryan, 2004). Later there was the Primary Education Stipend Program (PESP), which replaced the FFE program in 2002.

This development could afford to offer cash assistance to poor families if they sent their children to primary school. At this point, even female students in secondary schools were covered as

beneficiaries of the cash incentive. These conditional cash transfer programs aim to increase the enrolment and retention rates of students in primary and secondary schools throughout rural Bangladesh. A recent study indicates positive influence of these programs on educational attainment (Ahmed, 2004).

The literature established that SFP are designed by implementing agencies to enhance school enrolment, nutrition and academic performance. While remarkable achievements have been demonstrated by the literature in the area of nutrition and enrolment in different countries, the empirical literature lacks evidence of gender access gap analysis. Besides, the literature does not show the strategies that have been adopted by countries with School Feeding Programmes to influence girls' enrolment in basic schools in particular. The objectives of this study have therefore, included measures taken by management of the Ghana School Feeding Programme to improve school enrolment, attendance and retention especially in Fantekwa South District.

2.7 School Feeding Programmes in Ghana

An attempt to introduce School Feeding in Ghana began in 1940 where children in the then Protectorate of the Northern Territories of the Gold Coast was provided with free meals in the boarding schools. However, the menu was not nutritionally balanced. Rice and beans were provided occasionally as a special meal (Imoru, 2010). In the 1950s, pupils of several Catholic primary and middle schools were given take-home rations of food aid. The objective was to improve the nutritional status of school children and increase school enrolment and retention.

The programme was in line with government policy to accelerate the education and training of Ghanaians to fill job vacancies created by foreigners who had to leave the country after independence (Imoru, 2010). Over time, WFP and Catholic Relief Services (CRS) became two lead agencies providing SFPs in the country, focusing on the North due to its high incidence of

poverty and food insecurity. World Food Programme has been involved in Ghana for 40 years. Other development partners involved in food assistance programmes are: World Vision, Adventist Development Relief Agency (ADRA), Dutch Development Agency (SNV) and Social Enterprise Development (SEND).

The objectives of the SFPs of these organizations are not different from those in the 1950s, except that poverty, food insecurity and gender inequality have become additional concerns for these organizations. School feeding plays a significant role in the development of education in Ghana. Governments, Non-Governmental Organisations (NGOs) and stakeholders have made efforts to successfully feed the school child in Ghana over the past decades. International Business Development program (2015) revealed that some communities initiated their own school feeding programs using local produce. This notwithstanding, other NGOs play crucial roles in ensuring that the school child in Ghana is well fed. Catholic Relief Services, World Vision, and Adventist Development and Relief Agency among others are some of the organizations that in one way or the other support the school feeding agenda of Ghana's school children.

Kleiman (2010) asserts that school feeding ensures food security; hungry children are likely to be found in food insecure homes. Partnership for Child Development (1999) points out that education and learning depend on good nutrition. School feeding in Ghana has achieved greater prominence by providing the nutritional needs of pupils (Kedze, 2013; Bukari et al., 2015; Martens, 2007). School feeding aims vary from country to country (Aliyar et al, 2012). School feeding programmes in Ghana have gained significant boost by increasing enrolment and reducing school drop-out rate (Duah, 2011; Martens, 2007; Kedze; 2013 Gyawu 2012; Nkosha et al., 2013; Alhassan, 2013).

School feeding motivates children of lower income earners to constantly attend school every day. However, Alhassan (2013) points out that schools that are not under the school feeding programmes have low enrolment and high rate of school drop-out in the Northern region of Ghana. School Feeding Programms are targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level.

In response to increasing food and fuel prices in 2008, funds from the World Bank's Global Food Crisis Response Program and the subsequent pilot Crisis Response Window provided rapid assistance by supporting existing school feeding programmes and essentially linking access to both food and education for poor and vulnerable children living in highly food-insecure communities in the country. With a global turnover in excess of US\$100 billion and reaching hundreds of millions of schoolchildren, school feeding is clearly evident as a major social programme in most countries, including low, middle, and high-income countries. Ghana, a country located south of the Sahara is lucky to be one of the beneficiary countries (Global Food for Crisis Response Programme, 2008).

The Ghana School Feeding Programme (GSFP) commenced in most of the beneficiary communities on a pilot bases in September 2005 with ten schools, one in each region of the country. The GSFP was expanded to cover 200 schools in taking care of the nutritional needs of 69000 pupils in all 138 districts of the country (Osei et al., 2009). Subsequently, the GSFP began with nationwide coverage and by the end of first quarter of 2011 as Osei et al. (2009) indicated, the programme fed 713,590 children in all the beneficiary schools nationwide. More especially, Ghana adopted the GSFP as one of the Millennium Development Goals (MDGs) under the Ghana Poverty Reduction Strategy I and Ghana Poverty Reduction Strategy II which is expected

to impact positively on school enrolment, attendance and retention. As part of its support for educational development in Ghana, the WFP has included in its targets the three Northern Regions of Ghana.

WFP and GSFP signed a Memorandum of Understanding (MOU) in 2006 that outlines collaboration in the following areas: providing a fortified food basket to complement GSFP menus; supporting district-level planning and implementing school feeding; harmonizing planning and managing cash and food inputs at the district level; testing procurement processes; building capacity of PTAs, SMCs and other stakeholders; testing models for sustainable funding; developing systems for monitoring and evaluation. This development provided collaborative assistance for the implementation of the programme. The literature provides evidence of School Feeding Programmes that have been implemented in the country. The GSFP is considered as one of the major interventions in terms of scope and this suggests the need to evaluate its effects on students' enrolment, attendance and retention in the Fantakwa south District.

2.8 Operation of the Ghana School Feeding Programme

The programme was born out of the New Partnership for African Development/Hunger Task Force Initiative (NEPAD/HTFI) under the Comprehensive Africa Agricultural Development Programme (CAADP) of the African Union (AU). Ghana was selected as one of the initial nine focus countries in sub-Saharan Africa to pilot the programme. The Government of Ghana and NEPAD were to equally finance the programme; however, delays from NEPAD required the government to fully fund it. It started on a pilot basis from September to December in 2005 in ten districts, one from each of the ten regions, and was intended to last for five years (WFP, 2007). By August, 2006, the beneficiary schools increased to 200 in about 138 districts (International Business Development Program, 2015).

The Ghana School Feeding Programme is an initiative under the Comprehensive Africa Agricultural Development (CAADAP) pillar 3 which intends to enhance food security and reduce hunger in line with the United Nation Millennium Development Goals (ECASRD and SNV Ghana, 2009). The rationale behind the Ghana School Feeding Programme is to provide pupils with one hot nutritious meal using home grown food crops on daily basis on every schooling day (Kedze, 2013). Aliyar et al (2012) points out that the use of home – grown food crops under the Ghana school feeding programme is to stimulate local economies through increase in demand for the produce. Gyawu (2012) argues that the Ghana school feeding programme met its aim of providing hot nutrition meals to pupils during schooling days and has therefore, increased enrolment and retained pupils in school.

While agreeing with the arguments postulated by Gyawu (2012), Bukari et al. (2015) add that there is a positive link between the Ghana School Feeding Programme and academic performance. The implementation of the GSFP had its basic objectives as to feed children in public primary schools and kindergartens with one hot nutritious meal prepared from locally grown foodstuffs on every school going day. The policy has other targets of achieving increased enrolment, increasing academic performance and boosting food production in the country (GSFP, 2007). The health component involves the fact that pupils of the beneficiary schools are to be given good drinking water, de-wormed and fed in a good sanitary environment. In line with improvement of education, enrolment of pupils will improve so as to achieve universal basic education.

In the agriculture sub sector, the patronage of locally produced goods will be increased and food production in the country will be improved resulting from farmer access to ready market. Programme implementation partner organizations such as Netherlands Development Co-

operation (SNV), and World Food Programme (WFP) are to carry out training sessions for caterers and cooks to enhance their capacities. The recruitment of caterers and cooks as required by SNV is based on an academic qualification and standard for hygiene. (GSFP Pilot Programme Review Report, (2007-2010).

The GSFP has extensive targeting criteria for the selection of beneficiary communities. In several respects, the criteria are no different from targeting criteria used by WFP and other SFPs, except that WFP and the others target the north, while GSFP focuses on the whole nation. The GSFP criteria include: willingness of a community to provide basic infrastructure (e.g. kitchen, store, dining room); commitment of the District Assembly, demonstrated by its interest to sustain the programme; poverty status of the district and community; low school enrolment and/or attendance high drop-out rates; low literacy levels; presence of planned health and nutritional interventions or expansion of existing ones; no participation in an already existing SFP; poor access to potable water; and high community spirit and management capability.

Using the above criteria, the Ministry of Education, Science and Sports (MOESS), working with the District Assemblies, developed an initial list of communities and schools that met the criteria of poverty, high drop-out rates and low literacy, of which Fanteakwa South is included. Implementing agencies of the GSFP to achieve the objectives of the programme, roles were assigned to the following key stakeholders as follows;

- i. The government made up of Cabinet and Parliament is responsible for passing the GSFP Bill to legitimize the operations of the programme and sourcing for funds;

- ii. The Ministry of Local Government and Rural Development (MLGRD), in collaboration with the Ministry of Education (MoE) is responsible for the implementation and supervision of the programme;
- iii. Ministry of Food and Agriculture (MoFA) is responsible for the achievement of the agricultural aspect objectives;
- iv. Ministry of Finance and Economic Planning (MoFEP) is responsible for the release of funds;
- v. Ministry of Women and Children Affairs (MoWCA) is responsible for monitoring and supervision;
- vi. Ghana School Feeding Programme National Secretariat is responsible for the implementation of the policy at the national level.

GSFP Annual Operating Plan the actors and their relationships of the GSFP is shown in Figure Regional Coordinating Councils (RCCs) are to form the programme steering committee in every region. The Ministry of Agriculture through the District Agriculture Directorate is to sensitize the farmers to produce and supply foodstuffs. The Directorate is also to provide training for farmers especially cooperative farmer groups and assist them to access loans to increase their productivity. The DICs are in charge of planning and monitoring of the programme in all the beneficiary schools whilst the SICs do the implementation and supervision in each school. Below is the structure showing actors of GSFP and their relationship (GSFP Annual Operating Plan, 2008). According to the Ghana government, the institutional framework for implementation of GSFP is designed to avoid corruption, embezzlement and misapplication of funds.

The institutions responsible for the implementation are: Ministry of Local Government and Rural Development, National Implementation Secretariat, District Implementation Committee [Metropolitan, Municipal and District Chief Executive (MMDCE) as chairman], and School

Implementation Committee including PTA. Other actors who play several roles in the GSFP are Send Foundation International, Centre for Social Fertility and Agric Development (IFDC), Ghana Agricultural Initiative (GAIN) and Plan Ghana International.

2.9 The Conceptual Framework

The conceptual framework of the Ghana School Feeding Programme was proposed with expected impact on development with different indicators. From the focus of this study is on the aspect of the programme that aims at increasing enrolment, attendance and retention of girls in beneficiary schools. It is anticipated that the influence of the feeding programme on these outcomes will be possible given that girls from poor homes who previously could not make it to school as a result of parent's inability to provide feeding money will now be in a better position to attend. It is also envisaged that providing hot meals to students serve as a motivation to maximize school retention among students in areas with high poverty incidence. The fact that the GSFP relies on home grown food to feed the school children provide a reliable market for farmers and market intermediaries. Its indirect effect on enrolment is that food production and marketing in the Fanteakwa South District will increase and consequently leads to improvement in household income.

This will offer households the capacity to provide for their children needs in school and hence leading to improvement in enrolment, attendance and retention figures. The conceptual framework also shows that the provision of school meals for the children is a short-term hunger reduction strategy. Besides, the food provided is believed to have contained the entire nutritional requirement necessary for healthy life. This is expected to keep the children healthy and free from hunger during school hours that are necessary for them to attend school regularly. This will occur through its capacity of improving household income, short-term hunger reduction, and

providing nutrition for school children. This relative advantage is a form of motivation for parents to enroll and keep their children at school.

2.10 School Feeding Programme and Enrolment

According to Thesaurus, 2002, the term school enrolment means admission, enlisting, recruitment or signing in of students to undergo training. Studies on the evaluation of the impact of School Feeding provide several benefits that have changed human life in different places. Economic, social and health impacts have been outlined by several empirical studies. Solid empirical evidence of the impact of school feeding programmes on educational outcomes proves that school feeding increases school enrolment and attendance by reducing drop-out (Ahmed, 2004; Dreze & Kingdon, 2001; Lazmaniah et al., 1999). These studies have justified that feeding in schools serves as pull factors for poor families as it reduces home expenditure on food. Besides, the quality of food given at school in many instances meet the nutritional requirement compared with those prepared by poor families. Consequently, families are motivated to get their children enrolled because of the immediate benefits.

There is also significant evidence that such interventions go beyond traditional educational outcomes by providing a wider range of short and long term social and economic impacts. Besides, further assessment of school feeding by WFP and the World Bank provide that the intervention remains a productive safety net in times of economic shock, protracted crisis and vulnerability, and emergency (Bundy et al., 2008). According to their assessment reports, school feeding was regarded as one of the programmes eligible for support from the US\$1.2 billion Global Food Crisis Response Facility established in 2008 to address the global food and financial crises (Grosh et al., 2008). This means that among all possible food assistance interventions, school feeding represents a unique opportunity by providing multiple benefits at both the

outcome/short-term and the impact/long-term levels. The implications of these findings is that, in period of economic crises, disasters and vulnerability, school feeding can minimize the magnitude of the effect through the provision of relief items (food) for the most affected and vulnerable groups (students). From a different perspective, School feeding leads to increased time spent in school, through increased enrolment and attendance and decreased drop-out rates (Ahmed, 2004). It motivates parents to enroll their children in school and have them attend regularly.

Moreover, when programmes succeed in reducing absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) get improved (Del Rosso, 1999). This position may be convincing especially in deprived areas of northern Ghana where some families cannot afford three square meals per day. Children have to regularly attend school to meet the quantity of food requirement per day. Specifically, for the Ghanaian case, Dua (2011) points out that one of the major aims of the Ghana School Feeding programme is to increase enrolment and retention in the basic school level. It is to serve as a magnet that will attract school children to be in school every day and be consistent throughout the stages of learning. Thus, improve feeding increase enrolment and reduce school dropout. The observation of Musah and Imoro (2015) in the Garu-Tempene district in the Upper East Region of Ghana points out that the GSFP has succeeded in increasing enrolment among participating schools. Similarly, Abotsi (2013) concluded that the programme has not only improved enrolment, but also attendance and retention. The writer further observed that the reverse in terms of these achievements has taken place in non-participating schools.

The Ghana School Feeding Programs has improved the health status of the pupils. It has got the components needed for growth and development. The Ghana school feeding programme has

increased dietary diversity of the diet of children in school. The programme has attained its own recommendation for protein and energy intake. However, iron intake is low while vitamin A intake is enough (Martens, 2007). Martens (2007) argued that school feeding programmes cannot be seen as the only factor that influences enrolment in Ghana's schools but other factors, such as, high pupil to teacher ratio, classroom accommodation, inadequate furniture, teacher pupil relationship, teacher absenteeism, cultural beliefs, among others, should be considered. This position implies that an assessment of the role of the feeding programme on enrolment should include a consideration of other factors that can have a significant influence besides feeding.

2.11 The Influence of School Feeding Programme on Enrolment in Ghana

The Ghana School Feeding Programme has chalked a lot of successes since its inception. It was revealed by Integrated Social Development Center-ISODEC (2015) that the Ghana School Feeding Programme coupled with the capitation grant has had a significant impact on enrolment. Thus, the gross enrolment rates between 2006- 2008 gained a positive increase from about 93.7 percent to 95.2 percent. Mohammed and Sakara (2014) posit that the Ghana School Feeding Programme motivates pupils to stay in school and study. This leads to an improvement in the universal basic education. It is a fact that the Ghana School Feeding Programme contributed to higher enrolment figures ISODEC (2015). However, it has not been able to completely settle the disparity matters thereby creating a gender access gap in enrolment.

2.12 The Influence of School Feeding Programmes on Attendance and Retention

In general, the Ghana School Feeding Programme has influenced positively on the attendance and retention of pupils in the basic schools. Kedze (2013) states that the School Feeding Programme has gained prominence for its multi – roles in developing countries. What the writer meant is that enrolment alone is not the only challenge of achieving universal basic education but

regular attendance and drop-out rates. The feeding programme, according to Kedze, motivates children to be present at schools as attendance is a necessary condition for access to the food. This is true within the Ghanaian context.

Bukari et al (2015) points out that there exists a positive link between the Ghana School Feeding Programme and academic performance. This revelation suggests that the school feeding programme has met its aims. Mohammed (2014) posits that the significant increase in enrolment is due to the fact that the School Feeding Programme motivates the pupils to stay in school and study leading to an improved universal basic education in the country. Mohammed (2014) therefore, suggests that though the one hot meal per school days is significant, pupils should be given snacks as supplements. The author maintains that the importance of the nation school feeding programme must not under any circumstance be undermined.

The national school feeding programme promotes and supports: the right to food, the right to education, local development and economic growth, food and nutrition security, and participation (Global Child Nutrition Forum, 2014). These efforts mark significant steps towards educational development in the country through achievement of universal basic education. The empirical review has provided evidence on the effects of school feeding interventions on enrolment. The literature also provides that school feeding programmes leads to increase in attendance and reduction of drop-out rates in beneficiary schools in different places. These findings will serve as basis for comparing the influence of the GSFP on enrolment, attendance and retention of children in basic schools in the Fantekwa South District.

The WFP 2010 further observed that school children are particularly vulnerable to short-term hunger, especially where diets of poor quality are consumed. Factors such as the long distances children walk to school, having to complete chores before going to school and poor quality and

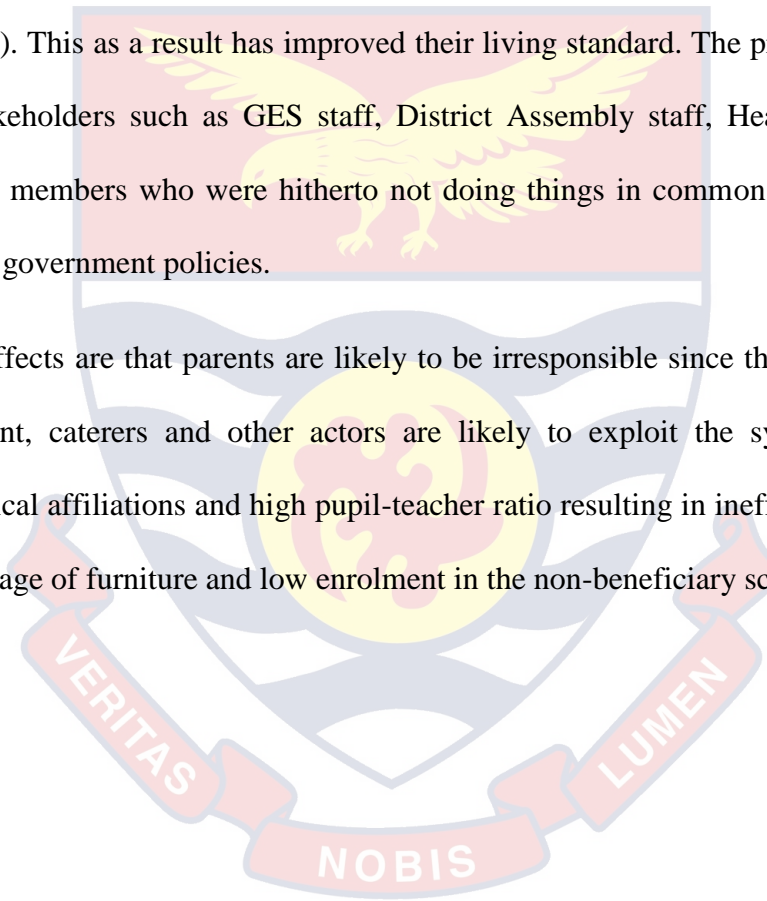
quantity of meals consumed at home, contribute to hunger in school children. Children who come to school hungry have diminished attentiveness, a greater likelihood of becoming distracted and a lack of interest in learning, resulting in failure, low achievement and repetition (Yendaw and Dayour, 2015).

Relieving a child's hunger may improve his memory ability to concentrate and thereby facilitate learning. School feeding programmes and other school-based nutrition and health programmes motivate parents to enroll their children in school and to see that they attend school regularly (Yendaw and Dayour, 2015). Also maintaining that properly designed and effectively implemented SFPs can alleviate short-term hunger in malnourished or otherwise well-nourished school children (Nyakundi, 2017). This can help to increase the attention and concentration of students producing gains in cognitive function and learning (Lawson, 2012). When programmes effectively reduce absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) will be improved (Lukindo, 2018).

Again, SFPs increase community involvement in schools, particularly where programmes depend on the community to prepare and serve meals to children. Many factors contribute to hunger in school children: The long distances children have to travel to school, cultural meal practices that include no or small breakfasts or a lack of family time or resources to provide adequate meals to children before and/or during the school day (Yendaw and Dayour, 2015). Simply alleviating this hunger in school children helps them to perform better in school (Diamond, 2010). The Impact of Ghana School Feeding Programme in relation to its stated objectives has the following positive impacts; Improvement in Education: Ghana School Feeding Programme has improved in the education of the beneficiary schools because there has been an increase in pupils' enrolment and reduction of school drop-out rate (Yendaw and Dayour, 2015).

Improvement in Food Production and Patronage of locally produced foodstuffs: Farmers in the beneficiary schools have been encouraged to produce more to feed the GSFP and therefore it is likely to increase food production in the country (Aliu, and Fawzia, 2014). Yet the farmer groups complain that their farm produce are not patronized by the programme. Creation of Employment and Improvement in Living Standard: Ghana School Feeding Programme has reduced unemployment rate by creating employment for farmers, caterers, cooks and food suppliers (Achibonga, 2015). This as a result has improved their living standard. The programme has been able to bring stakeholders such as GES staff, District Assembly staff, Health staff, Farmers, Chiefs, Assembly members who were hitherto not doing things in common, are together in an effort to carry out government policies.

Negative of the effects are that parents are likely to be irresponsible since their children are fed by the government, caterers and other actors are likely to exploit the system due to poor supervision, Political affiliations and high pupil-teacher ratio resulting in inefficient teaching and learning and shortage of furniture and low enrolment in the non-beneficiary schools.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter talks about the techniques of sampling used to collect data for the study. A thorough description of the area being studied. Also, it covers the research design, the population and sample size determination, the sampling techniques, the type and sources of data, and the analytical tools employed.

3.2 Study Area

Fanteakwa South District (FSD) is one of the 260 Metropolitan, Municipal and Districts in Ghana and forms part of the 33 Municipalities and Districts in Eastern Region. The Fanteakwa South District was carved out of the Fanteakwa North District as one of the 38 newly created and upgraded District in 2018 (Soniran, Abuaku & Ahorlu, 2020). The district was created with LI 2345 of 2017 in pursuance of the Governments decentralisation policy and local government reform policy (Local Government Act 2016, Act 936). The District has a minimum population of 75,000 and has its capital at Osino. It was inaugurated on March 15, 2018 alongside other 37 newly created districts (Soniran, Abuaku & Ahorlu, 2020). The district has twenty schools registered on the Ghana school Feeding Programme with total enrolment of 5,026 students been fed every term.

3.3 Study design

This research design outlines the research procedure that was used to produce data that are relevant for the research work. This study was informed by a cross-sectional survey as it aimed to attain the set objective by answering the research questions through gathering and analysing data from respondents in the FSD at a single point in time (Bhattacharjee, 2012). The researcher

adopted the mixed method for this study due to its methodological multiphase program of inquiry which gave the researcher that research flexibility and superiority over either one research method (qualitative and quantitative) in this single study (Curry et al., 2009; Creswell et al., 2011).

3.4 Population

The population of this study constituted of each head teacher of the 20 benefiting schools in the Fantekwa South District, the Desk Officer at FSD, SHEP Coordinators at Ghana Education Services, the cooks, and students of the benefiting Schools in the District.

3.5 Sample Size

Sampling is the process of taking a subset of subjects that is representative of the entire population (Acharya et al., 2013). According to an argument made by Hair et al. (1998), the question of how large a sample size should be is unanswered. They are, however, of the belief that based on a large sample distribution concept, reliable approximation can be achieved from samples between 100 to 500 respondents. For the purpose of this research, the researcher interviewed five (5) students from each of the twenty (20) benefiting schools summing up to one hundred (100) students in total. Also, each of the Head teachers and caterers of the twenty (20) benefiting schools were interviewed for the study. As a result, the sample size for the study was 140 respondents who answered to the questionnaire.

3.6 Sampling technique

The study followed a multi-stage sampling procedure where a combination of purposive and simple random sampling procedures was used to select the sample size and study area respectively (Taherdoost, 2016). The names of all the regions in Ghana were written on pieces of paper, folded and placed in a container. The Eastern region was picked without replacement from

the container having the names of the regions. Again, the names of all the municipalities and districts in the eastern region of Ghana were written on pieces of paper, folded and placed in a container. The FSD was picked without replacement from the container having the names of the municipalities and districts.

Moreover, the study adopted the purposive sampling method to select the respondents who included each head teacher, caterers and students from each benefiting School. In addition, due to Covid19 pandemic, it was difficult in getting access to most students of the 20 schools benefiting from the GSFP in the Fanteakwa South District. Therefore, the snow balling sampling method was employed to interview each head teacher, caterers and five (5) students from each benefiting School.

3.7 Types and Sources of Data

A survey approach employed to this research work comprised of primary and secondary data by the use of random sampling. Data was collected in the Fanteakwa South District. The primary data comprised of responses gathered through the administration of questionnaire/interview schedule. Questionnaire/interview schedule designed were pilot-tested by the researcher to make sure it was understandable and acceptable by the respondents. That process ideally involved administering the developed questionnaire to few respondents and then followed up to get responses on the questions (e.g., how they were structured, whether they were understood by respondents and whether the respondents felt comfortable answering them). The purpose of the pilot-testing was to help refine the questionnaire where necessary to ensure accuracy (validity), and precision (reliability).

Secondary data were obtained from existing literature in books, research reports, journals, articles, published conference papers, postgraduate thesis and dissertation, policy documents and

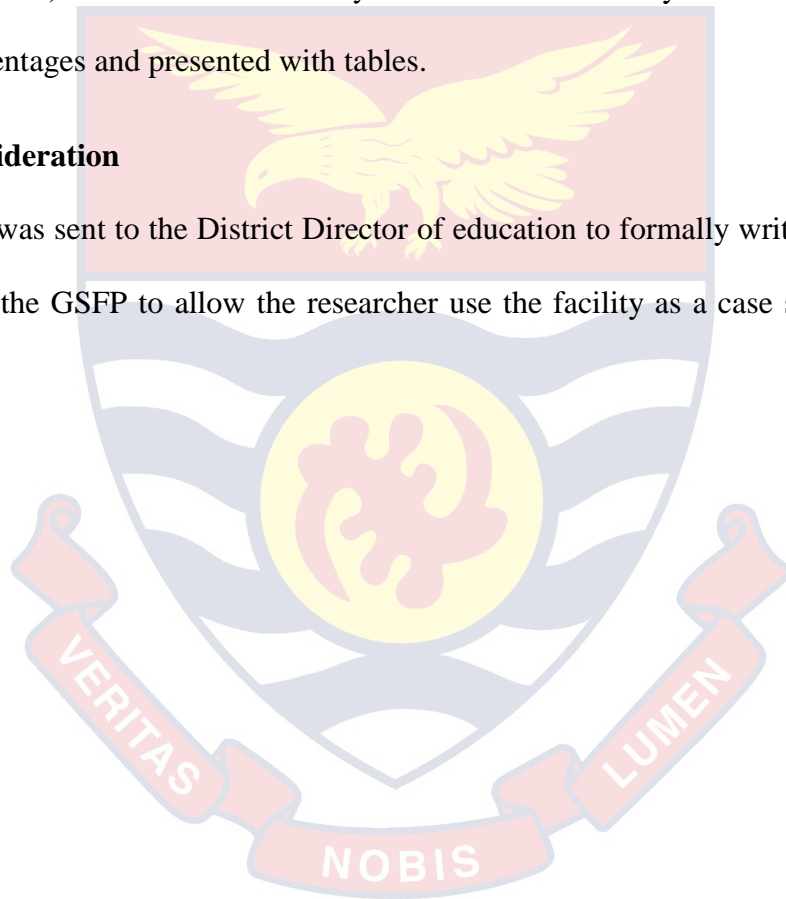
promotional materials from Non-governmental organizations. Internet search instituted the core process to acquire the necessary information for the study. The secondary data collected included the review of related literature to supplement the field work.

3.8 Tools for Data Analysis

The raw data collected from the field was well sorted out and fed into the Statistical Package for Social Scientist (SPSS) version 20 for the analysis. The data were analyzed descriptively using the frequencies, percentages and presented with tables.

3.9 Ethical Consideration

An official letter was sent to the District Director of education to formally write to various heads of schools under the GSFP to allow the researcher use the facility as a case study and also for assistance.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter deals with the presentation and discussion of data analyzed that relate to the objectives of the study. This consists of descriptive analysis which depicts the true picture of the responses provided by the respondents for making inferences and conclusions.

4.1 Demographic Characteristics of the Respondents

This section covers the demographic characteristics of the respective respondents. The demographics discussed include age and gender of head teachers and caterers as well as age, gender and level of education of students interviewed across the 20 beneficiary schools of the GSFP in the Fantekwa South District. The results are represented in Table 1.

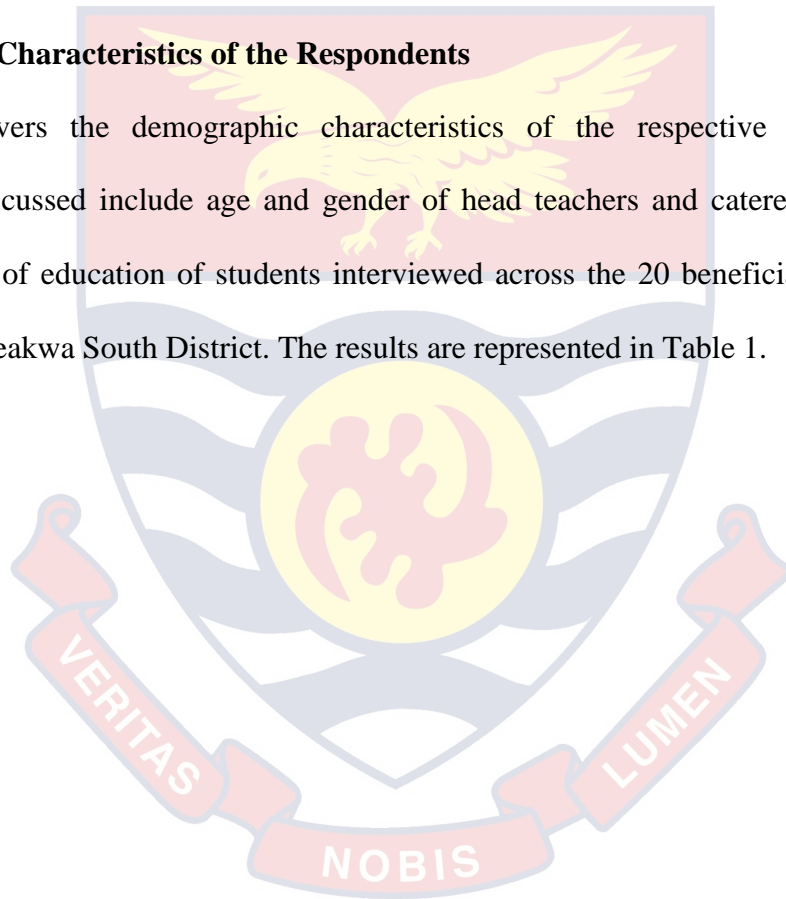


Table 1: Descriptive Statistics of Respondents

Respondents	Variable	Frequency	Percent
Students	Age		
	6-10	52	52
	11-20	47	47
	20 +	1	1
	Total	100	100
	Gender		
	Males	56	56
	Females	44	44
	Total	100	100
	Level of Education		
Lower primary	10	10	
Upper primary	90	90	
Total	100	100	
Teachers	Age		
	31-40	11	55
	41-50	7	35
	51 +	2	10
	Total	20	100
	Gender		
	Males	4	20
Females	16	80	
Total	20	100	
Caterers	Age		
	31-40	3	15
	41-50	11	55
	50 +	6	30
	Total	20	20
	Gender		
	Males	1	5
Females	19	95	
Total	20	20	

Source: Field Survey, 2020.

4.1.1: Age of Respondents

Table 4.1 above shows age distribution of students with 52% of them falling within the age range of 6-10 years, 47% were between the ages of 11-20 years and 1% was above 20 years of age. This implies that majority of the students interviewed fall within the age range of 6-10 years. Moreover, 55%, 35% and 10% of the head teachers interviewed were between the ages of 31-40 years, 41-50 years and 51+ years respectively. This finding shows that majority of the head teacher fall within the age grouping 31-40. Last but not least, 15%, 55% and 30% of the caterers sampled were between the ages of 31-40 years, 41-50 years and 51+ years respectively. This finding shows that majority of the caterers fall within the age grouping 41-50 years.

4.1.2: Gender of Respondents

Table 1 shows sex distribution of students with 54% of the respondents being males while 44% were females. Descriptively, it can be deduced that the majority of the students sampled were males. However, the sex distribution of head teachers sampled showed 20% being males whilst 80% were females. The caterers interviewed were made up of 95% females and 5% males. It can therefore be deduced that females were in majority among the head teachers as well as the caterers in the Fantekwa South District.

4.1.3: Educational Levels of Students Interviewed

The Table show the educational levels of the students interviewed. Accordingly, 10% of them were at the lower primary stage of their education as 90% are at the upper primary level of education in the Fantekwa south district. This implies that majority of the students sampled were able to read and write hence being able to understand the various questions asked of them. This also shows that they were able to express the knowledge they have concerning the GSFP in their various schools.

4.2 Examining the Influence of GSFP on Enrolment of Students in Basic Schools

This section examines the influence of GSFP on enrolment of students in basic schools in the Fantekwa South District. Table 2 shows the insight of how GSFP influence enrolment of students in basic schools in the Fantekwa south district. With regards to whether the implementation of GSFP has enhanced enrolment in the beneficial schools, eighty-nine (89%) of the students interviewed agreed that they have enrolled in the various beneficial schools because of the availability of the GSFP whereas eight (11%) disagreed. Again, all the 20 head teachers interviewed agreed that the implementation of GSFP has influenced enrolment in their respective schools.

Data extracted from the archives of the district educational directorate showed that before the implementation of the GSFP in the district, the total number of enrolment for boys and girls in the beneficial school in the 2016-17 academic year was 1025 and 927 respectively. However, in the 2017-18 academic year, the total number of enrolment for boys and girls increased to 1304 and 1100 respectively. Moreover, in the 2018-19 academic year, the total number of enrolment for boys and girls increased again to 1384 and 1228 respectively. It could therefore be claimed that the implementation of the GSFP has helped increase enrolment of students in basic schools in Fantekwa south district.

Table 2: Assessment of the Influence of GSFP on Enrolment of Students in Basic Schools

Question	Respondents	Agree		Disagree	
		Frequency	Percent	Frequency	Percent
Have you enrolled in this school because of GSFP?	Students	89	89.0	11	11.0
Have GSFP help increase school enrollment	Head teachers	20	100.0	0	0.0

Source: Field Survey, 2020.

4.3 Analysing the Influence of GSFP on Attendance of Students in Basic Schools

This section analyzes the influence of GSFP on attendance of students in basic schools in the Fantekwa south district. Table 4.3 shows displays the results of students and head teacher’s perspective on the influence of the implementation of GSFP on attendance of students in basic schools in the Fantekwa south district. With regards to whether the implementation of GSFP has encouraged attendance in the beneficial schools, hundred (100%) of the students interviewed agreed that the availability of the GSFP in their respective schools motivates them to attend school. Also, all 100% of the head teachers engaged in the study agreed that the implementation of GSFP has helped increased student’s attendance in their respective schools. Therefore, it could be deduced that the implementation of the GSFP has helped increase student’s attendance in basic schools in Fantekwa South District.

Table 3: Assessment of the influence of GSFP on Attendance of Students in Basic Schools

Question	Respondents	Agree		Disagree	
		Frequency	Percent	Frequency	Percent
Have you been attending school because of the GSFP?	Students	100	100.0	0	0.0
Have GSFP help increase attendance in your school?	Head teachers	20	100.0	0	0.0

Source: Field Survey, 2020.

4.4 Investigating the Influence of GSFP on Retention of Students in Basic Schools.

This segment investigated the influence of GSFP on retention of students in basic schools in the Fantekwa south district. As section 4.2 and 4.3 showed a positive influence of GSFP on attendance and retention of students in basic schools, the researcher thought it wise to investigate the influence of the implementation of GSFP on retention of students in basic schools in the Fantekwa South District.

Table 4 displays the results of students and head teachers’ perception on the influence of the implementation of GSFP on retention of students in basic schools in the Fantekwa south district.

With regards to whether the implementation of GSFP has enhanced retention in the beneficial schools, hundred (100%) of the students interviewed agreed that the availability of the GSFP in their respective schools motivates them to remain in the school. Also, all 100% of the head teachers interviewed agreed that the implementation of GSFP has helped motivated students in

remain in school. Hence, it could be claimed that the implementation of the GSFP has helped increase student’s retention in basic schools in Fanteakwa South District.

According to the district education office, the retention for 2016-17 academic year, the number was 1,005 for boys and 927 for girls which sum up to 1,932 retentions. In 2017-18 academic year, the number grew to 1,300 for boys and 1100 for girls which sum up to 2400. In 2018-19, the figures rose to 1,384 for boys and 1,218 for girls which sum up to 2,602 retentions.

Table 4: Assessment of the Influence of GSFP on Retention of Students in Basic Schools

Question	Respondents	Agree		Disagree	
		Frequency	Percent	Frequency	Percent
Have you remain in this school because of the GSFP?	Students	100	100.0	0	0.0
Have GSFP help increase retention of students in your school?	Head teachers	20	100.0	0	0.0

Source: Field Survey, 2020.

4.5 Identifying the Problems Encountered with the Implementation of GSFP in the Fanteakwa South District

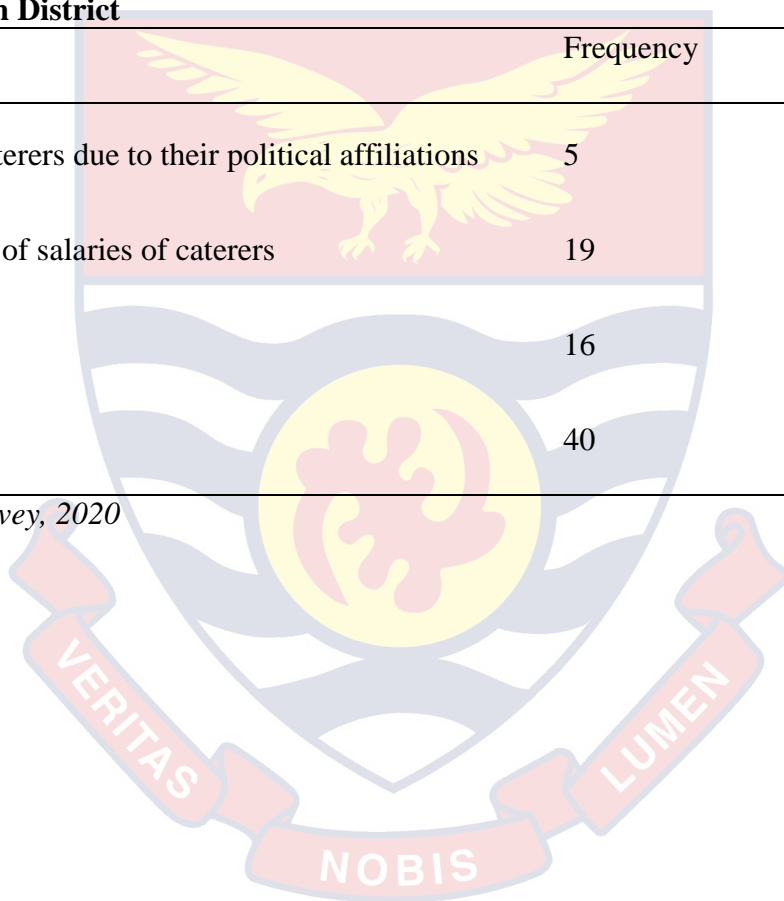
This section covers some identified problems encountered with the implementation of GSFP at basic schools Fanteakwa south District. In order to achieve the above objective, the head teachers and caterers were asked of the issues they see as hurdles to the effective implementation in their respective schools. Table 4.5 displays identified factors that hinder effective implementation of GSFP at the beneficial schools in the Fanteakwa south district. Five (5) respondents representing 12.5% of the respondents indicated that misconduct on the part of caterers due to their political

affiliations undermine the effective implementation of GSFP at their schools, nineteen (19) respondents forming 47.5% indicated that delay in payment of caterers equally undermine the effective implementation of GSFP at their schools. Sixteen (16) respondents representing 40.0% stated that lack of kitchen in various schools impede the effective implementation of GSFP in the district.

Table 5: Factors Identified as Hindrances to the Effective Implementation of GSFP at Fantekwa South District

Variable	Frequency	Percent
Misconduct by caterers due to their political affiliations	5	12.5
Delay in payment of salaries of caterers	19	47.5
Lack of kitchen	16	40
Total	40	100

Source: Field Survey, 2020



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes and concludes the findings of the study. Appropriate policy recommendations are distilled out of the study findings for implementation.

5.1 Summary of Major Findings

The study examined the influence of GSFP on enrolment, attendance and retention of students in basic schools as well as the problems encountered with the implementation of GSFP in the Fantekwa south district. All the objectives were analyzed descriptively using frequencies and findings were displayed with tables.

The study found that before the implementation of the GSFP in the Fantekwa South District, the total number of enrolment for boys and girls in the beneficial school in the 2016-17 academic year was 1025 and 927 respectively. However, in the 2018-19 academic year, the total number of enrolment for boys and girls increased to 1384 and 1228 respectively due to the implementation of the GSFP. Furthermore, respondents agreed to the above fact as 89% and 100% of the interviewed students and head teachers respectively claimed that the implementation of the GSFP help increase enrolment of students in basic schools.

The study established that the implementation of the GSFP has helped increase student's attendance in basic schools in Fantekwa South District as hundred (100%) of the students interviewed agreed that the availability of the GSFP in their respective schools motivates them to attend school.

The study also discovered that the implementation of the GSFP has helped increase student's retention in basic schools in Fantekwa south district as hundred (100%) of the students interviewed agreed that the availability of the GSFP in their respective schools motivates them to remain in the school.

Last but not least, the results showed that misconduct on the part of caterers due to their political affiliations, delay in payment of caterers and lack of kitchen in various schools impede the effective implementation of GSFP in the Fantekwa south district. Moreover, delay in payment of caterers was emerged as the topmost hurdle with 47.5%, lack of kitchen was the second pressing need to be addressed to enhance the effective implementation of the GSFP with 40 as misconduct on the part of caterers due to their political affiliations was the least amongst the listed problems associated with the effective implementation of the GSFP with 12.5%.

5.2 Conclusion

The study concludes that the implementation of the GSFP has helped increase student's enrolment, attendance and retention in basic schools in Fantekwa South District. Also, the study concludes that the delay in payment of caterers, lack of kitchen and misconduct on the part of caterers due to their political affiliations were the observed problems associated with the effective implementation of the GSFP in the Fantekwa South District.

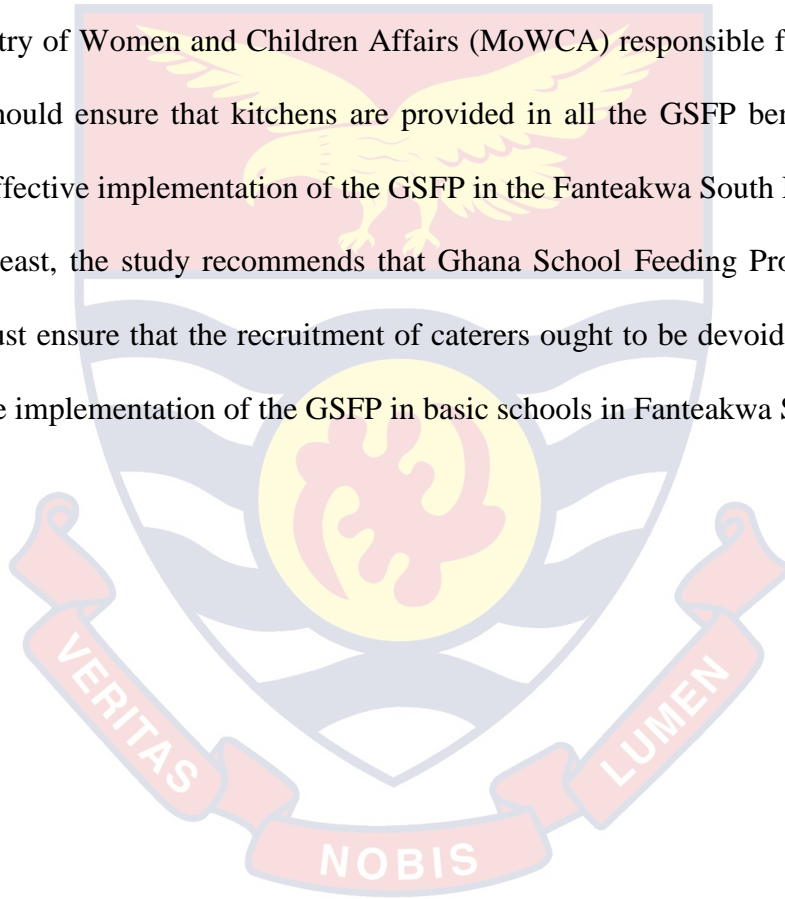
5.3 Recommendations

The following recommendations are made based on the study results.

- 1) It is recommended that the Ghana School Feeding Programme National Secretariat, Ministry of Local Government and Rural Development (MLGRD), in collaboration with the Ministry of Education (MoE) who are responsible for the implementation and supervision of the

programme should liaise with any government that comes to power to sustain the programme to help reduce illiteracy rate at the basic level in the district.

- 2) Also, the Ministry of Finance and Economic Planning (MoFEP) should ensure timely release of funds so that the salaries of the caterers are paid on time to help them discharge their duties efficiently.
- 3) Therefore, it is recommended that the Ghana School Feeding Programme National Secretariat and the Ministry of Women and Children Affairs (MoWCA) responsible for monitoring and supervision should ensure that kitchens are provided in all the GSFP beneficial schools to enhance the effective implementation of the GSFP in the Fanteakwa South District.
- 4) Last but not least, the study recommends that Ghana School Feeding Programme National Secretariat must ensure that the recruitment of caterers ought to be devoid of partisanship to boost effective implementation of the GSFP in basic schools in Fanteakwa South District.



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APPENDIX A

PRESBYTERIAN UNIVERSITY COLLEGE GHANA

FACULTY OF DEVELOPMENT STUDIES

Department of Rural and Community Development

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is looking for your opinion in an effort to imploye information to write a thesis on the topic “Assessing the Effect of Ghana School Feeding Programme Implementation at Fanteakwa South District”. Your view is therefore, needed for academic purpose only and will be treated confidentially.

INSTRUCTON: PLEASE TICK ONE APPROPRIATE ANSWER

Section A: Background Information

1. Name of School.....
2. Gender a. Male b. Female
3. The age group of respondent a. 6-10 b. 11-20 c. 20+
4. Do you agree that the GSFP reward pupils’ performance in terms of enrolment, attendance and retention? a. agree b. disagree

Section B: Activities of GSFP on Enrollment, Attendance and Retention On the Basic School

5. GSFP has increase enrolment in the basic school a. agree b. disagree
6. The policy has helped to reduce illiteracy rate in the basic level a. agree b. disagree

7. GSFP has helped to increase enrollment in basic schools a. agree b. disagree
8. Do you agree the GSFP has helped to reduce absenteeism a. agree b. disagree
9. Do you agree that the caterers provide adequate food for the pupil a. agree b. disagree
10. Do you agree the GSFP has achieved its intended purpose a. agree b. disagree
11. Do you agree that the introduction of GSFP in your school has positive effect on the school a. agree b. disagree

Section C: Influence of the GSFP in the Fanteakwa South District

12. Has the policy provided reliable markets for farmers in the District a. agree b. disagree
13. Most caterers in the beneficiary schools do not have kitchens a. True b. false
14. Delay payment of caterers in beneficiary schools is a challenge that affects the GSFP a. True b. false
15. Some caterers behave in impunity due to their political clout? a. True b. false
16. Do you recommend that the Government should sustain the programme a. agree b. disagree
17. Do you agree the policy has helped to promote domestic farming a. agree b. disagree

18. The policy is efficient agree b. disagree

19. Farmers derives benefits from the policy a. agree b. disagree

20. The policy has reduce unemployment and created employment in the District a. agree
b. disagree



APPENDIX B

PRESBYTERIAN UNIVERSITY COLLEGE GHANA

FACULTY OF DEVELOPMENT STUDIES

Department of Rural and Community Development

QUESTIONNAIRE FOR STUDENTS

This questionnaire is looking for your opinion in an effort to imploye information to write a thesis on the topic “Assessing the Effect of Ghana School Feeding Programme Implementation at Fantekwa South District”. Your view is therefore, needed for academic purpose only and will be treated confidentially.

INSTRUCTON: PLEASE TICK ONE APPROPRIATE ANSWER

Section A: Background Information

1. Name of School.....
2. Gender a. Male b. Female
3. The age group of respondent a. 6-10 b. 11-20 c. 20+
4. Do you agree that the GSFP reward pupils’ performance in terms of enrolment, attendance and retention? a. agree b. disagree

Section B: Activities of GSFP on Enrollment, Attendance and Retention On The Basic School

5. GSFP has increase enrolment in the basic school a. agree b. disagree
6. The policy has helped to reduce illiteracy rate in the basic level a. agree b. disagree

7. GSFP has helped to increase enrollment in basic schools a. agree b. disagree

8. Do you agree the GSFP has helped to reduce absenteeism a. agree b. disagree

9. Do you agree that the caterers provide adequate food for the pupil a. agree

b. disagree

10. Do you agree the GSFP has achieved its intended purpose a. agree b. disagree

11. Do you agree that the introduction of GSFP in your school has positive effect on the school

a. agree b. disagree

Section C: Influence of the GSFP in the Fantekwa South District

12. Has the policy provided reliable markets for farmers in the District a. agree b.

disagree

13. Most caterers in the beneficiary schools do not have kitchens a. True b. false

14. Delay payment of caterers in beneficiary schools is a challenge that affects the GSFP a.

True b. false

15. Some caterers behave in impunity due to their political clout? a. True b. false

16. Do you recommend that the Government should sustain the programme a. agree b.

disagree

17. Do you agree the policy has helped to promote domestic farming a. agree b. disagree

18. The policy is efficient agree b. disagree

19. Farmers derives benefits from the policy a. agree b. disagree

20. The policy has reduce unemployment and created employment in the District a. agree

b. disagree



APPENDIX C

PRESBYTERIAN UNIVERSITY COLLEGE GHANA

FACULTY OF DEVELOPMENT STUDIES

Department of Rural and Community Development

QUESTIONNAIRE FOR EDUCATION OFFICE

This questionnaire is looking for your opinion in an effort to imploye information to write a thesis on the topic “Assessing the Effect of Ghana School Feeding Programme Implementation at Fanteakwa South District”. Your view is therefore, needed for academic purpose only and will be treated confidentially.

INSTRUCTON: PLEASE TICK ONE APPROPRIATE ANSWER

Section A: Background Information

1. Name of School.....
2. Gender a. Male b. Female
3. The age group of respondent a. 6-10 b. 11-20 c. 20+
4. Do you agree that the GSFP reward pupils’ performance in terms of enrolment, attendance and retention? a. agree b. disagree

Section B: Activities of GSFP on Enrollment, Attendance and Retention On The Basic School

5. GSFP has increase enrolment in the basic school a. agree b. disagree
6. The policy has helped to reduce illiteracy rate in the basic level a. agree b. disagree

7. GSFP has helped to increase enrollment in basic schools a. agree b. disagree

8. Do you agree the GSFP has helped to reduce absenteeism a. agree b. disagree

9. Do you agree that the caterers provide adequate food for the pupil a. agree

b. disagree

10. Do you agree the GSFP has achieved its intended purpose a. agree b. disagree

11. Do you agree that the introduction of GSFP in your school has positive effect on the school

a. agree b. disagree

Section C: Influence of the GSFP in the Fanteakwa South District

12. Has the policy provided reliable markets for farmers in the District a. agree b.

disagree

13. Most caterers in the beneficiary schools do not have kitchens a. True b. false

14. Delay payment of caterers in beneficiary schools is a challenge that affects the GSFP a.

True b. false

15. Some caterers behave in impunity due to their political clout? a. True b. false

16. Do you recommend that the Government should sustain the programme a. agree b.

disagree

17. Do you agree the policy has helped to promote domestic farming a. agree disagree

18. The policy is efficient agree b. disagree

19. Farmers derives benefits from the policy a. agree b. disagree

20. The policy has reduce unemployment and created employment in the District a. agree

b. disagree



APPENDIX D

PRESBYTERIAN UNIVERSITY COLLEGE GHANA

FACULTY OF DEVELOPMENT STUDIES

Department of Rural and Community Development

QUESTIONNAIRE FOR AGRIC OFFICE

This questionnaire is looking for your opinion in an effort to implore information to write a thesis on the topic “Assessing the Effect of Ghana School Feeding Programme Implementation at Fanteakwa South District”. Your view is therefore, needed for academic purpose only and will be treated confidentially.

INSTRUCTON: PLEASE TICK ONE APPROPRIATE ANSWER

Section A: Background Information

1. Name of School.....
2. Gender a. Male b. Female
3. The age group of respondent a. 6-10 b. 11-20 c. 20+
4. Do you agree that the GSFP reward pupils’ performance in terms of enrolment, attendance and retention? a. agree b. disagree

Section B: Activities of GSFP on Enrollment, Attendance and Retention On The Basic School

5. GSFP has increase enrolment in the basic school a. agree b. disagree
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7. GSFP has helped to increase enrollment in basic schools a. agree b. disagree

8. Do you agree the GSFP has helped to reduce absenteeism a. agree b. disagree

9. Do you agree that the caterers provide adequate food for the pupil a. agree

b. disagree

10. Do you agree the GSFP has achieved its intended purpose a. agree b. disagree

11. Do you agree that the introduction of GSFP in your school has positive effect on the school

a. agree b. disagree

Section C: Influence of the GSFP in the Fantakwa South District

12. Has the policy provided reliable markets for farmers in the District a. agree b.

disagree

13. Most caterers in the beneficiary schools do not have kitchens a. True b. false

14. Delay payment of caterers in beneficiary schools is a challenge that affects the GSFP a.

True b. false

15. Some caterers behave in impunity due to their political clout? a. True b. false

16. Do you recommend that the Government should sustain the programme a. agree b.

disagree

17. Do you agree the policy has helped to promote domestic farming a. agree

disagree

18. The policy is efficient agree b. disagree

19. Farmers derives benefits from the policy a. agree b. disagree

20. The policy has reduce unemployment and created employment in the District a. agree

b. disagree



APPENDIX E

PRESBYTERIAN UNIVERSITY COLLEGE GHANA

FACULTY OF DEVELOPMENT STUDIES

Department of Rural and Community Development

QUESTIONNAIRE FOR CATERERS

This questionnaire is looking for your opinion in an effort to imploye information to write a thesis on the topic “Assessing the Effect of Ghana School Feeding Programme Implementation at Fantekwa South District”. Your view is therefore, needed for academic purpose only and will be treated confidentially.

INSTRUCTON: PLEASE TICK ONE APPROPRIATE ANSWER

Section A: Background Information

1. Name of School.....
2. Gender a. Male b. Female
3. The age group of respondent a. 6-10 b. 11-20 c. 20+
4. Do you agree that the GSFP reward pupils’ performance in terms of enrolment, attendance and retention? a. agree b. disagree

Section B: Activities of GSFP on Enrollment, Attendance and Retention On The Basic School

5. GSFP has increase enrolment in the basic school a. agree b. disagree
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7. GSFP has helped to increase enrollment in basic schools a. agree b. disagree

8. Do you agree the GSFP has helped to reduce absenteeism a. agree b. disagree

9. Do you agree that the caterers provide adequate food for the pupil a. agree

b. disagree

10. Do you agree the GSFP has achieved its intended purpose a. agree b. disagree

11. Do you agree that the introduction of GSFP in your school has positive effect on the school

a. agree b. disagree

Section C: Influence of the GSFP in the Fantakwa South District

12. Has the policy provided reliable markets for farmers in the District a. agree b.

disagree

13. Most caterers in the beneficiary schools do not have kitchens a. True b. false

14. Delay payment of caterers in beneficiary schools is a challenge that affects the GSFP a.

True b. false

15. Some caterers behave in impunity due to their political clout? a. True b. false

16. Do you recommend that the Government should sustain the programme a. agree b.

disagree

17. Do you agree the policy has helped to promote domestic farming a. agree b. disagree

18. The policy is efficient agree b. disagree

19. Farmers derives benefits from the policy a. agree b. disagree

20. The policy has reduce unemployment and created employment in the District a. agree

b. disagree

