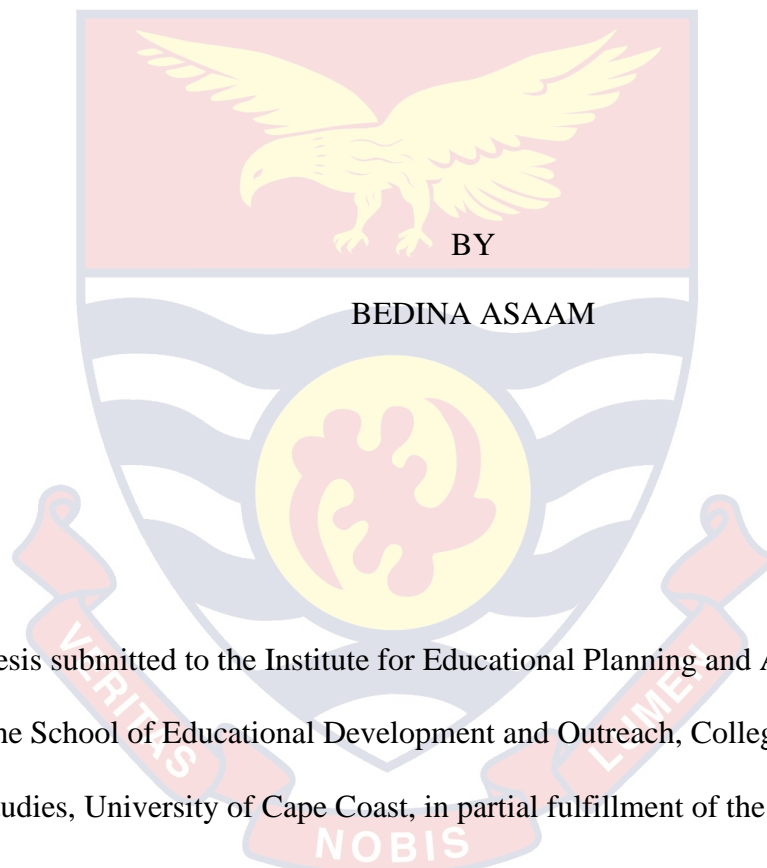


UNIVERSITY OF CAPE COAST

VIEWS OF 'SCHOOL-BASED STAKEHOLDERS' OF EDUCATION IN
THE CAPE COAST METROPOLIS ON GHANA'S SCHOOL FEEDING
PROGRAMME



This thesis submitted to the Institute for Educational Planning and Administration of the School of Educational Development and Outreach, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirement for the award of Master of Philosophy Degree, in Educational Administration.

September 2019

DECLARATION

Candidate's Declaration

I hereby declare that this thesis 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.....

Name: Bedina Asaam

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of theses laid down by the University of Cape Coast.

Principal Supervisor's Signature:..... Date:.....

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ABSTRACT

This study examined the views of ‘school-based stakeholders’ in Cape Coast Metropolis on Ghana’s school feeding programme. The study adopted the descriptive survey design and the researcher used the simple random sampling and purposive sampling techniques to select the beneficiary and non-beneficiary schools and respondents for the study. A sample of 180 respondents drawn from a beneficiary and non-beneficiary schools provided data for the study. The respondents comprised headteachers, teachers and pupils of the beneficiary and non-beneficiary schools. A questionnaire and an interview guide were the instruments used to elicit responses from the respondents. The study used the SPSS software to analyze the questionnaire data and the interview data were grouped based on similarities of responses. The study revealed that there is some level of understanding of the aims and objectives of the SFP initiative. It is recommended that there should be intensive publicity and education drive of the aims and objectives of the SFP. Secondly, the study showed that the introduction of the SFP in the studied school has contributed to increase in enrolment, attendance, reduced drop-out rates and improved retention rates. Introduction of the SFP in the non-SFP school would cause pupils to be regular, stay in school and also reduce rate of absenteeism. The study therefore recommends that Government should make the necessary efforts to bring on board all the basic schools on the SFP as a way of improving the literacy rate of the society. The findings really suggest that there are challenges bedeviling the implementation of the SFP initiative. It is therefore recommended that Government should secure funds to address the challenges to ensure the programmes sustainability.

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I would also like to express my sincere thanks to all the respondents in Jacob Wilson Sey, Wesley Girls, Philip Quaque boys and St Mary's Girls basic schools in the Cape Coast Metropolis for completing the questionnaire and also granting me audience to interview them.

DEDICATION

Dedicated to my husband Mr. Benjamin Edu-Mensah and children, Maame

Araba, Ewurafua Esarba and Nana Kobina.



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CHAPTER ONE

INTRODUCTION

Background to the Study

Education plays an important role in the life of a man/woman and in the socio-economic development of a nation (Aggarwal, 1997). It is therefore essential to embrace education, for education is still regarded as an important bridge of social, economic and political mobility (Amutabi & Oketch, 2003). Throughout the world, people look up to education as a conduit to achieve social change and sustainable development.

The place of education in human capital development cannot be over emphasized. The Webster's Dictionary (2010) defines education as a process of learning and training, instruction as impacted in schools, colleges and universities. In the light of the above, education therefore means a process by which an individual gains knowledge, insight, develop attitudes or skills. It can therefore be summarized as a process of transmitting cultural values and skills that will help to develop human knowledge. Adedeji, Fabunmi, & Olaniyan (2010), holds the same view and posits that education is a process of transmitting cultural values and other information from generation to generation. According to Nakpodia (2011), education is a systematic instruction for the development of character or mental power.

Education plays critical roles in human and societal development because it satisfies a basic human need for knowledge, provides a means of helping to meet other basic needs, and helps sustain and accelerate overall development. Perhaps it's most important roles lies in the fact that it builds,

liberates and equips individuals and helps to determine the distribution of employment and income for both present and future generations. Education also influences social welfare through its indirect effects on health, fertility and life expectancy (Igbuzor, 2006, Kwapong, 1995).

The Government of Ghana in its bid to ensure that her citizens are educated to help with the development of the country, stressed the need for education for all by incorporating it in the 1992 constitution. Article 25 (1) of the 1992 Republican Constitution of Ghana states:

“All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right: (a) basic education shall be free, compulsory and available to all, (b) secondary education in its different forms, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by progressive introduction of free education, and (c) higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by progressive introduction of free education” (GoG).

Even though education is seen to be important, available statistics showed that an overwhelming number of children in the world did not go to school. A case in point was where the United Nations Report (2015), indicated that more than 100 million children worldwide do not attend school. In Ghana, statistics available on children of school going-age show that a considerable number of them do not go to school. This is evidenced from the Education for All (EFA) Global Monitoring Report (2007) which pointed out statistics of about 1.357

million children who did not go to school. A World Bank report on education says, in Ghana a considerable number of children of primary age are out of school. Furthermore, the World Bank Group Education Report (2018) dubbed “Facing forward: Schooling with Learning in Africa” said 16% of kids from the poorest areas were out of school. They reported that these children were out of school due to hunger, not having money to pay school fees and other related expenses. Having realized the importance of education, the United Nations 2000 Millennium Summit had some of its cardinal goals as making universal access to primary education, reducing hunger and eradicating poverty.

To achieve the MDGs first priority (i.e. reducing hunger and poverty), the United Nations Hunger Task Force (UNHTF) put forth seven recommendations which are enshrined in their report “Halving Hunger, It can be Done” (Martens, 2007). The UNHTF identified a number of strategies to achieve this goal, and one was to implement school feeding programmes (SFPs) which could use food grown locally instead of relying on imported food. Indeed, this was seen as an integration of education and agriculture, and UNHTF had the idea that school feeding programmes, if implemented well, could increase school attendance, most especially, for girls, as well as boost the demand for locally cultivated foods (Bukari & Hajara, 2015; Martens, 2007; Sulemana, Ngah & Majid, 2013).

The SFPs recommended by the UNHTF as one of the strategies to increase enrolment and attendance comprised community and school-based feeding programmes. The Community programmes included systematic deworming and micronutrient supplementation. The school-based feeding

programmes included take-home rations, safe cooking facilities and clean drinking water. The school-based feeding further included HIV/AIDS, health, nutrition, hygiene and improved sanitation (Martens, 2007). In line with these recommendations, African leaders, in recognition of their own roles to develop their countries and improve lives for the population, came together and formed the New Partnership for Africa's Development (NEPAD), as a body of the African Union (AU). NEPAD embraced the school feeding concept formulated by the MDGs. It focused on an integration of school feeding programmes and agriculture (Martens, 2007; Oduro-Ofori & Adwoa-Yeboah, 2014; Sulemana, Ngah & Majid, 2013). In ensuring that the concept of integration of school feeding programmes and agriculture work effectively, NEPAD drew a Comprehensive Africa Agricultural Development Programme (CAADP) aimed at restoring agriculture, growth, food security, and rural development in Africa (Martens, 2007).

The Government of Ghana being part of NEPAD has come up with several policies. For instance in May 2003, the Ministry of Education and Sports outlined the Education Strategy Plan (ESP) for 2003- 2015. The ESP encapsulated the goals for Education for all the Millennium Development Goals (MDGs) and the Ghana Poverty Reduction Strategy. Other measures taken by the Government of Ghana to make education accessible to all include the institution of the Capitation Grant to all public basic schools and the introduction of the School Feeding Programme. The Capitation Grants are funds made available to all not-for-profit schools (government, community and faith-based schools) to help supplement running costs and improve the learning environment. The funds are given to the schools depending on their

enrolment. It was introduced with the intention of facilitating the achievement of the Millennium Development Goal of primary education for all, by financing the primary and Junior Secondary Schools in Ghana in such a way that education is free for all. Under this arrangement, primary and JHSs, need not pay school fees anymore. The subsidy paid by the government per student per term is GH¢4.50 and the total amount paid is dependent on the total enrolment in a school. The amount paid covers general stationery and management, office machinery, first aid, building maintenance and sports fee. Other items that the subsidy covers include, culture fee, sanitation fee, postage, textbook user fee, practical fees, furniture maintenance and tools maintenance.

These initiatives are aimed at helping poor parents meet the cost of primary education and improve the nutrition of children, especially poor children (African Education Watch, 2008). The SFPs are common in both developing and industrialized countries. SFP is a social safety net for children. That is, SFP provides an important new opportunity to assist poor families feed hungry children. It also, provides incentive for poor families to send their children to school and keep them there.

In the industrialized countries, for instance, the USA school lunch came about as a result of the private societies and associations which were much interested in children`s education and welfare in the society (Gunderson, 2013). He indicated that during the 1890's, there was an increasing dropout rate among children in the United States of America. The National School Lunch Programme (NSLP) Act, in America signed by President Truman in 1946, officially authorized the NSLP. The 1966 Child

Nutrition Act expanded the programme and added the School Breakfast Programme (SBP) on a pilot basis. The United States of America extended the practice of initiating SFPs in Austria as an act of international aid. It was aimed at combating the severe malnutrition of children in the 1940s after the Second World War. Since then, SFPs have become a key part of food assistance, relief emergency and development programmes.

According to Schirm and Kirkendall (2010), the Government in the USA in 1998, expanded the NSLP to include reimbursements for snacks served to students in after-school educational and enrichment programmes. Mader (2013) posits that the introduction of the Hunger Free Kid Act in 2010, by Michelle Obama's Health Policy and US Department of Agriculture Lunch Act in 2012, improved the quality of the meals as well as the health needs of the kids.

In the developing countries, SFP is one of the initiatives being adopted by governments to reduce hunger, increase enrolment, attendance, improve retention and reduce drop-out rates of pupils in schools. According to Amadou (2012), school feeding was institutionalized in Mali for the first time in 1962, two years after the country gained independence. He noted that it was part of an education reform aimed at organizing basic education. He remarked that at that time, there were almost no schools in the villages, but only in the capitals of the districts. Children had to walk several miles from their villages to schools. It was very difficult for them to go back home at noon and come back to school in the afternoon, and furthermore, it was difficult for them to pay attention in class while they were hungry. Thus, the objective was to promote education through the provision of school meals to children. Amadou (2012)

indicated that in 1970, a new way of providing school meals was adopted to replace that which had been previously passed in 1962 on the organization of basic education. This emphasized once again the importance of school feeding as a way to promote child enrolment and retention at school. The local authorities were responsible for implementing the programmes at regional and district levels. In addition, the authorities and communities actively contributed both in cash and kind. For example, women voluntarily organized themselves to manage the cooking activities.

The SFP in Botswana commenced in 1966 as one of the coping strategies to address widespread problems of malnutrition among children and child bearing women arising from a continuous five year drought period (Bornay, Chengeta, Chotani, Magole, Rambukwelle, & York, 1993). Botswana was also not self-sufficient in food production and like other African countries, it started the SFP with the financial and implementation assistance of World Food Programme (WFP), a situation that prevailed until 1993 when the gradual process of WFP's withdrawal of resources and implementation assistance started. By this time, it was evident from the programme evaluation completed in 1991 that the number of school feeding beneficiaries had steadily increased. In 1993 there were 300,419 beneficiaries in 672 schools across the country (Bornay, et.al, 1993).

As a way of giving it a legal backing, the SFP in Botswana was enshrined in the Country's Vision 2016 document. The programme targets all children in schools and is focused on elimination of hunger, achieving a balanced diet for all children and facilitating high and sustainable school attendance and enrolments (Republic of Botswana, 1993). To ensure local

ownership and accountability, the SFP was made part of the National Food Strategy which is coordinated by the Ministry of Finance and Economic Planning. Ministry of Local Government (MLG) was the main implementing ministry through the then Department of Food Resources.

As one of the poor countries in Africa, Malawi realizes the importance of primary school education in its development agenda and eradication of poverty. In 1999, Malawi showed its commitment to primary education through the introduction of the SFP to reduce hunger among primary school going children so that hunger is not a hindrance to their education (World Food Programme, 2009). This attempt to retain more children in primary school was in line with the Millennium Development Goal (MDG) number 2 which calls for increased primary school enrolment and reductions in gender disparities in school (Education Sector Implementation Plan, 2009; Malawi Gender Policy, 2008; WFP, 2009).

The current Malawi SFP is being implemented by the Ministry of Education with support from WFP, Mary Meals and other NGO partners. It is operational in 13 of 28 districts and has reached about 635,000 most vulnerable children (Lambers, 2009; WFP, 2009). According to Burbano and Gelli (2009), pupils take a mid-morning Corn Soya Blend (CSB) porridge of about 100g (locally called Likuni Phala) estimated to provide 22% of daily energy requirements for a primary school going child. As an intervention, the SFP was put in place as a valuable social safety net to respond to rural peoples' concerns of poor health, poor nutrition and poverty which were barriers to primary school access in rural Malawi despite universal free primary education (MNNP, 2009; WFP, 2009). The main aim of the SFP as

stipulated by the WFP Policy (2009) was to end the cycle of hunger. Some of its objectives include: to enhance nutrition and health of school going children; promote education in terms of enrolment, increase retention, decrease dropout and improve school achievement (WFP, 2009). As a developing country, Ghana's school feeding programme (GSFP) was implemented under the initiative of the African Agricultural Development Pillar 3. The GSFP aims to improve food security and reduce hunger in line with the United Nations Millennium Development Goals (MDGs). With commitment on the part of the government of Ghana to reduce poverty, and with support from the Dutch government, GSFP was started as a pilot project in September, 2005 (Abu-Bakr, 2008; Bukari & Hajara, 2015; Sulemana et al., 2013). The main goal of GSFP was to improve enrolment in schools, attendance and retention of children of school-going age as well as to achieve Millennium Development Goal 2. Another aim was to encourage caterers to buy locally grown foodstuffs to achieve the goal 1 of the MDGs (GSFP District Operational Manual, 2012).

The GSFP took off in the then Cape Coast municipality on May 23, 2006 on pilot basis, with five schools (Ghana News Agency, 2006). The schools selected for the pilot project were Akotokyir Anglican, Abura Ahmaddiya A & B, Antem and Nyinasin M/A primary schools. The programme was to be implemented in phases, starting with the Abura-Ahmaddiya primary A & B schools, which had a population of more than 600 pupils. To this end, a 12-member committee to oversee the programme, made up of some selected basic school heads, representatives of the then

Municipal Assembly, Health, Education, Ministry of Food and Agriculture, an opinion leader and a traditional ruler was inaugurated.

According to the then Central Regional Minister, Nana Ato Arthur, about 1,000 basic schools throughout the country were expected to benefit from the programme in 2006. According to the Regional Minister, the prime aim was to ensure that pupils were retained in school, particularly in deprived areas. Nana Ato Arthur, who was also the acting Municipal Chief Executive, therefore, urged the members of the committee to bring their expertise to bear on the programme and to work as a team to ensure its success. In this regard, Mr. Guy Sillo, the then Municipal Coordinating Director, impressed on the district assemblies to construct storage facilities, kitchens and canteens for the various schools to help in the smooth take off of the programme.

The GSFP in Central Region has grown steadily in terms of beneficiary schools. According to the GNA (April 1, 2010), at least 43,558 pupils in 120 deprived schools in the Central Region are benefiting from the SFP. This was indicated by the then Regional Coordinator of the GSFP, Ms Sarah Yeboah. In her press briefing, Ms. Yeboah said the Regional Secretariat had developed a pass book which requires the daily recording of the activities of caterers. The book is signed by head teachers and other stakeholders and later handed over to a desk created at the district level to ensure accountability.

In Cape Coast Metropolis, the number of beneficiary schools of the GSFP had increased to fifteen (15) schools. According to the Regional Coordinator of the GSFP, efforts were being made to include more of the

schools on the SFP in the Metropolis to provide more children in public basic schools and kindergartens in the marginalized areas of the Cape Coast Metropolis with one hot and nutritious meal per day. Also the concept of SFP was to increase enrolment, attendance, retention and improve drop-out rates of children in public basic schools in the Cape Coast District. In line with this, several studies were conducted nationwide including Central Region (Martens, 2007) to evaluate the impact of the SFP. However, none of the studies sought to find out the contributions of SFP in beneficiary schools as against the absence of SFP in other public basic schools in marginalized communities in the Cape Coast metropolis. It is against this backdrop of these historical accounts that this study sought to explore the views of school-based stakeholders regarding the impact of SFP in beneficiary and non-beneficiary public basic schools in the marginalized communities.

Statement of the Problem

The GSFP was launched in September 2005 following African Union-New Partnership for Africa's Development (AU-NEPAD). The main goal of GSFP was to improve enrolment in schools, attendance and retention of children of school-going age. The available GSFP empirical studies conducted in Ghana show that school feeding has positively contributed to pupils' enrolment and reduced pupils' dropout in primary schools in Ghana and many developing countries (Jomaa, McDonnell & Probart, 2011). Arhin (2015) reported that since the inception of the GSFP, public basic schools benefitting from the programme have recorded an appreciable increment in enrolment of pupils. According to Oduro-Ofori and Yeboah-Gyapong (2014), the GSFP has

reduced the level of primary school drop-out in the Kwaebibrim District in the Eastern Region since it serves as a motivational tool for primary children to stay in school. A study by Bukari and Hajara (2015) on the GSFP in the Garu-Tempene District in Ghana revealed that the programme increased gross enrolment rate by 24% among participating schools but decreased by 7% in non-participating schools.

The Ghana News Agency (2014) also observed an increment of pupils from 413,493 since the implementation of the GSFP in the year 2006/2007 to 1,739,352 pupils in 2013/2014. But these available statistics only bring out the improvement in enrolment, attendance, retention and drop-out rates in beneficiary schools without recourse to the views of the school-based stakeholders and also the contributions that non-beneficiary schools are missing out on. Yet, not a single study has been conducted to sample the views of stakeholders in both beneficiary and non-beneficiary schools together to bring into sharp focus the stories and /or experiences of pupils and schools and particularly those in disadvantaged and/or marginalized settings who are missing out on the GSFP unfortunately.

Against this backdrop, this study aims to explore the views of school-based stakeholders in a fishing community in the Cape Coast Metropolis to bring into sharp focus the ‘actual’ contributions of the SFP that beneficiary public basic schools are enjoying as against what the non-beneficiary public basic schools, are entitled to, but are missing out on unfortunately.

Purpose of the Study

This study sought to explore the views of ‘school-based stakeholders’ in a beneficiary and non-beneficiary public basic schools in the Cape Coast Metropolis regarding Ghana’s School Feeding Programme. Specifically the study focused on examining the contributions of the GSFP in respect of the enrolment, attendance, retention and drop-out rates of pupils in these two schools (Jacob Wilson Sey and Wesley Girls Basic Schools).

Research Questions

The study was guided by the following questions:

1. What is the understanding of the school-based stakeholders (i.e. headteachers, teachers and pupils) in both the beneficiary and the non-beneficiary basic schools regarding the aims and objectives of the SFP initiative?
2. What do the headteachers, teachers and pupils of the beneficiary school view to be the contributions of the SFP in respect of enrolment, attendance, retention and drop-out rates of pupils?
3. What do the headteachers, teachers and pupils of the non-beneficiary school view to be the impact of the absence of SFP on enrolment, attendance, retention and the drop-out rates of pupils?
4. What do the headteachers, teachers and pupils of both the beneficiary and non-beneficiary schools in the Cape Coast Metropolis see to be the challenges with the implementation of the GSFP initiative?

5. How, in the views of the stakeholders, can the GSFP initiative be implemented and sustained to benefit all pupils in Ghana, especially those from deprived settings of the Ghanaian society?

Significance of the Study

The study results may point out whether the school feeding programme in the fishing communities in the Cape Coast Metropolis has improved pupils' school enrolment, attendance and retention or otherwise. It also has the potential of bringing out the challenges being faced by the programme in the Cape Coast Metropolis. This may serve as guide to policy-makers, non-governmental organizations, international donor partners, caterers and school leadership. It may bring out a clearer picture of the SFP regarding its benefits vis-a-vis its cost as well as where amendments are necessary for the improvement of the programme.

Researchers may also use the findings to identify the knowledge gaps and then further carry out studies to bring to the fore other areas like the administration of the GSFP that this study did not go into it due to time constraint. With the help of my supervisors, the findings and recommendations of the study will be published in educational journals to bring to the attention of Management, researchers, donors and other stakeholders of the SFP, the benefits of beneficiary schools and what non-beneficiary schools are missing out on.

Furthermore, presentations will be made at conferences/seminars to bring to the fore the invaluable findings and recommendations of the study of the GSFP of both beneficiary and non-beneficiary public basic schools. This will create awareness for the stakeholders of GSFP and the general

public about the need to make conscious efforts to include all deprived schools, if not all schools, (public and private) in the GSFP implementation.

Delimitations

The study is delimited to two (2) public basic schools in the fishing community in the Cape Coast Metropolis. These schools namely are: Jacob Wilson Sey Basic School (beneficiary school in the GSFP) and Wesley Girls Basic School (non-beneficiary school) in the Cape Coast Metropolis. The study is also delimited to issues of enrolment, attendance, retention and drop-out rates of pupils in these two (2) schools. Third, the study is delimited to school-based stakeholders of education, in this case headteachers, teachers and pupils of these two (2) schools.

Limitations

Since I am a teacher, biases regarding the interpretation of the data may have been possible. However, by strictly adhering to research ethics, the researcher was able to minimize the biases.

Organization of the Study

The study is in five chapters. Chapter One of the study deals with the background of the study, statement of the problem, and purpose of the study and research questions. It further presents the significance of the study, delimitations and limitations. Chapter Two presents review of relevant literature for the study. Chapter Three presents the methods adopted for the conduct of the study. Areas covered included the research design, the population, sampling and sampling technique, research instruments, data collection procedure and the analysis of the data. Chapter Four presents findings and the discussion of the findings whilst Chapter Five presents the

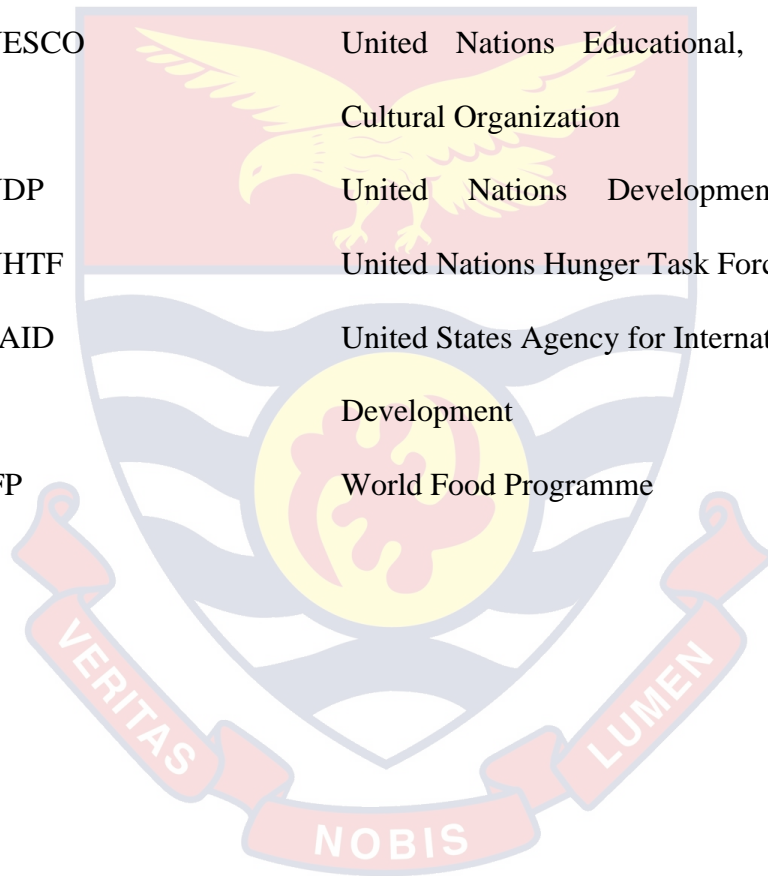
summary of the study, conclusions, recommendations and suggestions for further study.

Definition of Terms

List of Abbreviations and Acronyms

ADRA	Adventist Development and Relief Agency
AU	African Union
CAAD	Comprehensive Africa Agricultural
	Development Programme
CRS	Catholic Relief Services
DCE	District Chief Executive
DIC	District Implementation Committee
ECASARD	Ecumenical Association for Sustainable
	Agriculture and Rural Development
EFA	Education for All
ESP	Education Strategy Plan
FAO	Food and Agriculture Organization
GNA	Ghana News Agency
GOG	Government of Ghana
GSFP	Ghana School Feeding Programme
GSGDA	Ghana Shared Growth and Development
	Agenda
MDGs	Millennium Development Goals
MLG	Ministry of Local Government
MLGRDE	Ministry of Local Government, Rural
	Development and Environment

MMDs	Metropolitan, Municipal and Districts
MNNP	Malawi National Nutrition Policy
NEPAD	New Partnership for Africa's Development
NSLP	National School Lunch Programme
SFP	School Feeding Programme
SNV	Netherlands Development Agency
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme
UNHTF	United Nations Hunger Task Force
USAID	United States Agency for International Development
WFP	World Food Programme



CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter examines literature related to the study. The literature is examined under the following sub headings;

Theoretical Review

1. Relevance of Education and its Economic Benefits to Nations
2. School Feeding Programme and its Modalities
3. The Impacts of the School Feeding Programmes on Enrolment, Attendance, Retention and Drop-out of pupils in schools
4. Challenges of Ghana's School Feeding Programme

Empirical Review

1. The School Feeding Programme in Africa
2. Ghana's School Feeding Programme
3. Donors and Management of the Ghana School Feeding Programme
4. Agencies/Organizations of School Feeding Programme
5. The Impacts of the School Feeding Programmes on Enrolment, Attendance, Retention and Drop-out of pupils in schools
6. Challenges of Ghana's School Feeding Programme

Relevance of Education and its Economic Benefits to Nations

Education is one of the key sectors that have been adequately documented in literature as the spring board for social and economic change. The acquisition and application of knowledge and skills in solving problems in society have remained essential aspects of national development efforts aimed at achieving growth and social equity. This has become even more

important for developing countries such as Ghana where the human development indicators in such areas as education and skills acquisition, health, employment, productivity, social protection, and poverty reduction are comparatively low and where income inequalities are worsening (Ghana Shared Growth and Development Agenda, GSGDA, 2013). Without a well-educated, skilled and informed population, the transformation of the key sectors of the economy, the effort to raise living standards and productivity as the basis for wealth creation and the optimization of the potentials of the economy will continue to stall (GSGDA, 2013). In addition, none of the civil, political, economic and social rights can be fully exercised in a well-informed manner by individuals unless they have received a certain minimum level of education (UNESCO, 2000).

Furthermore, article 26 of the Universal Declaration of Human Rights, which was adopted by the United Nations General Assembly in December, 1949, considers education as a human right (UNESCO, 2000). This call is further supported by the World Conference of Education For All held in Jomtien, Thailand in 1990, where representatives from 155 countries and 100 organizations pledged to provide education for all by the year 2000. The intentions of these country representations were that children, youth and adult would benefit from educational opportunities designed to meet their basic learning needs.

The importance of education to economic development cannot be overstated, considering its impact on several critical development measures. Education does not only provide better job market opportunities but also provide an improved standard of living. In addition, education leads to a

greater sense of political awareness, reduced acceptance of traditional authority, and increased gender equality (Friedman, Edward, Michael, & Thornton, 2011).

The decision to send a child to school, like other household investment decisions, can be modeled by a cost-benefit framework (Dreze & Kingdon 2001). Schooling requires an initial investment, composed of both the direct cost of schooling such as transportation, textbooks, meals, and other classroom fees and the opportunity cost of schooling. This opportunity cost reflects the foregone benefits a child could provide his or her family if not in school, through labour market income or household chores. While education reduces poverty in the long run by providing greater job access and higher wages, the short-run costs of schooling can be very steep, particularly for families living below the poverty line.

Numerous research studies by Dreze & Kingdon (2001), Emerson & Souza (2007) and Canagarajah and Coulombe (1997) on educational responses to poverty, support this correlation between poverty and low educational attainment. In their analysis of the determinants of school participation in rural North India, Dreze and Kingdon (2001) found that the probability of school participation increases with higher levels of parental education. Research conducted in Brazil supports a positive relationship between parent and child education levels, and suggests that higher levels of maternal education reduce intra household gender biases that may prevent females from attending school (Emerson & Souza, 2007).

In their study of child labor and schooling decisions in Ghana, Canagarajah & Coulombe (1997) found that education decreases and child

labour increases as household wealth declines, supporting the theory that schooling can be a financial burden for poorer families. If these results hold across regions, then the 69 million children not enrolled in school worldwide (United Nations, 2010) and the 1.4 billion people living below the poverty line (World Bank, 2008) will be less likely to afford education for their children, thus further perpetuating the cycle of poverty through future generations. Policy intervention is therefore needed to achieve the Millennium Development Goal of universal primary education and ensure that all children have equal access to education. The importance of primary education is enshrined in the Millennium Development Goals (MDGs), which call for universal primary education by 2015. Although the importance of education had been internationally acknowledged, it is estimated that in developing countries as many as 26% of boys and 30% girls of primary school age are not attending school (United Nations Development Programme, UNDP, 2003).

According to United Nations' World Food Programme (WFP, 2010), in developing countries, almost 60 million children go to school hungry every day, about 40% of them in Africa. Among the poor, there is often not enough food at home. School meals are a good way to channel vital nourishment to poor children. Having a full stomach also helps them to concentrate better on their lessons (WFP, 2010). WFP (2014) indicates that an estimated 368 million children from basic and secondary levels worldwide are beneficiaries to the school feeding programmes.

School Feeding Programme and its Modalities

School Feeding Programme (SFP) is defined as targeted social safety

nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level (World Bank & World Food Programme, WFP. 2012). According to Aldennan, Bутtenheim and Friedman (2011), the Millennium Development Goals phase two sought to increase enrolment, attendance and retention through its several policies put in place. In the functional sense, the WFP (2004) defined the SFP as the provision of meals or snacks at school to reduce children's hunger during the school day. Geli (2010) also defined SFP as the provision of food to children through schools. The SFP is simply the provision of food items, either snacks or meals to school children with the aim to reduce hunger, improve the nutritional needs, thereby enhancing the teaching and learning processes. According to Oyefade (2014), different countries have one or a combination of the two feeding modalities in place for various objectives. The two modalities are, children are either fed inside the school compound (School Meals), or the entire family receives food on condition that children would attend school (Take Home Rations). Historically, in-school meals have been the most popular modality of school feeding interventions. In the school meals scheme, children are fed breakfast, lunch or both in school. Such incentive directly targets primary school children. The take home rations, on the other hand, are aimed at reaching other needy members of the household as well. Nevertheless, both schemes aim to offer educational opportunities for children as well as for parents to send their children to school.

SFPs are often integrated into broad international and national education programmes. For instance, SFP is directly related to the first two

Millennium Development Goals of halving hunger by 2015 (Goal 1) and of reducing gender gap in education by 2015 (Goal 2). Besides, SFP is also part of other international conventions like Education for All, among others (WFP 2008b). In the last few years, SFPs have enjoyed massive support and attention from international organizations and many development partners. This is because of its multi-faceted role in education, health and agriculture in achieving development objectives in many countries.

The School Feeding Programme in Africa

The SFPs are popular in the developing world and beyond, not only because of their educational values but also for their nutritional benefits. In Africa, during the colonial times, school meals were available to students in the boarding schools that were owned by the colonial governments and by the missionaries. Students who were in day schools did not get food at schools and instead they carried cooked foods that they had to eat during lunch hours. They had to carry food because schools were scarce and sometimes not available to their nearby villages and thus students had to travel long distance like five or more kilometers to and from schools. However, very few had access to schools during the colonial times. The situation continued even after independence until 1990s when the idea of school meals was introduced by the United Nations under the World Food Programme and other international organizations like Save the Children, Oxfam, Christian Relief Services and many others.

In South Africa, the SFP has been in education since the apartheid regimes. In 1994 the multi-racial elections which brought the African National Congress (ANC) into office expanded it to cover large areas in the

country. The Department of Health in South Africa initiated a nation-wide school feeding programme in 1994 under the supervision of the government. The Department of Education was empowered to implement the programme throughout the municipalities in South Africa. The aim of the programme was to enhance children's learning abilities, to foster attendance and punctuality, to decrease inequality, promote equity and improve pupils health needs (Buhl, 2007). Gericke, Labadarios, MacIntryre, Maunder, Nel, Steyn & Swart (2005) indicate that in South Africa, one among five rural and urban black and white primary schools pupils miss breakfast before going to school. Again, the SFP has been in place in Kenyan education since 1980. It was initiated to promote pupils' enrolment, attendance and retention in the northern regions of the country. The target was to cover the entire deprived areas in the countryside in Kenya (Buhl, 2007).

The World Food Programme and the government of Angola have also provided free basic food meals to the rural and deprived communities in Angola. Buhl (2007), states that the aim of the programme is to promote equity, social well-fare, enrolment, retention, girl-child education, pupils' performance in schools and health needs.

Nigeria happened to be one of the twelve (12) pilot countries invited to implement the programme. So far, Nigeria, Cote d'ivore, Ghana, Kenya and Mali commenced the implementation of the SFP. As a result, the Federal Government came up with the Universal Basic Education Act in 2004, which provided the enabling legislative backing for the execution of the Home Grown School Feeding and Health Programme. In 2005, the Federal Ministry of Education launched the Home Grown School Feeding and Health

Programme. It was initiated to improve the retention, enrolment and attendance rate of pupils in the country, especially in the deprived communities (UNICEF, 2005).

The Home Grown School Feeding programme is linked to agriculture with the aim of boosting food production and sales. It was also envisaged to provide employment for the people in the area in which the Elementary Schools were situated. The community food vendors were fully integrated into the well-structured supply chains. This does not only ensure cost-effectiveness, but ensures that the money expended sinks back into the State's economy and generates maximum multiplier effects on the people (Yunusa, Gumel, Adegbusi, & Adegbusi, 2012). The SFP secretariat ensures that the food vendors are paid fortnightly in advance directly into their accounts as well as monthly transport subsidy.

The strategic and technical partners for the programme include the Partnership for Child Development, based in Imperial College, United Kingdom and the Sahara Group/Food Basket Foundation International. The SFP relies on continuous support and goodwill of these stakeholders. According to Oyeniran (2014), regarding the funding of the SFP, other innovative ways included were assistance from philanthropists and non-governmental organizations. Due to the immense benefits of the Home Grown SFP, the Federal Government of Nigeria and Osun State with the support from the Partnership for Child Development (PCD), World Bank and Vitol Foundation held meetings on 19th May, 2014 in Abuja and on 21st – 23rd May, 2014, in Osogbo to review the Osun SFP. The meeting aimed at advancing the SFP, addressing the policy and legal framework, institutional

capacity and stable funding. A communiqué was issued at the end of the Round Table, which among others, contained recommendations for the institutionalization, proper funding and replication of Osun and Kano school feeding models in all the States of the federation (Partnership for Child Development, PCD, 2014).

In Tanzania, SFP started in the year 2000 under the partnership of World Food Programme and the Government of the United Republic of Tanzania. It was implemented only in the mainland Tanzania in the regions of Shinyanga, Dodoma, Arusha, Singida and Manyara. The programme covered 1,166 schools with a total of 601, 572 students in 15 districts. The SFP in Tanzania only covers some of the districts that are considered prone to hunger that result from long dry seasons (United Republic of Tanzania, URT, 2011). The objectives of the WFP's SFP in Tanzania are to increase students' enrolment, attendance and concentration span among school children. It also intends to increase their learning capacity, reduce dropout rates and gender disparity in primary schools.

The Namibia School Feeding Programme (NSFP) began as a pilot programme in 1991. Based on the success of a farm-school feeding scheme in southern Namibia, managed by the farm owners, the World Food Programme approached the then Ministry of Education and Culture, offering to distribute, over a one-year period, the surplus rations left over by UNTAG. Support was expanded to five schools in the area, and 400 to 500 children were fed. The United Nations Transition Assistance Group (UNTAG) was a United Nations peacekeeping force deployed from April 1989 to March 1990 in Namibia to monitor the peace process and elections during the country's

transition to independence.

In 1992, following the success of the pilot programme, a four-year NSFP was launched with WFP funding and assistance. The support provided by WFP over the four-year period of cooperation with Government was recognized as time-bound. Implementation of the SFP across the regions was gradual with 49,000 beneficiaries initially in the first year that grew to 78,000 beneficiaries by the final year of the cooperation in 1996. Vulnerable, needy children were geographically targeted in schools located in drought-prone, low-crop-producing regions, including pre-primary, primary, and poor private hostel institutions. The NSFP expanded to each of the seven educational regions in existence at that time. The project was close to achieving beneficiary target numbers set in 1992 of 81% for primary schools and 84% for private hostels. It had exceeded the planned beneficiary target for pre-school feeding. The 300 institutions expected to be served by year four had actually reached 364 institutions within two years (WFP SFP Phase-out Study, 2002). The Government of Ghana in recognition of her role to develop her country and improve the lives of the populace joined NEPAD which embraced school feeding concept enshrined in the Millennium Development Goals.

Ghana's School Feeding Programme (GSFP)

Take-home rations as a food aid to pupils in Ghana, was initiated first in the 1950's by the Catholic Mission to supply the three northern regions of Ghana, namely the Upper East, the Upper West and the Northern regions with relief items to encourage enrolment, attendance and retention (WFP,

2007). The underlying principle was to induce pupils into Catholic schools, to enhance the nutritional content and to promote enrolment, attendance and retention. Accounts from Imoru (2010), indicate that SFP in the three Northern Regions of Ghana took the form of free meals being supplied to children in the boarding schools.

In Sub-Saharan Africa, Ghana is said to be one of the ten countries that started with the SFP (Mohammed & Sakara, 2011) after the UN Millennium summit in 2000. According to Afoakwa (2012), the GSFP gained statutory backing in 2005 and a pilot programme was conducted in all the ten regions in the country. One school in each of the ten regions was selected to pilot the programme. In August 2006, the SFP reached about 200 schools nationwide covering 69,000 students in all ten regions and about 138 districts in the country (Ecumenical Association for Sustainable Agriculture and Rural Development/Netherlands Development Agency, ECASARD/SNV, Ghana, 2009). In March 2007, 975 schools were covered benefiting 408,989 students. Similarly, in December 2008, the children of about 596,501 were fed under the SFP. More so, in October 2009, the SFP reached approximately 1,624 public schools and 656,624 children were fed in 170 districts in Ghana. Again, in 2010, 697,416, children in 1,741 schools were fed under the programme in Ghana. (Carvalho, Dom, Fiadzibey, Filer, Kpekema, Lombandi, Lopez, Nantwi, Ramachandran, Yosuke, & Tanabe, 2011). It was envisioned that by the year 2010, the programme could reach up to 2,900 schools to serve about 1.04 million students in the 138 districts at the time (Martens, 2007; ECASARD/SNV Ghana, 2009). Ghanaweb (2014) reported that the programme was serving/providing meals

to as many as 1.7 million pupils, making up 38.53 percent of pupils at the basic school level.

The feeding cost per pupil per day is GH 0.40p (approximately US\$ 0.12), and the total budget estimated for the programme was US\$211.7 million (Hauwere, 2008; Sulemana, Ngah & Majid, 2013). In fact, the SFP was initiated in fulfillment of the AU-NEPAD agreement of all the member states in relation to the UN-Millennium Challenge Goals charter which focuses on universal primary education to pupils in both rural and urban areas. Afoakwa (2012), reported that MDG further focuses on gender equity and the promotion of girl-child education especially in the rural areas in Ghana.

Conferring from Hauwere (2008), the primary aim of the GSFP was to provide a free meal to school going pupils to enhance enrolment, attendance and socio-economic development. Abotsi (2013), indicated that the Government of Ghana document with the heading “Coordinated Programme of Economic and Social Development Policies” revealed that the demand for basic primary education had improved, for which the free school meal served as one of the causal agents. The GSFP has some laudable educational, social, and economic implications for pupils and the country.

It was estimated that about 80% of the GSFP expenditure would be on locally produced food to reduce post-harvest loses. They reported that not only using locally produced food to feed students, but also school gardens would be established by students to connect them with what they eat. Again, it was envisioned to incorporate agriculture and nutrition

information and education into the school curricula. In addition, measures such as deworming which impacts positively on the health status of children was to be included in the school feeding programme (Adamu-Issah, Elden, Forson, & Schrofer, 2007; ECASARD/SNV Ghana, 2009). The immediate objectives of the programme as outlined in the Annual Operation Plan (AOP) were to achieve three goals: (1) To reduce hunger and malnutrition; (2) to increase school enrolment, attendance, and retention, and; (3) to boost domestic food production (Martens, 2007).

The long-term objective of the GSFP was to help reduce poverty and ensure food security, as well as increase school enrolment, attendance and retention. The programme was to provide ready market for locally produced foodstuffs in such a way that market accessibility would be improved for poor farmers in the country. Also, it was the intention of the government to increase employment and income level of farmers at the local and national levels. The expectation is that women in the communities where the SFPs are found would be employed as cooks, matrons, caterers, and suppliers. The overall expectation of the GSFP was to improve wealth creation for people in the rural and community levels (Abu-Bakr, 2008; Martens, 2007).

Furthermore, it was projected that by the end of the first phase of the programme in 2010, the intended impact was to increase employment at the community level by 8%, as well as an 8% real increase in income at community and national levels (Abu-Bakr, 2008; Martens, 2007). As a measure to boost enrolment rates and ensuring that school children are well served, two kinds of feeding programmes were implemented by the government of Ghana: “(1) take home rations for girls in schools in

deprived communities in the three northern regions and, (2) provision of one hot meal per school day to primary school children using locally grown food products” (Buhl, 2012, p.15).

As enshrined in the SFP document, the selection of schools from the community and the district levels were based on the following criteria: (1) Poverty status based on GLSS data and NDPC poverty mapping; (2) Low school enrolment and/or attendance rate and gender parity index, (3) High school dropout rate (4) Low literacy levels, (5) Presence or planned provision/expansion of health and nutrition intervention, (6) Poor access to portable water, (7) High communal spirits and/or community management capability, (8) Willingness of the community to put up basic infrastructure (i. e., kitchen, store room, latrine) and to contribute in cash or in kind, (9) Commitment of the District Assembly towards the programme and the level of readiness and interest towards sustaining the programmes, (10) Communities/schools not already covered by other feeding programmes (Abu-Bakr, 2008, 4).

Donors and Management of the Ghana School Feeding Programme (GSFP)

Generally, no feeding programme can be implemented and sustained without planning and money. It requires huge sums of money to be operational. The initial major funding partners of the GSFP were the Dutch Government contributing 17 percent, the World Food Programme contributing 5 percent and the Government of Ghana contributing 78 percent. The figures were the annual cost based on the 2010 GSFP budget statement (Afoakwa, 2012).

The technical support partners include: United States Agency for International Development (USAID), the Netherlands Development Organization (SNV), Royal Netherlands Embassy, and World Food Programme (WFP). The rests are Food and Agriculture Organization (FAO), Catholic Relief Services (CRS) and the Adventist Development and Relief Agency (ADRA). The Ministry of Local Government and Rural Development is charged with the overall responsibility of overseeing the GSFP (Buhl, 2012; ECASAR/SNV Ghana, 2009).

To ensure the efficient management of the programme, the government established governance systems at the national, regional, district, and community levels. The governance system at the national level consisted of a Ministerial Committee made up of five different ministries. They are the Health, Agriculture, Education, Women and Children Affairs and Local Government. The government then noted that the aforementioned ministries had strong interest in the programme which created a power struggle among them at the national level. Consequently, these ministries were dropped to foster peaceful implementation. In view of this, the Ministry of Local Government, Rural Development and Environment (MLGRDE) was given the oversight responsibility of the programme (Morgan & Sonnino, 2008).

The District Chief Executive (DCE), together with a member appointed by the Government (Government Appointee) is expected to constitute a District Implementation Committee (DIC) at the district level in each of the 216 metropolitan, municipal, and districts (MMDs) in the country. The major responsibilities of the district implementation

committees (DIC) are to manage the programme in their respective districts. In addition, a traditional/local chief or his representative, one religious leader, one Assembly Member, two male and female opinion leaders in the community, and the senior prefects of the schools (male and female) are to see to the implementation of the SFPs (Sulemana et al., 2013; Morgan & Sonnino, 2008).

Agencies/Organizations of School Feeding Programme

Several organizations carry out supplementary feeding programmes in Africa and for that matter Ghana. These include the World Food Programme (WFP), the Catholic Relief Services (CRS), World Vision, Adventist Development and Relief Agency (ADRA), Netherlands Development Agency (SNV). In this section, three major organizations are highlighted, which are the WFP, CRS and World Vision. These three agencies are highlighted because with time they became the lead agencies in providing SFPs in Ghana. They focused on the Northern region of Ghana due to high incidence of poverty and food insecurity.

World Food Programme (WFP)

WFP has been involved in the provision of food in Ghana for over 40 years. The WFP is operating in 25 districts in the three northern regions of Ghana. The goal of the Ghana Country Programme (2006–2010) was to support the Government in its assistance to hungry poor households to meet their education, health and nutrition needs on a sustainable basis. Supporting basic education, WFP implemented a SFP, modeled to the NEPAD SFP, which is linked to local food production. The SFPs are aimed at the provision of supplementary meals twice a day throughout the year and

the menus vary according to season. The WFP imports from the USA corn soya blend, vegetable and palm oil, iodized salt and sugar. To give an incentive to girls from poor families, take-home rations are provided to girls showing an attendance of at least 85 percent in a given month.

Catholic Relief Services (CRS)

Catholic Relief Services aims to improve food security and the quality of life of poor families in rural areas in Ghana. To accomplish improved food security and quality of life, CRS-Ghana supports programmes that promote the involvement of local communities and organizations in the design and execution of activities and tries to integrate food assistance with other interventions, such as water, education and school health. The CRS operates mostly in the three northern regions of Ghana: the Upper West region, the Upper East region and the Northern region. Their operations consist of serving about one third of the schools in these regions with a hot lunch on schooldays during the lean season. Also, take-home rations are provided to girls having a 90 percent attendance rate. The foods used as ingredients for school meals are shipped from the USA to Ghana and stored in warehouses, from which two to three deliveries are yearly distributed to the schools through contracted transporters. The CRS does not provide assistance with local production and storage.

World Vision

The operations of World Vision started in the year 2006. In the lean season, primary school children are served with school lunch. The ingredients for these lunches are purchased at the local market and sent to the schools. The schools themselves are responsible for the construction of

the kitchen and storage room and each child has to bring his/her own bowl. The parents of the children contribute to the operational costs of the programme by paying canteen fees of twenty pesewas (20p) per month (Ghana School Feeding Programme, 2006).

The Impacts of the School Feeding Programmes on Enrolment, Attendance, Retention and Drop-out of Pupils in Schools

Both the developed and developing countries have been using the school feeding programmes and lunches as a mechanism to get children into school. Therefore, the programme has become an instrument, in modern times, in helping hundreds of millions of poor and underprivileged children around the globe to attend schools and learn. Governments around the globe have accepted the programme as an essential tool to foster growth and development. The in-school meals and lunches and take-home rations act as magnets to attract pupils to enrol, attend, stay and complete school. According to WFP (2014), SFP has the potential to reduce absenteeism and drop-out rates in schools.

Impact of School Feeding Programme on Enrolment

Enrolment deals with the number of pupils or the students that have the capacity to register their names in schools to receive formal education in a given state. The SFPs and lunches serve as a motivation factor for enrolment especially in the developing world where Ghana is not an exception.

The introduction of the GSFP has improved the enrolment rate in all the beneficiary schools in the ten regions in the country. According to WFP (2007), in the year 2005-2009 when the SFP began, the enrolment figures

doubled dramatically. The primary school level in the Central Region of Ghana recorded an unprecedented 96.9%. The Western Region 83.1% and the three Northern regions rose up to 67.5%. This performance shows upward movement of the enrolment throughout the country. According to Sulemana, Ngah and Majid (2013), the GSFP has affected an average yearly enrolment in Zodbeli Ahmadiya primary school in the Northern region of Ghana between the 2005-2007 academic years.

Furthermore, WFP (2007) reported that the feeding and the take-home rations have encouraged 85% of girl child's enrolment, attendance and retention in the three Northern regions of Ghana. This shows that there is a correlation between the SFP and enrolment as well as the attendance and the retention of pupils.

The impact of the SFP on enrolment and attendance was also echoed by Mr. Michael Nsowah, a former Coordinator of the GSFP during July, 2008 press briefing on the state of the SFP. He indicated that the introduction of the SFP had helped increase enrolment by 20.3 percent compared to an average of 2.8 percent in other schools which were non-beneficiaries of SFP. According to him, there had also been improvement in attendance by 19.3 percent in schools benefiting from the programme compared with 3.2 percent in Non-Ghana SFP schools (Ghana Web, 2008). Similarly, Bukari and Hajara (2015), in their study of the GSFP in the Garu-Tempene District in the Upper East region of Ghana, reported that the SFP had increased gross enrolment rate by 24 percent among participating schools but decreased by 7 percent in non-participating schools.

Likewise, Oduro-Ofori and Adwoa-Yeboah (2014) and Sulemana et

al. (2013) also reported an increase in enrolment rates. They reported that the take-home ration initiative in the three northern regions of Ghana has had positive impact on girls' enrolment. They indicated the initiative makes available take-home food for girls as a form of motivation to increase enrolment and attendance rates. Buhl (2012), stressed that with intervention of the GSFP, girls' enrolment in participating schools saw a growth from 9,000 to 42,000. Again, the researches of Oduro-Ofori and Adwoa-Yeboah (2014) and Sulemana et al. (2013) have shown a reduction in the gender gap between boys and girls and nutritional status in schools where SFPs have been introduced.

With the implementation of the GSFP the gender gap between the school going girls and boys in Ghana seem to be closing up. For instance, statistics on enrolment for girls increased a little more than that of boys by 18 % to 15.3 % respectively. Also, the Gender Parity Index (GPI), which simply assesses the rate at which girls take part in formal education, has improved tremendously for Primary Gross Enrolment from 0.93 in 2004/2005 to 0.95 in 2005/2006, after it had slowed down for some years (Adamu-Issah, Elden, Forson, & Schrofer, 2007).

Furthermore, the three northern regions which had low enrolment and retention rates in the country saw some improvement. In the Upper East and Upper West regions, for example, girls' enrolment surged to 31.4% and 26.1% respectively when these figures were compared with the national average of 12.8%. For instance, three schools namely Kpalgun Zion, Tibung RC and Redco in the northern region of Ghana showed some level of impact from the GSFP. For example, enrolment increased from 258 to 333

registered pupils in Kpalgun Zion School (i.e. 29 percent growth). Over 50 of the children at Kpalgun are younger than 4 years of age and, according to GES regulations, cannot be officially registered, although the school authorities continue to feed them.

In Tibung RC, enrolment went up by almost 52 percent from 265 to 402 pupils, and at Redco, the growth was about 16 percent, from 580 to 672 pupils. This huge number in enrolment has contributed to an overstretched of situation of classrooms in the school. The classes have been congested due to the programme. The increase was overwhelming so that new classrooms had to be constructed to support the existing ones to accommodate the pre-primary nursery kids. The number of pupils that a teacher has to handle in a class-room has doubled, and exceeds Ghana Education Service' ratio of one teacher to thirty-five pupils. Statistics indicated that the objective of using the SFP in the three schools to increase enrolment and improve retention and attendance had been achieved. A snapshot of the GSFP in 2010, showed that the implementation of the SFP had contributed to 20-25% increase in enrolment (GoG, 2010).

In summary, it is evidently clear that GSFP has a positive impact on enrolment of pupils in various schools where the programme is being implemented. Pieces of evidence adduced from studies on GSFP, for instance, from the three Northern regions really prove that enrolment has really increased drastically.

Impact of School Feeding Programme on Attendance

According to Afoakwa (2012), the GSFP has triggered an acute increase in the attendance of pupils in schools throughout the country. At

the inception of the programme and its operationalization in 2005 and in 2008, there was an increase in attendance of 10 percent to 40 percent throughout the country. The increase depended on the regions, the location and occupation of the natives. Afoakwa (2012), indicated that when the SFP was introduced at the selected primary schools at Adenta in Accra, Ghana, there was an unprecedented increase of attendance of pupils.

Afoakwa (2012) reported that the heads of the primary schools in the Adenta district confirmed the increase in attendance as a result of the programme. He further indicated that the head teachers confirmed that classrooms which were to accommodate 40 pupils were now accommodating 70 pupils in the district. Martens (2007) also indicated that there has been an increase in school attendance rates and a reduction in dropout rates in Central Regional district schools on SFP as compared to schools without them. An overview of the GSFP in 2010 really showed a 90% increase in school attendance.

In conclusion, the GSFP has had a remarkable impact on the attendance of pupils in schools which are beneficiaries of the SFP in Ghana. The programme seems to give pupils hope and guarantees them food to eat at school so they do not think of what to eat. The free food serves as a motivation to children and in the long run has really encouraged their attendance in schools.

Impact of School Feeding Programme on Retention

Getting school pupils to enrol and attend classes is one thing and sustaining them in the classrooms for teaching and learning processes for long to achieve the cognitive, affective and psychomotor skills is another

thing. Hendrix (2012), argues that the food insecurity can be one of the sources of grievances that encourage children's involvement in conflict. A stable environment can be assured when there is available food for the pupils thereby improving food security, reducing tension and contributing to a more stable atmosphere. Therefore, governments, international organizations, non-governmental organizations are becoming more concerned about the SFPs thereby providing cash and food items in support. Adamu-Issah, Elden, Forson & Schrofer (2007), state that the GSFP has attracted pupils' attention to classrooms and has sustained them. They reported that the three Northern regions in Ghana have witnessed unprecedented pupils' retention in classrooms especially, the girl-children from the inception of the SFP.

The WFP (2007) indicated that retention was 10 percent in Ghana during the piloting of the GSFP throughout the country. WFP (2007) further stated that after the inception of the programme in 2005, the retention rate doubled. In the view of WFP (2007), not only has the SFP increased enrolment rates tremendously, but also retention rate has increased in the pilot schools in Ghana. Buhl (2012) in a study on the increase of enrolment in the three northern regions after the implementation of the take-home ration for girls indicated that retention rates increased in two-folds to 99 percent. In 2010, an overview of the GSFP indicated that the SFP has improved retention rates in beneficiary schools by 95%.

In conclusion, the literature on the implementation of the Ghana School Feeding Programme in schools has really shown that retention rates in

schools where SFP is practiced has improved drastically as compared to schools where SFP is not implemented.

Impact of School Feeding Programme on Drop-out Rates

To address pupils' absenteeism and dropout, free meals are used as an effective incentive to induce school going pupils to attend school and learn without any food related difficulties, which obstruct learning among children (Abotsi, 2013). The WFP (2007), indicated that within the rural areas and some selected urban centres parents find it difficult to meet the three square meals a day for their children. The SFP has been initiated to cushion the families and to enhance the children's schooling. The disadvantaged children and families are the people that benefit most from the programme in Ghana.

The International Food Policy Research Institute on the effects of SFP, found that the programme reduced the probability of pupils dropping out of school by 7.5 percent. Also, Kpalgun, Tibung and Redco schools in the Northern Regions of Ghana have not experienced any school drop-outs in the last two years. Furthermore, punctuality in the schools was said to have been improved. The case of Kpalgun, with over 50 unregistered children in school, is a further indication of the immediate positive impact of the programme. The programme has generated so much interest among children and their parents that even children below school age now wish to be in school. This is a complete departure from the past when school age children either refused to go to school and/or ran away from school when their parents took them there. In the study of Adelman, Gilligan & Lehrer (2008), they reported that because of the SFP, children spend more time

learning in school and this eventually minimizes the probabilities of drop-out.

In sum, the literature regarding the SFP on drop-out rates of pupils have shown that GSFP has indeed positive impacts on school drop-out rates. They reveal that SFPs are associated with lower student drop-out rates. It has even motivated children who are even below the age of school going to be in school.

Challenges of Ghana's School Feeding Programme

In spite of the successes that SFPs have achieved, SFPs are saddled with many challenges. Every project needs a good budget and adequate financing. However, the SFPs in many developing countries are faced with financial constraints. Masina (2013) observed in a survey in Malawi that the SFP is under threat. He indicated that there were insufficient funds to acquire more firewood due to the upsurge in the number of children enrolled in schools. In a study in Malawi, Ellis (2012) stated that individual households were required to supply firewood for cooking meals due to financial constraints.

Relatedly, in Ghana, funding is a major challenge confronting the SFP. Initially the SFP was to be funded jointly by the Government of Ghana and the New Partnership for African Development (NEPAD). Even though NEPAD failed to fulfill its obligation of funding, the Dutch government stepped in. This timely intervention of the Dutch government helped the government of Ghana to pay for the original costs of the programme (Morgan & Sonnino, 2008). The government of Ghana has demonstrated greater commitment to fund the programme through the national budget to ensure

continuity and stability of the programme. However, the previous agreement with the donor support from the Dutch government ended in 2010. As a result, the Government of Ghana has been shouldering the responsibility of funding the programme alone. This was evidenced in the 2012 budget statement when an amount of GHC50 million was indicated to have been spent every year (es.educationforsocialjustice.org). In the 2011 budget for the GSFP, it was stated that an amount of GH¢67.1M (US\$43M) was spent (Alhassan & Alhassan, 2014).

Despite this expenditure, the programme is at the verge of collapse as the Government is finding it difficult to secure money to continue with the programme. The Government is unable to release funds regularly to schools/caterers (Oduro-Ofori & Adwoa-Yeboah, 2014; Sulemana et al., 2013). The former Executive Director of the SFP, Mr. S. P. Adamu, admitted the financial difficulty of the programme by noting that the government was not able to pay the caterers who provided food for children (Ghanaweb, 2014, July 9). Government's inability to release funds on time to the Ministry really causes delay in the release of funds for paying the caterers. According to Mr. Adamu, this has compelled some caterers to plan a "boycott of the programme because of the extra burden the lack of funding has put on them" (Ghanaweb, 2014, July 9).

The National Coordinator for the GSFP attributed the financial challenges to the economic crises that the country was experiencing (Graphic Online, 2013). This made the release of money to the GSFP more difficult since the budget allocated to the programme was insufficient. A delay in the release of feeding grants subsequently affects beneficiary pupils. The

situation implies that caterers may not have access to funds to procure the needed items, cook and serve the beneficiary pupils. The delay in getting funds for caterers to cook has reduced the number of days meant for food to be served from five days to three days in a week (Kedze, 2013).

Another challenge is poor facilities and unhygienic practices. Evidence from schools on SFP show that facilities for sanitation and hygiene are not up to the required standard. The Ghana News Agency (2013) reported that the Karaga district in the Northern Ghana was well noted for poor sanitation in the discharge of the GSFP. It emphasized lack of water and unhygienic practices among caterers and children as well. Again, due to political interferences sometimes, schools that needed to be targeted are excluded from the GSFP. From the study by Abu and Quaye (2012), political party favoritism within the SFP remained a persistent challenge.

Furthermore, teachers in beneficiary schools now have to handle larger classes. This affects effective supervision and quality teaching because the expansion in enrolment numbers is not being matched by expansion of academic facilities. Therefore, pragmatic approach would have to be adopted to overcome this challenge before it begins to significantly affect academic work negatively. A disruption in the programme could result in absenteeism and school drop-out once again. In view of this, efforts must be made to ensure that the programme continues without any disruptions.

Levinger (1986) after reviewing 22 studies concluded that SFPs actually increase enrolment in schools. Most of the beneficiary schools in the GSFP have increased their enrolment more than the national average (Bukari & Hajara, 2015; Oduro-Ofori & Adwoa-Yeboah, 2014; Sulemana et al.,

2013). Schools in the northern part of the country have the highest increase in enrolment. Notwithstanding, increase in enrolment has not seen any proportionate increases in the number of classrooms, teachers, textbooks, desks, notebooks and the supply of food (Buhl, 2012; Lopatka, Topel, & Vasconcellos, 2008; Sulemana et al., 2013). Therefore, there is undue pressure on these scarce resources of the schools. This has led to overcrowding as well as reduction in quality teaching time in these schools when teachers take part in supervising the meal time (Lawson, 2012). For instance, Sulemana et al (2013) reported that in Zogbeli Ahmadiya School in the Tamale Metropolis, the increase in enrolment was high and therefore called for the construction of a new building to house the new nursery and primary pupils.

In addition, teacher pupil ratio has also been affected. The teacher-pupil ratio in the school was 1:45 as against 1:35 the standard set by the Ghana Education Service. Generally, it is expected that factors such as adequately trained teachers, learning materials and physical facilities should be available to promote students' learning (Kazianga, Walque, & Aldermam, 2009).

Another challenge is with infrastructure and facilities. Many schools do not have kitchens to prepare food for pupils (Oduro-Ofori & Adwoa-Yeboah, 2014; Sulemana et al., 2013). In a study conducted in 21 districts in the country by Ghana Dot (2009), the report indicated that about 61% of the schools with the SFP did not have well-built kitchen structures and facilities to cook. Also, Sulemana et.al. (2013), indicated that many schools cook under trees and when it is raining, they cook in classrooms or on verandas.

This has negative impact on good hygienic environment to prepare food which can have negative effect on students' health, as well as teaching and learning.

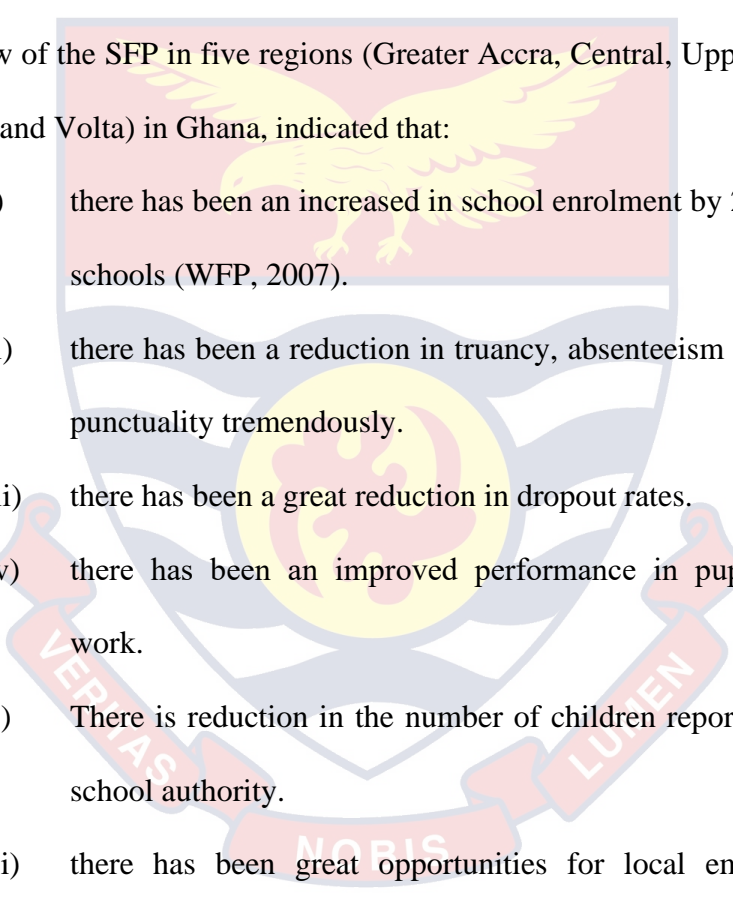
Again, storage facilities were not available for schools and the tendency for food items to go bad was high. Many schools did not have good dining halls/canteens to serve their meals. As such, pupils tend to use their classrooms to enjoy their meals (Oduro-Ofori & Adwoa- Yeboah, 2014). This is quite disturbing as pupils soil their reading and writing materials (books) as well as making their classrooms untidy. This hampers good teaching and learning as well as posing serious health implications for pupils (Oduro-Ofori & Adwoa- Yeboah, 2014).

In addition, schools did not have enough plates, cups, and spoons for pupils to use. Sulemana et.al. (2013) reported that 60 percent of schools studied did not have these materials, and thus allowing some pupils to eat first while others wait for their turn. This impacts negatively on instructional time as lunch breaks were extended. This affected the performance of pupils. Some schools even did not have plates, cups, and spoons, and students have to come to school with their own set of cutlery and plates (Sulemana et al., 2013).

Again, a number of schools with the SFPs did not have access to regular and safe drinking water (Ghana Dot, 2009; Sulemana et al., 2013). An estimated 43 percent of schools benefiting from the programme did not have access to good, safe and regular supply of water. In view of this, students have to sacrifice their precious time by going long distances to fetch water to support the cooking of food (Ghana Dot, 2009). This is a waste of

instructional time. About 83 percent of schools have been provided with water tanks to store water, about 37 percent of the tanks provided were not being used (Ghana Dot, 2009). The water tanks that were available to the schools have been lying idle because they were not able to connect them to sources of water.

In spite of these challenges, the SFP has chalked up some notable successes. According to the Netherlands Development Organization(2007) review of the SFP in five regions (Greater Accra, Central, Upper East, Upper West and Volta) in Ghana, indicated that:

- 
- (i) there has been an increased in school enrolment by 20% in pilot schools (WFP, 2007).
 - (ii) there has been a reduction in truancy, absenteeism and improved punctuality tremendously.
 - (iii) there has been a great reduction in dropout rates.
 - (iv) there has been an improved performance in pupils' academic work.
 - (v) There is reduction in the number of children reported sick to the school authority.
 - (vi) there has been great opportunities for local employment for school food vendors, cooks, and programme administrators.
 - (vii) There is an integration of nutrition education into school curriculum.

Summary of the Literature Review

In the reviewed literature on SFP, the introduction and implementation of the SFP is a crafted policy to tackle poverty head-on in the

country, and to improve primary education for all children in the country without any kind of discrimination. School feeding had assumed an important role in solving the issue of low enrolment, poor attendance, improves retention and also reduced drop-out rates.

Regarding enrolment, studies of GSFP has really pointed out that GSFP has positive impact on enrolment of pupils. The examined literature really showed that there is a positive link between school feeding and enrolment. Furthermore, evidence from the reviewed literature show that the GSFP has really impacted on the attendance of pupils in schools which are beneficiaries of the SFP in Ghana. The attendances in schools have gone beyond the stipulated pupil to teacher ratio.

Again, the implementation of the GSFP in schools has really improved retention rates in beneficiary schools. In addition, pieces of evidence from the studies of the GSFP have shown that SFP has impacted positively on school drop-out rates. Comparative studies from the literature really proved that schools which had school feeding programme recorded high enrolment, increase in attendance, improvement in retention rate, reduction in drop-out rates whilst schools without school feeding programme had low enrolment, low attendance, low retention and high drop-out rates.

Again, the literature examined on SFP clearly shows that the GSFP is bedeviled with myriad of challenges. However, the GSFP has chalked up some successes and still has the potential to increase the literacy rate of the country for development. In view of this, the Government of Ghana and the donor agencies should ensure that efforts are made to overcome these challenges to sustain and expand the programme to cover the entire nation.

From the literature, SFP may also result in unwanted switching of pupils between schools. Children from non-beneficiary schools can be attracted to beneficiary schools and consequently cause crowding in the latter (He, 2009).



CHAPTER THREE

RESEARCH METHODOLOGY

Overview

This chapter presents the methods that were used in conducting the study. The chapter describes the research design, population of the study, sample and sampling procedure, research instruments, pilot-testing of instruments, data collection procedure and data analysis plan.

Research Design

According to Worgu (1991), research design is a plan outlining how information is to be gathered for an assessment or evaluation that includes identifying the data gathering method(s), the instruments to be used, how the instruments will be administered, and how the information will be organized and analyzed. Trochim (2006), posits that research design provides the glue that holds the research project together.

The study employed the descriptive survey design to explore the views of school-based stakeholders in two (2) basic schools in the fishing community in Cape Coast Metropolis on Ghana's School Feeding Programme. According to Keller and Warrack (2000), surveys depend on direct contact with those persons or a sample of those whose characteristics, behaviours or attitudes are relevant for a specific investigation. Gay (1987), describes descriptive survey design as an attempt to collect data from every member of a population with respect to one or more variables. With reference to Avoke (2005), descriptive survey design is grounded in the experiences of the individual. He argues that "these are designed to portray accurately the characteristics of particular individuals, situations or groups" (p. 89). Since

the study will not call for the manipulation of subjects to answer the questions raised, the descriptive survey design is considered to be appropriate because it has the potential to yield relevant information to answer the research questions. Since this study deals with human beings who are not static but vary in their behaviour, the study is effective for securing factual information about practices and conditions for enquiring into opinions and attitudes of the subjects under study. Descriptive survey design allows for a research to be conducted in the natural environment of the respondent and this ensures that high-quality and honest data is collected. Again, as the sample size is generally large in descriptive research, the data collection is quick to conduct and is cheap. More so, as the data collected in descriptive research represents a larger population and is robust, it is easy to make decisions on the basis of the statistical analysis of that data.

Study Area

The Jacob Wilson Sey Basic School and the Wesley Girls Basic School are all found in a fishing community located in the Cape Coast Metropolis in the Central Region of Ghana. These schools were purposively selected to achieve the objective of the study to i.e. explore the views of 'school-based stakeholders' in a beneficiary and non-beneficiary public basic schools in the Cape Coast Metropolis on Ghana's School Feeding Programme.

The Cape Coast Metropolis is one of the 254 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana and forms part of the 22 MMDAs in Central Region (MLGRD, 2012). The Metropolis covers an area of 122 square kilometers and is the smallest metropolis in the country. It is

located on longitude 1° 15'W and latitude 5°06'N. With its administrative capital as Cape Coast, the Cape Coast Metropolis is one of the oldest districts in Ghana. It was raised to the status of municipality in 1987 by LI 1373 and upgraded to Metropolitan status in 2007 by LI 1927. The Metropolis is bounded on the south by the Gulf of Guinea, west by Komenda-Edina-Eguafo/Abrem Municipality, east by the Abura-Asebu-Kwamankese District and north by the Twifo-Hemang Lower Denkyira District. The population of the Metropolis according to 2010 population and housing census stands at 169,894 with 82,810 males and 87,084 females (Ghana Statistical Service, 2015).

In Cape Coast Metropolis, about 65% of the population is engaged in agriculture. Commercial farmers are approximately 3.0% and peasants (majority) approximately 62%. Farming thrives in the northern part of the district where it is the main source of livelihood. Fishing is a major economic activity along the southern coast. The coastal strip along the Gulf of Guinea has important fishing communities which include; Ekon, Amanful, Brofoyedur, Bakaano, Abakam.

Population

According to Sanrantakos (1997), a research population is a well-defined collection of individuals or objects known to have similar characteristics. Population is the entire group a researcher is interested in and of which the researcher wishes to draw conclusions. The total population of the pupils in the studied schools was seven hundred and fifty-nine (759)

Taking the nature of the study into consideration, the population for

the study comprised two (2) public basic schools (one (1) beneficiary and one (1) non-beneficiary of the SFP) in the fishing community in the Cape Coast Metropolis. The components of the population for the study included all the headteachers, teachers and pupils of the two (2) (one (1) beneficiary and one (1) non-beneficiary of the SFP) public basic schools in the fishing community in the Cape Coast Metropolis.

Table 1: Distribution of Categories of Respondents from the Two Public Basic Schools

Basic Schools	Head teacher	Teachers Class 3-6	Pupils Class 3-6	Total
Jacob Wilson	1	9	128	138
Sey Wesley Girls Schools	1	9	132	142
Total	2	18	260	280

Source: Data from the field 2016

Sample and Sampling Procedure

A sample is a proportion or subset of a larger group called a population. A good sample is a miniature version of the population of which it is a part, just like it, only smaller. (Fink, 2003,P. 1). Field (2005) indicated that a sample is a smaller (but hopefully representative) collection of units from a population used to determine truths about that population. In the views of Onen and Oso (2005), a sample is a part of a population that has been procedurally selected to represent the entire population. In general, sample refers to a selected subset of the accessible population which is representative of the whole population. The sample size used for the study was one hundred

and eighty (180) people. From Table 2, the chart of Krejcie and Morgan (1970) for a population size (N) of 280 the sample size must be 162. Krejcie and Morgan further state that although larger samples are in general better than smaller samples but very large samples can lead to erroneous conclusions. It was on the basis of this that the researcher believed that a sample size of 180 was large enough to enable him elicit the responses needed for the study and also avoid a situation where data collected would not be up to the sample size required for the said population.

Table 2: Krejcie and Morgan’s sample size determination table

Population	Sample
10	10
25	24
30	28
35	32
280	162
290	165
300	169
320	175
340	181

Source: Adapted from (Krejcie & Morgan, 1970).

The sample size of 180 respondents for the study comprised two

headteachers, eighteen (18) teachers and one hundred and sixty (160) pupils. The two (2) public basic schools under study had two (2) headteachers and the researcher believed that since they are in the helm of affairs they would be in a better position to give account of the contributions of SFP and the absence of SFP in their schools. This explains why the researcher included the two (2) headteachers. With respect to the teachers, the researcher included all the eighteen (18) from the two (2) public basic schools in the study because each of the studied schools had nine (9) teachers. That is from class 1 to Junior High School form three (3). The researcher thought that since they had also been in the school for quite some time, they could give an in depth analysis of the impact of the SFP and the absence of it in their various schools. Furthermore, the teachers involved were very few and their roles/responsibilities were very relevant to the research topic.

With respect to the pupils, the researcher involved one hundred and sixty (160) of them in the study. That is, the researcher involved eighty (80) pupils from each of the two (2) studied schools. I realized that involving all the pupils would be a daunting task and much resource would be needed to complete the work on time. Consequently, I decided to involve twenty (20) pupils from each class, which were more than half of the pupils in each class involved in the study. Involving more than half of the pupils in each class, enabled the researcher to obtain representative opinions of the pupils.

To get the twenty (20) pupils out of the number of pupils from each class, I used simple random sampling to obtain the number required for the administering of the questionnaires. The researcher involved pupils from

classes 3 to 6. The reason being that these pupils could read and understand the questionnaires and provide the right responses.

According to Del Rosso (1999), targeting communities and families that lack the resources to adequately provide for their school-age children is a critical element in improving the impact and penetration of SFPs. In the fishing communities, the high level of poverty seems to really affect the participation of children in school. In the Cape Coast Metropolis, there are five (5) public basic schools along the fishing communities. Out of the five (5) schools, three (3) are beneficiaries of SFP whilst two (2) are non-beneficiaries.

In the views of Onen and Oso (2005), sampling is the description of the strategies which the researcher uses to select representative respondents from the population. From the foregoing, I used two sampling techniques in the study, namely purposive sampling and simple random sampling. Omari (2011), posits that purposive or strategic sampling is the involvement of picking units most relevant or knowledgeable in the subject matter and study them. In selecting the participating schools, I purposively selected Jacob Wilson Sey (beneficiary of SFP) and Wesley Girls School (non-beneficiary of SFP) based on their proximity to the fishing community. The schools used for the study were chosen from a community that is predominantly fishing community. Fishing is the main stay of the study area and that is what the pupils engage in.

Regarding the selection of the pupils for the study, I used simple random sampling technique. "A simple random sample of size n consists of n

individuals from the population chosen in such a way that every set of n individuals has an equal chance to be the sample actually selected". (Moore & McCabe, 2006, P. 219). Since the population of the pupils involved in the study was large and I could not involve all of them, I employed the lottery method of the simple random sampling technique to get the number that was representative of the population of the pupils. Consequently, one hundred and sixty (160) pupils were selected in total for the two (2) schools involved in the study. With the lottery method of the simple random sampling technique the names of the pupils were obtained from the register and a number was assigned to each of the pupils in each class. These numbers were written on pieces of paper which were folded up and put in a hat and mixed up. Selection was done without replacement. So each time a piece of paper was selected the number on it was noted against the name and the piece of paper discarded. The remaining pieces of paper in the hat were reshuffled before another selection was made. The process continued until the twenty (20) pupils were selected in each class in each of the two schools. I selected twenty (20) pupils in each class from primary 3 to primary 6. The researcher involved pupils from classes 3 to 6 because they could read and understand the questionnaires and provide the right responses.

I also, purposively chose all the teachers from each of the selected schools to participate in the study. The teachers included the school headteachers, assistant headteachers and the classroom teachers from primary 3 to 6. These respondents were selected bearing in mind that the head teachers, teachers and pupils could give a very good situational report on the

contributions of the SFP and the absence of it in their respective classrooms and schools which were relevant to the topic.

Table 3: Distribution of Sample by Schools and Category

Basic Schools	Head teacher	Teachers Class 3-6	Pupils Class 3-6	Total
Jacob Wilson Sey	1	9	80	90
Wesley Girls Schools	1	9	80	90
Total	2	18	160	180

Source: Data from the field 2016

Data Collection Instruments

Questionnaires and interview schedule were used for the data collection for the study. In the views of Wallen and Fraenkel (2001), questionnaire is economical in terms of effort, since it can be duplicated and distributed to many respondents to produce a large amount of data. Apart from this advantage, it also enabled the researcher to have a wider coverage at less cost.

Kothari (2001) indicates that interviews provide a method of data collection that involves presenting oral-verbal stimuli and collecting the oral-verbal response. Since interview is an interpersonal or face-to-face conversation, it really helped me to ascertain an in depth information by discovering how the headteachers think, feel and why they hold certain opinions about the contribution and implementation of the SFP and absence of it in their respective schools. Apart from being time-consuming and costly, the interviews afforded me the opportunity of achieving a high response rate

and also clarifying questions and incomplete answers followed up. Again, respondents' own words were recorded.

The use of these mixed instruments was necessary to help have reliable information, because questionnaires provide evidence of patterns amongst large populations while interview data gather more in-depth insights on participant attitudes, thoughts and actions. (Kendall, 2008).

Questionnaires consisting of close-ended and open-ended questions were used for the study. Close-ended questions were used because they afforded the researcher the opportunity to easily quantify the data obtained and also categorized respondents into groups based on the options they have selected. This makes it easier to summarize and analyze responses.

In addition, open-ended questions were used to obtain elaborate responses from respondents on impact of SFP on enrolment, attendance, drop-outs and retention in the selected basic schools. The Open-ended questions have the purpose of eliciting responses that might not be envisaged but which respondents may provide. The main advantage of the open-ended questionnaire is the freedom that it gives to the respondents to offer their thoughts and ideas freely about the subject matter.

The researcher also used interview schedule to elicit responses for the study. The interview schedule contained a set of structured questions that served as a guide in gathering the data for the study. The interview schedule really afforded the researcher the opportunity to obtain answers to questions other than what was captured on the interview schedule. The use of the interview guide afforded the researcher the opportunity to obtain richer and more sensitive insights in relation to the topic under study. The interview

schedule provided respondents the opportunity to express themselves on the questions posed. According to Punch, 1998, interviews are a good way of accessing peoples' perceptions, meaning and definition of situation and construction of realities.

The questionnaire and the interview schedule (instruments) were designed to reflect the issues of GSFP on school activities in the Cape Coast Metropolis. Some of the items captured were on the aims and objectives of the GSFP initiative and respondents views to the benefits/contributions of SFP in respect of enrolment, attendance, retention and drop-out rates of pupils.

The instruments also elicited views of non-beneficiary schools on the impact or effect of the absence of SFP on enrolment, attendance, retention and drop-out rates of pupils. Furthermore, the instruments sought to find out what respondents see to be the challenges of implementation and non-implementation of the SFP initiative.

Another issue captured was on how, in the views of respondents, the GSFP initiative can be implemented and sustained to benefit all deprived or marginalized pupils of public basic schools. These, the questionnaires helped to illicit responses on to answer the questions raised.

Interview schedules were designed for the headteachers and this provided richer, more sensitive insights into the views, contributions and absence of SFP in the studies schools. Questionnaires were designed for the teachers and pupils.

Pilot-testing of Instruments

The questionnaires were given to supervisors for their comments and suggestions after the design. This was done for the purpose of refinement and content validity. According to Babbie (2001), pre-tests are small tests of single elements of the research instruments which are predominantly used to check eventual mechanical problems of these instruments. Confirming the importance of validation in research, Creswell (2008) points out that when one modifies an instrument or combines instruments in a study, the original validity and reliability may be distorted and it becomes important to re-establish validity and reliability.

In order for the researcher to determine the validity and reliability of the research instruments [questionnaire and the interview schedule], a pilot-testing was conducted in two public basic schools, Philip Quaiocoe Boys basic school (beneficiary of SFP) and St. Michael's Basic School (non-beneficiary of SFP). All these two schools are in the fishing community of the Cape Coast Metropolis and have similar characteristics of the population under study. In the view of Bell (1999), the data gathering instrument should be tried out on a group similar to the one that will form the population of the study. This influenced the researcher's choice of the two public basic schools. The researcher used the purposively sampling technique for the selection of the schools for the pilot-testing.

Regarding the interview schedule, the researcher contacted the headteachers of the two basic schools in question and explained the purpose of the pilot-testing exercise. The headteachers agreed for the interviews to be conducted. The interviews were done at each headteachers office. On the

agreed dates and in each of the schools, the researcher read out the scheduled questions to the headteachers and the responses were written on the spaces provided for each of the questions. In the course of the interaction, other responses came up and that also informed the refining of the interview schedule for the final work.

After pilot testing, the questionnaire was analyzed to report the reliability coefficient (Cronbach alpha coefficient of reliability) for the section which sought to find out the benefits/contributions of SFP on a beneficiary school in Cape Coast Metropolis (Appendix C, item 10 to 17). The Cronbach alpha reliability coefficients obtained was as .792. This implied that the questions were able to answer the objectives in the study, suggesting that the instrument is reliable.

With the interviews, responses obtained from the respondents were relevant to the objectives of the study. All the responses from the respondents were similar in nature. Questions which demanded more explanations were refined to remove ambiguity. In all, necessary corrections and additions to help make the questions clearly and illicit the responses needed to answer the research questions were made for the final data collection.

Data Collection Procedure

The researcher first of all collected an introductory letter from the Institute for Educational Planning and Administration of the University of Cape Coast. Copies of the introductory letter were sent to the headteachers of the public basic schools (beneficiary and non-beneficiary) involved in the study. The headteachers then gave me permission to carry out the research work. In each of the sampled schools, the headteacher assigned a teacher to

me who went with me to the selected classes. After explaining the purpose of the study, I distributed the different types of questionnaires designed for the teachers and the pupils to complete. After twenty-five (25) minutes, the completed questionnaires were collected. This process of explaining the purpose of the study and distribution of the questionnaires were repeated in all the studied schools and in every selected class. The duration for the distribution and collection of the questionnaires as well as conducting the interviews spanned over a period of six weeks, that is between the months of May and July, 2016.

Following the submission of the introductory letter, the headteachers granted me permission to interview them. The interview took place on a day after the distribution of the questionnaires to the teachers and the pupils. It was conducted in each of the headteachers' office. During the interview, I read out the questions and the responses from the respondents were written on the spaces provided on the schedule for each question. Each of the interview lasted for forty-five (45) minutes.

Data Analysis Procedure

The Statistical Product for Services Solution (SPSS) software programme was used to analyze the close-ended questions. The statistical tools used in analyzing the data collected were frequency, percentage, mean and standard deviation. In analyzing each of the questions, data on closed-ended items from the study were coded and fed into the computer for detail analysis. Mean values, frequencies and percentages were computed from the data obtained for the detailed analysis of the study.

Open-ended questions were grouped based on the similarity of

responses (themes) for interpretations and descriptions of the results using frequency and percentages. Furthermore, the interview results were also grouped based on the similarity of responses (themes) for the interpretations of the data. The researcher used Nvivo software to do the analyses of the interview data.

Ethical Issues

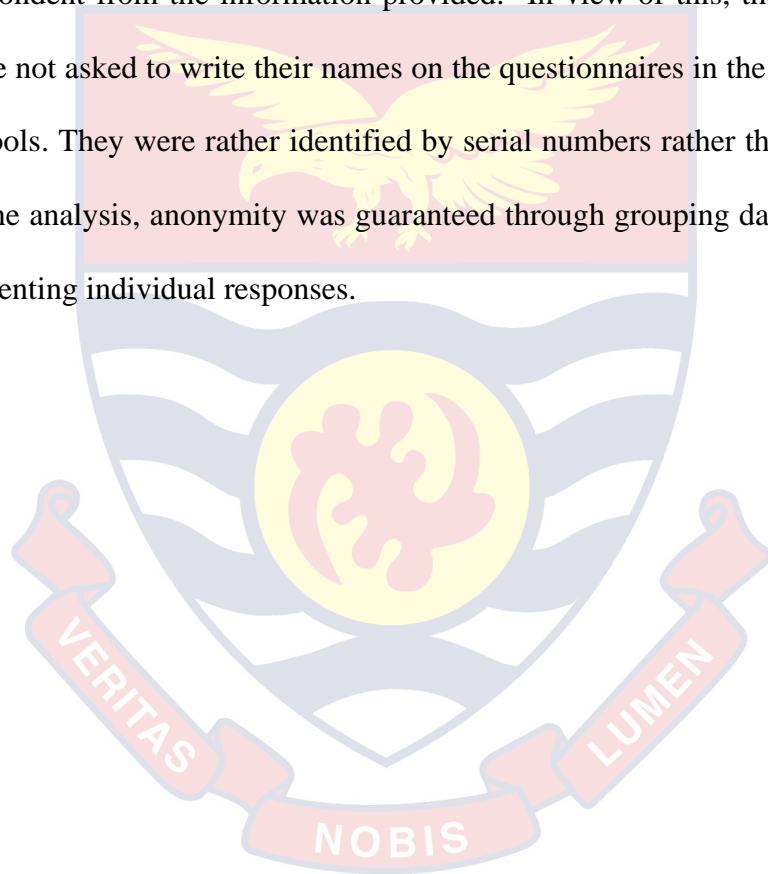
Creswell (2008) indicates researchers obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection. In view of this, I obtained an introductory letter from the Institute for Educational Planning and Administration of the University of Cape Coast. This granted me access to the studied basic schools. Creswell (2008) said that it is unethical to enter into an organization or social groups to collect data without permission from the ‘gate-keepers’ of the organization. In the study, I sought permission from the headteachers in the studied basic schools for the collection of data.

Seeking the consent of target participants in a study is an ethical requirement. Makore-Rukuni (2001) posits that respondents after receiving full information about the possible risks or benefits of participating in a study should be allowed to choose to participate or not to participate in the research. Consequently, I informed the selected participants about the purpose of the study. The participants were given the freedom to choose to participate or not to in the study.

Confidentiality indicates the researcher’s ethical obligation to keep the respondent’s identity and responses private (Babbie, 2001). Accordingly,

I ensured that the information provided was not shared with any other user. The information was used for the purpose of the research.

Another ethical issue considered was that of anonymity. Anonymity was used to protect respondents' 'right of privacy'. Cohen, Manion, & Morrison (2007), are of the view that a respondent is therefore considered anonymous when the researcher or another person cannot identify the respondent from the information provided. In view of this, the participants were not asked to write their names on the questionnaires in the studied basic schools. They were rather identified by serial numbers rather than by names. In the analysis, anonymity was guaranteed through grouping data rather than presenting individual responses.



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter deals with the analyses and discussions of data obtained from respondents in the study. It begins with an analysis of the background information of respondents and then follows with the analysis of responses to the research questions. Descriptive statistics such as frequencies, percentages means and standard deviations were used to analyze the data. In all, a total of 172 respondents were contacted for the study; 160 pupils and 12 teachers.

Background Characteristics of Teachers and Pupils

The first part of the analysis sought to obtain demographic information about the respondents. Information obtained included class of teaching for the teachers, class of the pupils, years of experience of teachers and the community the schools are located. Tables 4 and 5 present the results.

Table 4: Class of Teachers

Class	SFP School		Non-SFP School		Total	
	Freq.	%	Freq.	%	Freq	%
Class of Teacher						
Class 3	2	33.3	1	16.7	3	25.0
Class 4	1	16.7	2	33.3	3	25.0
Class 5	2	33.3	2	33.3	4	33.3
Class 6	1	16.7	1	16.7	2	16.7
Total	6	100.0	6	100.0	12	100.0

Source: Data from the field 2016

From Table 4, it can be observed that, out of the 12 teachers from both SFP and non-SFP schools, 4(33.3%) were teaching in class five. This represents the majority. Also, 3 representing 25 percent were teaching in class three and four, respectively. Moreover, 2 (16.7%) were teaching in class six.

Table 5: Class of Pupils

Class	SFP School		Non-SFP School		Total	
	Freq.	%	Freq.	%	Freq.	%
Class of Pupil						
Class 3	21	26.3	19	23.8	40	25.0
Class 4	18	22.5	21	26.3	39	24.4
Class 5	20	25.0	20	25.0	40	25.0
Class 6	21	26.3	20	25.0	41	25.6
Total	80	100.0	80	100.0	160	100.0

Source: Data from the field 2016

From Table 5, out of the 160 pupils from both SFP and non-SFP schools, 41(25.6%) were in class six. This represents the majority. Also, 39 (25%) were in class three and five, respectively. Moreover, 39 (24.4%) were in class four. Again, both the SFP and non-SFP schools were located in a fishing community.

From Table 6, it can be observed that the years of experience of the teachers' ranges from 1 to 15 years, with a mean of 6.2 years and standard deviation of 4.8. Also, it can be observed that the average years of experience

of teachers in SFP school were above that of those in non-SFP school.

Table 6: Teaching Experience of Teachers

Type of School	Mean	SD	Minimum	Maximum
SFP School	7.0	4.2	2.0	13.0
Non-SFP School	5.3	5.5	1.0	15.0
Total	6.2	4.8	1.0	15.0

Source: Data from the field 2016

This is because the teachers in the SFP school had an average years of experience of 7 years (SD=4.2), while those in non-SFP school had a mean years of experience of 5.3 years (SD=5.5). The results really show that the teachers in both schools have had some years of experience in their respective schools to be able to give a good situational report of the existence and non-existence of the school feeding programme respectively.

School-Based Stakeholders' Understanding of the Aims and Objectives of the SFP Initiative

Research Question One: "What is the understanding of the School-based stakeholders in both the beneficiary and non-beneficiary school regarding the aims and objectives of the SFP initiative".

This part of the analysis seeks to find out the understanding of the school-based stakeholders in both the beneficiary and non-beneficiary school regarding the aims and objectives of the SFP initiative. Data obtained regarding the understanding of the aims and objectives of the SFP initiative in the schools studied are shown in Table 7. From Table 7, about 83.3% of the teachers from both SFP and non-SFP schools indicated to reduce short term hunger of pupils as one of the aims and objectives of the SFP initiative.

Table 7: Teachers Views on the Aims and Objectives of the SFP

	SFP School		Non-SFP School		Total	
	Freq.	%	Freq.	%	Freq.	%
	Response from Teachers					
To reduce short term hunger of pupils	5	83.3	5	83.3	10	83.3
To reduce malnutrition in school children	5	83.3	2	33.3	7	58.3
To increase school enrolment, attendance and retention	6	100.0	4	66.7	10	83.3
To reduce drop-out rates of pupils in school	6	100.0	4	66.7	10	83.3
To boost domestic food production in Ghana	5	83.3	3	50.0	8	66.7
Improve nutritious status of pupils thereby increasing learning capacity	5	83.3	3	50.0	8	66.7
To contribute to poverty reduction and food security in Ghana	5	83.3	4	66.7	9	75.0
Total	6	100.0	6	100.0	12	100.0

Source: Data from the field 2016

Again, 83.3% and 33.3% of the teachers from SFP and non-SFP schools respectively, indicated to reduce malnutrition in school children as one of the aims of SFP initiative. In the SFP schools, majority (100%) of the teachers indicated to increase school enrolment, attendance and retention and to reduce drop-out rates of pupils in school as aims of the SFP initiative while in the non-SFP schools, 66.7% of the teachers indicated same. In addition to the aims and objectives of the SFP initiative, 83.3% of the teachers in the SFP schools indicated to boost domestic food production in Ghana and to improve nutritious status of pupils' thereby increasing learning capacity while 50% of the teachers in non-SFP schools indicated same.

Furthermore, 83.3% of the teachers in SFP schools said that one of the aims and objectives of the SFP initiative is to contribute to poverty reduction and food security in Ghana. The result suggests that majority of the respondents (teachers) in both the SFP and non-SFP schools in the studied schools in Cape Coast Metropolis had some level of awareness and understanding of the aims and objectives of the SFP initiative.

Data obtained from the categories of pupils from the SFP and non-SFP schools regarding the aims and objectives of the SFP are presented in Table 8. The table shows that 133 out of the 160 pupils (83.1%) from both SFP and non-SFP schools said that the aims and objectives of the SFP are to ensure that pupils do not become hungry. Again, 98 out of the 160 pupils (61.3%) said the aims are to ensure that pupils will have good health. In both the SFP and non-SFP schools, 78 out of the 160 pupils representing 48.8% considered to increase the number of pupils who attend school every day as being part of the aims and objectives of the SFP initiative.

Table 8: Pupils Views on the Aims and Objectives of the SFP

	SFP School		Non-SFP School		Total	
	Freq	%	Freq	%	Freq	%
	Response from Pupils					
So that pupils do not						
become hungry	73	91.3	60	75.0	133	83.1
So that pupils will have						
good health	38	47.5	60	75.0	98	61.3
To increase the number of						
pupils who attend school						
every day	36	45.0	42	52.5	78	48.8
So that many children will						
not stay at home but come						
to school	37	46.3	36	45.0	73	45.6
To help farmers to grow						
more food	25	31.3	26	32.5	51	31.9
So that pupils will have						
good health and learn well	39	48.8	53	66.3	92	57.5
To help people to have						
money and not to become						
poor	31	38.8	59	73.8	90	56.3
So that Ghana will have a						
lot of food to feed pupils	12	15.0	27	33.8	39	24.4
Total	80	100.0	80	100.0	160	100.0

Source: Data from the field 2016

Less than half of the pupils considered the aims and objectives to be that

many children will not stay at home but come to school (45.6%), to help farmers to grow more food (31.9%). Over 50% of the pupils in both SFP and non-SFP considered that pupils will have good health and learn well and to help people to have money and not to become poor as aims and objectives of the SFP initiative. However, a little over 20% of the pupils in both SFP and non-SFP schools considered aims and objectives to be that Ghana will have a lot of food to feed pupils.

As a way of balancing the facts expressed by the teachers and the pupils regarding the aims and objectives of the School Feeding Programme, opportunity was given to the headteachers to talk about what they know to be the aims and objectives of the School Feeding Programme. Their responses were consistent with what was expressed by the other respondents. One of the interview questions sought to find out how they understand the aims and objectives of the School Feeding Programme. In response to the question, the headteachers indicated that the aims and objectives of the school feeding programme were *to boost enrolment, retention, and attendance rates for*

pupils, while also improving the nutritional status of public school children. It was also to encourage poor children from disadvantaged areas to attend school more regularly and help children to concentrate on classroom activities.

From the results, it is evidently clear that the respondents in both SFP and non-SFP are aware and understand the aims and objectives of the SFP initiative.

Contributions of the SFP in Respect of Enrolment, Attendance, Retention and Drop-out Rates of Pupils

Research Question Two: What do the headteachers, teachers and pupils of the beneficiary school view to be the contributions of the SFP in respect of enrolment, attendance, retention and drop-out rates of pupils?

This part of the analysis addresses the views of head teachers, teachers and pupils of the beneficiary school on the contributions of the SFP in respect of enrolment, attendance, retention and drop-out rates of pupils. Tables 9 to 10 present the results. Table 9 shows the level of enrolment before and after the implementation of School Feeding Programme.

Table 9: Enrolment level of SFP Schools Before and After the Implementation of the SFP

Respondents	Classroom enrolment before the implementation of the GSFP	Classroom enrolment after the implementation of the GSFP	Remarks
1	35-45	Above 45	Increased
2	35-45	Above 45	Increased
3	35-45	Above 45	Increased
4	10-34	10-34	Similar
5	10-34	35-45	Increased
6	10-34	35-45	Increased

Source: Data from the field 2016

From Table 9, it can be observed that the teachers of the SFP school indicated an increase in enrolment level after the implementation of SFP.

Only one teacher indicated an unchanged level of enrolment. This shows that SFP had positive effect on the enrolment level. In response to the interview question posed on how long the school (Jacob Wilson Sey) been a beneficiary of the School Feeding Programme, *the headteacher indicated since 2007.*

As a follow-up interview question on the current population of the school, *the headteacher stated that the enrolment has gone up considerably and the total population was 282. According to the headteacher, the increase was a result of the introduction of the School Feeding Programme.*

In responding to the interview question regarding the population of the school before the School Feeding Programme, *the headteacher stated 218 and even stated that some of the pupils were not punctual and regular as it is in the case of the School Feeding Programme.*

In connection with the question how has the School Feeding Programme affected attendance, retention and drop-out rates of pupils, the response was *that the introduction of the School Feeding Programme has really improved pupils attendance to school and classes. This is because the pupils come to school regularly and in rare instances that few of them miss classes because of ill-health.*

According to the headteacher, *retention rates of pupils have also improved because majority of the pupils come to school till they complete the basic level and it is only when they get to the Junior High School that some of them begin to be absenting themselves and even dropping out entirely. He further indicated that drop-out rates have also gone down.*

drastically and it is a positive sign of the School Feeding Programme.

The findings are in agreement with what Sulemana, Ngah and Majid (2013) pointed out. They indicated that the GSFP has affected an average yearly enrolment in Zodbeli Ahmadiya primary school in the Northern region of Ghana between the 2005-2007 academic years. In 2010, an overview of the GSFP indicated that the SFP has improved retention rates in beneficiary schools by 95%. In the study of Adelman, Gilligan et al. (2008), they reported that because of the SFP, children will spend more time learning in school and this would eventually minimize the probabilities of drop-out.

Table 10 presents the views of teachers in SFP school on the contributions of SFP on the beneficiary schools. From Table 10, it can be seen that all the teachers (100%) agreed that the school feeding programme contributes to increase in attendance in their class. They also agreed that class enrolment of pupils has increased and retention rates of pupils in class have appreciated as a result of the introduction of the school feeding programme. They added that the programme motivates parents to enrol their children in school. Again, 5 teachers representing 83.3% said that the programme contributes to access to education and the pupils' ability to understand and concentrate in class has improved as a result of the programme. 3 teachers said that the programme has drastically reduced dropout rates in their class, while two teachers (33.3%) said academic achievement(s) among primary school pupils have increased.

Table 10: Views of Teachers in SFP School on the Contributions of SFP on Beneficiary School

Items	N of Agreement	% of Agreement
The school feeding programme contributes to increase in attendance in your class	6	100.0
Class enrolment of pupils has increased as a result of the introduction of the school feeding programme	6	100.0
Due to the introduction of school feeding programme retention rates of pupils in class has appreciated	6	100.0
The school feeding programme motivates parents to enroll their children in school	6	100.0
The school feeding programme contribute to access to education	5	83.3
The pupils' ability to understand and concentrate in class improve as a result of SFP	5	83.3
School feeding programme has drastically reduced dropout rates in your class	3	50.0
Academic achievement(s) among primary school pupils have increased as a result of SFP	2	33.3

Source: Data from the field 2016

From the table, the percentage distribution of the responses really suggests that the introduction of the School Feeding Programme in the studied school

in the fishing community in the Cape Coast Metropolis has really contributed to increase in attendance and class enrolment of pupils. The retention rates of pupils in class have appreciated and drop-out rates had really gone down. It has also motivated parents to send their wards to school while academic performance had also improved. Arhin (2015) indicates that since the inception of the GSFP, public basic schools benefitting from the programme have recorded an appreciable increment in enrolment of pupils. According to Oduro-Ofori and Yeboah-Gyapong (2014), the GSFP has reduced the level of primary school drop-out in the Kwaebibrim District in the Eastern Region since it serves as a motivational tool for primary children to stay in school. A study by Bukari and Hajara (2015) on the GSFP in the Garu-Tempene District of Ghana revealed that the programme increased gross enrolment rate by 24% among participating schools but decreased by 7% in non-participating schools.

Table 11: Views of Pupils in SFP School on the Contribution of SFP

	Freq.	%
Are you given food in the school?	80	100.0
Do you think feeding you in school help you	80	100.0
Do you want the programme to go on?	79	98.8
Has your academic work improved?	40	50.0
Total	80	100.0

Source: Data from the field 2016

Table 11 presents the distribution of the responses regarding the views of pupils in SFP school on the SFP. From the Table, all (100%) the pupils affirmed that they are given food in the school and getting food in school

helps them. In the case of wanting the programme to go on, 79 pupils representing 98.8 percent advocated that the programme should continue. Half of them added that their academic work has improved due to SFP.

Table 12: Views of Pupils in SFP School on the Contribution of SFP

	Don't			
GSFP Improve	Yes	No	Know	Total
<u>Enrolment</u>				
Freq.	68	8	4	80
%	85.0	10.0	5.0	100.0
<u>Attendance</u>				
Freq.	45	28	7	80
%	56.3	35.0	8.8	100.0
<u>Retention</u>				
Freq.	44	30	6	80
%	55.0	37.5	7.5	100.0

Source: Data from the field 2016

In Table 12, the views of the pupils in SFP School on the effect of SFP are presented. From Table 12, 68 pupils representing 85 percent affirmed that the SFP has contributed to increase in enrolment. Also, more than half of them (45 pupils) said it has affected attendance; while 44 pupils representing 55 percent said it has affected retention. The responses clearly show that the introduction of the School Feeding Programme in the studied school has really contributed to increase in enrolment, attendance and has improved retention rates. Majority of the pupils were emphatic that the SFP

has affected their school positively.

Table 13: Views of Pupils in SFP School on the Contribution of SFP

Contribution of SFP	Freq.	%
I don't get hungry when in school	64	80.0
I understand what my teacher teaches me	30	37.5
It enables me to have good health	45	56.3
It makes me come to school every day	28	35.0
It makes me come to school early	25	31.3
I don't know	14	17.5

Source: Data from the field 2016

Table 13 presents the views of pupils in SFP School on the contribution of SFP as well as the reasons for the continuation of the SFP. From Table 13, it can be observed that 64 pupils representing 80 percent do not get hungry when in school due to the introduction of the SFP. Less than half of the pupils (30) indicated that they understand what their teacher teaches them (37.5%). Also, 45 representing 56.3 percent said that the SFP has enabled them to have good health, whereas, made them go to school every day (35%). Again, 25 pupils representing 31.3 percent said that the SFP makes them come to school early. The results suggest that the introduction of the SFP in the studied school has really made a positive impact regarding the health, academic life and responsive nature of pupils towards school.

From Table 14, 67 pupils (83.8%) and 65 pupils (81.3%) said that the SFP has contributed to many pupils staying in school and many pupils not stopping school.

Table 14: Views of Pupils in SFP School on the Contribution of SFP

SFP has contributed to	Freq.	%
Many pupils staying in school	67	83.8
Many pupils not stopping school	65	81.3
Many pupils coming to school	61	76.3
Many pupils attending classes	43	53.8

Source: Data from the field 2016

Also, 61 pupils (76.3%) said that the SFP has contributed to many pupils coming to school, whereas 43 pupils (53.8%) said it has contributed to many pupils attending classes. The findings that the SFP contributes to increase in enrolment and attendance are in consonance with the reviewed literature. The reviews by Jomaa et al. (2011) and Bundy, Burbano, Grosh, Gelli, Jukes, & Drake (2009) are in agreement that SFP programmes improve rates of enrolment and attendance, as well as impacting the overall health and nutrition of school children.

Table 15 depicts data obtained from categories of pupils regarding The views of the pupils on reasons for the continuation of the SFP. From Table 15, 72 of the pupils representing 90% indicated that they do not get hungry when they go to school because of SFP and has helped them to have good health (53.8%). Again, less than half of the pupils said that the SFP has helped them to understand what their teacher teaches them (37.5%), it has helped them to pay attention in class (25%), made them come to school every day (20%). Furthermore, the SFP will enable them to complete school (17.5%) and has made them come to school early (12.5%).

Table 15: Views of Pupils in SFP School on the Reasons for the Continuation of SFP

Responses	Freq.	%
I don't get hungry when in school	72	90.0
It helps me to have good health	43	53.8
I understand what my teacher teaches me	30	37.5
It helps me to pay attention in class	20	25.0
It makes me come to school everyday	16	20.0
It will help me to complete school	14	17.5
It makes me come to school early	10	12.5
Total	80	100.0

Source: Data from the field 2016

Regarding the continuation of the School Feeding Programme, the overall responses from Table 15, depict that the pupils would like the programme to continue since it serves as a pull factor to go to school, stay in school and also improve their health. According to Del Rosso (1999), targeting communities and families that lack the resources to adequately provide for their school-age children is a critical element in improving the impact and penetration of SFPs.

Impact of the Absence of SFP on Enrolment, Attendance, Retention and the Drop-out Rates of Pupils

Research Question Three: “What do the headteachers, teachers and pupils of the non-beneficiary school view to be the impact of the absence of SFP on enrolment, attendance, retention and the drop-out rates of pupils”.

This part of the analysis addresses the views of head teachers, teachers

and pupils of the non-beneficiary school on the impact of the absence of SFP on enrolment, attendance, retention and drop-out rates of pupils. Tables 16 to 17 present the results.

Table 16: Teachers of Non-SFP School Views on Enrolment and Rate of Attendance

Class	Enrolment in Class	Rate of Pupils' Attendance	Remarks
1	35 - 45	10 -34	decreased
2	Above 45	35-45	decreased
3	10-34	10-34	Similar
4	35-45	10-34	decreased
5	10-34	10-34	Similar
6	35-45	10-34	decreased

Source: Data from the field 2016

Table 16 presents the views of teachers in non-SFP school on enrolment and rate of attendance. From Table 16, it can be observed that the teachers in classes 1, 2, 4 and 6 of the non-SFP school indicated the enrolment level and rate of attendance are not the same. This shows that the SFP is affecting the rate of attendance and the enrolment level of the pupils. Moreover, the teachers added that they do record some absenteeism and it has always been around 10 pupils. They further added that some of their pupils have dropped out. In response to the interview question posed on how has the absence of the School Feeding Programme affected enrolment and attendance, *the*

headteacher stated that it has highly affected her enrolment because some of the pupils have left to neighboring schools where they have

School Feeding Programme and regarding attendance, the headteacher said that most of the pupils come to school without eating and if there is no money at home to be given to them, then pupils would have to stay out of school. Again, in responding to the interview question posed as in what ways has the introduction of the school Feeding Programme in nearby schools affected the retention of pupils in the school, the headteacher emphatically stated that his enrolment level keeps on reducing and giving the community in which the school is located, there is abject poverty, that is people struggle to make ends meet and as result of that parents choose to send their wards to schools with School Feeding Programme.

Table 17: Views of Pupils of Non-SFP School on Issues Related to SFP

	Freq.	%
Do you think getting food in your school will help you?	80	100.0
Do you want the authorities to include your school in the school feeding programme?	80	100.0
Do you come to school every day?	77	96.3
Do you stay in school till closing time?	61	76.3
Do you have a lot of your classmates not coming to school?	52	65.0
Total	80	100.0

Source: Data from the field 2016

Table 17 presents views of pupils in non-SFP school on the SFP. From the table, all the pupils think that getting food in their school will help them and they want the authorities to include their school in the SFP. Also, 77

(96.3%) of the pupils come to school every day, 61(76.3%) of them stay in school till closing time and 52 (65%) said that they do have a lot of their classmates not coming to school. The results show that majority of the pupils in the school studied indicated clearly that getting food in school will help them and for that matter would like the authorities of school feeding programme to include their school in the school feeding programme.

The data suggests that the introduction of the SFP in the non-beneficiary schools will cause majority if not all the pupils to be regular at school, stay in school till closing time and also reduce rate of absenteeism.

Table 18: Views of Pupils of Non-SFP School on the Absent of SFP in their School

Reason for Not Attending school	Freq.	%
Sickness	58	72.5
Because of hunger	61	76.3
Selling fish to get money	9	11.3

Source: Data from the field 2016

Table 18 presents the views of pupils in non-SFP School on the absent of SFP in their school. From Table 18, it can be observed that 58 (72.5%) of the pupils percent do not attend school as a result of sickness, majority (61) (76.3%) of them said that they do not attend school as a result of hunger while (11.3%) indicated that they do not come to school because at certain times they sell fish for money.

The result presupposes that the introduction of the School Feeding Programme in the non-beneficiary school will help pupils overcome sicknesses, hunger and that they would not be taken away from school since

what they need to sustain them in school would be provided. This goes to confirm a large amount of literature which has really proven that the introduction of SFP in schools has improved attendance, enrolment, retention and drop-out rates of pupils.

The views of pupils of Non-SFP School on the absent of SFP in their school are shown in Table 19.

Table 19: Views of Pupils of Non-SFP School on the Absent of SFP in their School

SFP will help	Freq.	%
I will not get hungry when in school	72	90.0
It will help me to understand what my teacher teaches me	61	76.3
It will help me to have good health	51	63.8
I will enable me to come to school everyday	48	60.0
It will enable me to come to school early	33	41.3
I don't know	4	5.0

Source: Data from the field 2016

The table reveals that 72 (90%) of the pupils said that the SFP will help them not to get hungry when in school, and 61(76.3%) of them said it will help them to understand what their teacher teaches them. Also, 51(63.8%) said it will help them to have good health and 48 (60%) said it will enable me to come to school every day. Less than half of the pupils said that it will enable them to come to school early if the SFP is implemented in their school (41.3%).

Table 20: Views of Pupils of Non-SFP School on the Absent of SFP in their School

SFP will Contribute to	Freq.	%
Many pupils coming to school	78	97.5
Many pupils attending classes	78	97.5
Many pupils staying in school	80	100.0
Many pupils not stopping school	77	96.3

Source: Data from the field 2016

Table 20 depicts the views of pupils of Non-SFP School on the absent of SFP in their schools. Majority (100%) of the pupils in non-SFP school indicated that the SFP will contribute to many of the pupils staying in school if implemented. Additionally, 78 (97.5%) said that the SFP will contribute to many pupils coming to school and attending classes while 77 (96.3%) said that the SFP will contribute to many of the pupils not stopping school. This is agreement with what other researchers indicated. According to Chaka (2007), School Feeding Programme attracts more children to attend school and also have better concentration in class when they get food at school. He reported that schools that give breakfast also serves as an incentive, making children to be more punctual for school.

Data obtained in relation to the views of pupils of Non-SFP School reasons for inclusion of SFP in their school are shown in Table 21. The views of the pupils on reasons for their school to be included in the SFP were that they would be given food in school (88.8%), their friends who have not been coming to school will come (90.0%) and the programme will help them to have good health (90.0 %).

Table 21: Views of Pupils of Non-SFP School Reasons for Inclusion of SFP in their School

Reasons for inclusion in the SFP	Freq.	%
I will be given food in school	71	88.8
My friends who have not been coming to school will come	72	90.0
It will help me to have good health	72	90.0
It will help me to come to school every day	66	82.5
It will help me to stay in school	71	88.8
Total	80	100.0

Source: Data from the field 2016

Again, 66 % of the pupils said that it will enable them to come to school every day while the programme will help them to stay in school (88.8%).

In response to an interview question posed on what would the headteacher like the authorities of GSFP to do for her school, *the headteacher said that she would be very grateful if her school would be rolled into the School Feeding Programme. She indicated that the programme would boost enrolment, cause pupils to come to school on time and reduce absenteeism.*

The responses of the respondents really point out that the SFP has the potential of drawing pupils to school, sustain them and also to cause them to come to school on a daily basis.

Challenges with the Implementation of the GSFP Initiative

Research Question Four: “What do the headteachers, teachers and pupils of both the beneficiary and non-beneficiary schools in the Cape Coast Metropolis see to be the challenges with the implementation of the GSFP initiative”.

This part of the analysis looked at the views of the headteachers, teachers and pupils of both the beneficiary and non-beneficiary schools in Cape Coast Metropolis on the challenges of the implementation of the GSFP initiative. Tables 22 and 23 present the results.

Table 22: Views of Teachers of SFP School on the Challenges of SFP

Challenges	Freq.	%
Cost and cash flow constraint of the programme	6	100.00
Irregular release of funds for payment to the caterers	6	100.00
No good or permanent kitchen structures	1	17.00
Inadequate quantity of food served to the pupils No	4	17.00
Non-existent of water supply at the SFP schools	1	17.00
Total	6	100.00

Source: Data from the field 2016

Table 22 presents the views of teachers in SFP school on the challenges of SFP. From Table 22, it can be seen that all the teachers (100%) said that there is cost and cash flow constraint of the programme. They also said that there is irregular release of funds for payment to the caterers. Again, 4 teachers representing 67% said that there is inadequate quantity of food served to the pupils. Only one teacher (17%) said that there is no good or permanent kitchen structures and non-existent of water supply at the SFP

schools. Their responses really show that there are challenges with the implementation of the SFP. The responses on this subject were consistent with what other researches have expressed regarding challenges of the SFP. In response to the interview question, which sought to find out what are the challenges of the school Feeding Programme, *the studied schools*

headteachers indicated some of the challenges as political interference in the appointment of caterers, delay in paying the caterers, cooking of unwholesome food, serving of food consuming instructional time, food served is not enough, no permanent structure where food is cooked and given to the children. According to them, these challenges act negatively on the success of the School Feeding Programme. The identified challenges were echoed by other researchers like Sulemana et al., 2013; Oduro-Ofori & Adwoa-Yeboah, (2014) where they indicated that many schools did not have kitchens to prepare food for pupils. Again, in a study conducted in 21 districts in the country by Ghana Dot (2009), the report indicated that about 61% of the schools with the SFP did not have well-built kitchen structures and facilities to cook. Also, Sulemana et.al. (2013), reported that many schools cook under trees and when it is raining, they cook in classrooms or on verandas.

Table 23 shows the findings from the views of teachers of Non SFP School on the challenges of SFP. The table reveals that all the teacher respondents 6(100%) were in agreement that irregular release of funds for payment to the caterers is a challenge of the SFP initiative.

Table 23: Views of Teachers of Non SFP School on the Challenges of SFP

Challenges	Freq.	%
Cost and cash flow constraint of the programme	5	83.00
Irregular release of funds for payment to the caterers	6	100.00
Inadequate quantity of food served to the pupils	5	83.00
No good or permanent kitchen structures	3	50.00
Non-existent of water supply at the SFP schools	2	33.00
Total	6	100.00

Source: Data from the field 2016

In addition, over 80%, representing 5 of the teacher respondents shared the view that cost and cash flow constraint of the programme and inadequate quantity of food served to the pupils are some of the challenges of the SFP initiative. 3 of the teacher respondents representing 50% affirmed that no good or permanent kitchen structures as a challenge while 2 of the teacher respondents, representing 33% indicated non-existent of water supply at the SFP schools as a challenge of the programme.

Table 24: Views of Pupils of SFP School on the Challenges of SFP

Challenges	Freq.	%
Money to run the programme does not come on time	37	46.3
Money to pay the caterers does not come regularly	30	37.5
No good or permanent kitchen structures	76	95.0
Food giving to the pupils are not enough	70	87.5
The SFP schools do not have water supply	44	55.0
Total	80	100.0

Source: Data from the field 2016

Table 24 presents views of pupils of SFP school on the challenges of SFP. In Table 24, 37(46.3%) of the pupil said that money to run the programme does not come on time and 30(37.5 %) of them indicated that money to pay caterers does not come regularly. Again, 76(95.0%) said that there are no good or permanent kitchen structures while 70(87.5%) stated that food giving to the pupils are not enough. Also, 44 (55%) of the pupils said that the SFP schools does not have water supply. The findings really suggest that there are challenges bedeviling the implementation of the SFP initiative.

How the GSFP Initiative can be Implemented and Sustained to Benefit all Pupils in Ghana, Especially those from Deprived Settings of the Ghanaian society.

Research Question Five: How, in the views of the stakeholders, can the GSFP initiative be implemented and sustained to benefit all pupils in Ghana, especially those from deprived settings of the Ghanaian society?

This part of the analysis looked at how in the views of the stakeholders, can the GSFP initiative be implemented and sustained to benefit all pupils in Ghana, especially those from deprived settings of the Ghanaian society. The findings are presented in Tables 25, 26, 27 and 28.

Table 25 looked at the views of teachers of SFP School on how SFP can be implemented and sustained to benefit all pupils in Ghana. From Table 25, it can be seen that all the teachers (100%) said that there should be regular release of funds for the payment of caterers. They also said that less or no political interference in the affairs of the SFP and there should be an establishment of farms to supply food produce.

Table 25: Views of Teachers of SFP School on how SFP can be Implemented and Sustained to Benefit all Pupils in Ghana

Responses	Freq.	%
Farmers should be offered with incentives and motivation to contribute to the implementation	4	67.00
Regular release of funds for the payment of caterers	6	100.00
Reduced much dependence on donor agencies	6	100.00
Strong community contribution	4	67.00
Less or no political interference in the affairs of the SFP	6	100.00
Coordination of implementing partners, beneficiaries and relevant government authorities	4	67.00
Establishment of farms to supply food produce	6	100.00
Improvement of hygienic environment in schools where foods are produce	3	50.00
Infrastructural facilities like kitchen, source of water etc should be built	5	83.00
Total	6	100.00

Source: Data from the field 2016

Again, 5(83%) of the teachers said that infrastructural facilities like kitchen, source of water and so on should be built. Moreover, 4(67%) of them said farmers should be offered with incentives and motivation to contribute to the implementation, community should contribute strongly and there should be a coordination of implementing partners, beneficiaries and relevant government authorities. Half of the teacher respondents added that there

should be an improvement of hygienic environment in schools where foods are produced. The findings suggest that majority of the teacher respondents are of the view that the SFP can be implemented and sustained to benefit all pupils in Ghana if the concerns raised are addressed.

Table 26: Views of Teachers of Non SFP School on how SFP can be Implemented and Sustained to Benefit all Pupils in Ghana

Responses	Freq.	%
Farmers should be offered with incentives and motivation to contribute to the implementation	5	83.00
Regular release of funds for the payment of caterers	6	100.00
Reduced much dependence on donor agencies	6	100.00
Strong community contribution	3	50.00
Less or no political interference in the affairs of the SFP	5	83.00
Coordination of implementing partners, beneficiaries and relevant government authorities	4	67.00
Establishment of farms to supply food produce	5	83.00
Improvement of hygienic environment in schools where foods are produce	4	67.00
Infrastructural facilities like kitchen, source of water etc should be built	6	100.00
Total	6	100.00

Source: Data from the field 2016

Table 26 looked at the views of teachers of non-SFP school on how SFP can be implemented and sustained to benefit all pupils in Ghana. In the Table, all

the teacher respondents 6(100%) indicated that there should regular release of funds for the payment of caterers and also infrastructural facilities like kitchen, source of water etc. should be built. In addition, the Table depicts that 5(83%) of them indicated that there should be less or no political interference in the affairs of the SFP, establishment of farms to supply food produce and farmers should be offered with incentives and motivation to contribute to the implementation.

Furthermore, 4 (67%) of the teachers said that there should be coordination of implementing partners, beneficiaries and relevant government authorities and also improvement of hygienic environment in schools where foods are produced. Out of the 6 teacher respondents, 3 (50%) were of the view that there should be strong community contribution towards the implementation and sustainability of the SFP to benefit all pupils in Ghana.

Table 27 presents the views of pupils of SFP school on the ways SFP can be done and continued to benefit all public basic school pupils in Ghana. From the Table, 72(90%) of the pupils in the SFP school said that money for the payment of caterers should be paid regularly. Again, 64 (80%) of them said that there should be a lot of farms to supply food produce. Moreover, 62 (77.5%) said the hygienic conditions in SFP schools where foods are prepared should be improved. Again, they added that implementing partners, beneficiaries and relevant government authorities should work together (76.3%). In addition, kitchen and water supply should be built (73.8%) as well as farmers should be encouraged and given help to contribute to the implementation and also for the SFP to continue (73.8%).

Table 27: Views of Pupils of SFP School on Ways SFP can be Done and Continued to Benefit all Pupils in Ghana

Implementation	Freq.	%
Money for the payment of caterers should be paid regularly	72	90.0
Having a lot of farms to supply food produce	64	80.0
Hygienic conditions in SFP schools where foods are prepared should be improved	62	77.5
Working together of implementing partners, beneficiaries and relevant government authorities	61	76.3
Kitchen and water supply should be built	59	73.8
Farmers should be encouraged and given help to contribute to the implementation and also for the SFP to continue	59	73.8
Government should not bring in political influence in the running of the SFP	36	45.0
Strong community contribution	32	40.0
Government should not depend so much on other organizations for money and help	18	22.5
Total	80	100.0

Source: Data from the field 2016

Less than half of the pupils said that government should not bring in political influence in the running of the SFP (45.0%), and also should not depend so much on other organizations for money and help (22.5%). There should also be a strong community contribution (40.0%). The responses of the pupil

respondents in the SFP school really show that majority (more than half) are of the view that when the issues raised are addressed, the programme can be properly done and continued to benefit all pupils in Ghana.

Table 28: Views of Pupils of Non-SFP School on Ways the SFP can be Implemented and Continue to Benefit all Public Basic School Pupils in Ghana

Implementation	Freq.	%
Money for the payment of caterers should be paid regularly	79	98.8
Having a lot of farms to supply food produce	75	93.8
Hygienic conditions in SFP schools where foods are prepared should be improved	74	92.5
Working together of implementing partners, beneficiaries and relevant government authorities	75	93.8
Kitchen and water supply should be built	79	98.8
Farmers should be encouraged and given help to contribute to the implementation and also for the SFP to continue	80	100.0
Government should not bring in political influence in the running of the SFP	70	87.5
Strong community contribution	73	91.3
Government should not depend so much on other organizations for money and help	52	65.0
Total	80	100.0

Source: Data from the field 2016

Table 28 presents the views of pupils of non-SFP school on ways the SFP

can be implemented and continues to benefit all public basic school pupils in Ghana. From Table 28, all the pupils in the non-SFP school said that farmers should be encouraged and given help to contribute to the implementation and also for the SFP to continue. Again, 79 (98.8%) of the pupils said that money for the payment of caterers should be paid regularly and kitchen and water supply should be built, 75(93.8%) of them said that implementing partners, beneficiaries and relevant government authorities should work together and there should be a lot of farms to supply food produce and 73 (91.3%) said that there should also be a strong community contribution. The pupils added that government should not bring in political influence in the running of the SFP (87.5%), and also hygienic conditions in SFP schools where foods are prepared should be improved (92.5%). Government should also not depend so much on other organizations for money and help (65.0%).

An interview opportunity was given to the headteachers to express their opinions on how the School Feeding Programme can be implemented and sustained to benefit all public basic school pupils in Ghana. Their responses were in agreement with what was expressed by the other respondents. In response to the interview question, *the headteachers*

indicated that the School Feeding Programme can be implemented and sustained to benefit all public basic school pupils in Ghana when it is devoid of political strings in relation to appointment of caterers and provision of foodstuffs for the preparation of the food. Again, Ghana Education Service should be made to have full oversight responsibility of the School Feeding Programme. Another opinion was that the school feeding programme should buy and use foodstuffs

produced in the country by the local farmers and also not rely heavily on foreign aid. Again, the headteachers indicated that local farmers should be given help through loans and other incentives to help them produce more to supply the foodstuffs and also sustain the provision of their produce. They also expressed the view that since government alone cannot shoulder the responsibility of School Feeding Programme, she should encourage other local stakeholders to come on board and help so as to ensure its sustainability.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In 2006 the government of Ghana introduced the School Feeding Programme as a tool to reduce poverty, increase enrolment, improve attendance, improve retention rate and drop-out rate of pupils among others in some public basic schools. The study assesses the views of ‘school-based stakeholders’ in Cape Coast Metropolis on Ghana’s School Feeding Programme.

The research sought to find out the understanding of stakeholders in both the beneficiary and non-beneficiary schools regarding the aims and objectives of the SFP initiative and the views of stakeholders of the beneficiary school regarding the contributions of the SFP in respect of enrolment, attendance, retention and drop-out rates of pupils. Again, the research sought to find out the views of stakeholders of the non-beneficiary school regarding the impact of the absence of SFP on enrolment, attendance, retention and the drop-out rates of pupils. Furthermore, the study sought to find out the challenges with the implementation and non-implementation of the GSFP initiative. In addition, the study sought to find out how in the views of the stakeholders, the GSFP initiative can be implemented and sustained to benefit all pupils in Ghana, especially those from deprived settings of the Ghanaian society.

The researcher developed the research instruments (questionnaire and structured interview guide) with the help of experienced lecturers at the University of Cape Coast, who gave various suggestions, modifications of

the instruments, were made for the study. A sample of 180 respondents drawn from a beneficiary and non-beneficiary schools provided data for the study. The respondents comprised headteachers, teachers and pupils of the beneficiary and non-beneficiary schools. A questionnaire and an interview guide were used to elicit responses from the respondents. Out of the sample, 172 representing (95.6%), 170 teacher and pupil respondents responded by answering the items in the questionnaire and 2 headteachers of the studied school (beneficiary and non-beneficiary) were interviewed. The questionnaire was made up of two sections consisting of closed and open-end questions. The questionnaire (Appendix C, Questions 10 to 17) also used Likert-type scale to examine teacher respondents' views on how the GSPF has contributed to participation of pupils in school.

The questionnaire was pilot-tested to assess how long it takes respondents to complete them, to establish the content validity, and also to check that all questions which would not yield any usable data were removed. The pilot test yielded reliability coefficient of 0.792. The pilot test was conducted on 48 respondents from the fishing community in Cape Coast Metropolis.

The Statistical Package for Social Sciences (SPSS) software programme was the statistical tool for the analysis of the questionnaires. Furthermore, the interview results were transcribed, cross-checked and coded based on the similarity of responses and fed into the computer for detail analysis. Being a descriptive sample survey, descriptive statistics were employed to obtain the frequencies, mean values and percentages for the interpretation of the data collected. From the analysis and discussions

presented in the study, the following were the key findings:

Key Findings

- (1) The study showed that majority of the respondents (headteachers, teachers and pupils) in both the SFP and non-SFP studied schools in Cape Coast Metropolis had some level of awareness and understanding of the aims and objectives of the SFP initiative.
- (2) The study revealed that the introduction of the School Feeding Programme in the studied school has really contributed to increase in enrolment, attendance, reduced drop-out rates and has improved retention rates. Majority of the respondents (headteachers, teacher and pupils) were emphatic that the SFP has affected their school positively.
- (3) The study further revealed that the enrolment level and rate of attendance in the studied non-SFP school have been the same due to the absence of SFP. This shows that there has not been any appreciable increase regarding the rate of attendance and the enrolment level of the pupils. However, the enrolment levels and rate of attendance in SFP schools have appreciated significantly due to the introduction of the SFP.
- (4) The study revealed that the introduction of the School Feeding Programme in the non-beneficiary school will help pupils overcome sicknesses, hunger and that they would not be taken away from school since what they needed to sustain them in school would be provided. Majority of the pupils in the non-SFP school indicated that the SFP would cause them to be regular at school, stay in

school till closing time and also reduce rate of absenteeism.

- (5) The study showed that majority of the teacher respondents (SFP and non-SFP schools) indicated that cost and cash flow constraint of the programme, irregular release of funds for payment to the caterers and inadequate quantity of food served to the pupils are some of the major challenges with the implementation of the SFP initiative. Again, the study revealed that majority of the pupil respondents (SFP schools), considered no good or permanent kitchen structures, food giving to the pupils are not enough and the SFP schools does not have water supply as major challenges of the implementation of the SFP initiative. The findings really suggest that there are challenges bedeviling the implementation of the SFP initiative.
- (6) The majority of the respondents' both in the SFP and the non-SFP are of the view that when issues like regular release of funds for the payment of caterers, less or no political interference in the affairs of the SFP, establishment of farms to supply food produce, infrastructural facilities like kitchen, source of water etc. are built, farmers are offered with incentives and motivated to contribute to the implementation, the SFP can be implemented and sustained to benefit all pupils in Ghana, especially those from deprived settings of the Ghanaian society?

Conclusions

The following conclusions were drawn:

One of the conclusions that could be drawn from the study is that even though the responses indicated that majority of the respondents had

some level of awareness and understanding of the aims and objectives of the SFP initiative, they were not fully sensitized of the aims and objectives of the SFP initiative and for that matter depended on their shallow knowledge regarding the aims and objectives of the SFP initiative. This really made the researcher to explain further the aims and objectives of the SFP initiative.

Secondly, it could also be concluded that the SFP has really impacted positively on enrolment and attendance. It has reduced drop-out rates and has improved retention rates in the studied school. This is evidenced by the responses of the stakeholders. The studied area being a fishing community and if the SFP has had some positive influence in terms of enrolment, attendance, drop-out rates and retention, then it is worthwhile. In addition, it could be concluded that the absence of SFP has made enrolment level and rate of attendance in the studied non SFP school remain the same.

Again, it could be concluded that the continuation of the SFP would draw more pupils to come to school since it serves as their mainstay in school and also improves their health. This presupposes that failure to continue with the SFP would cause these pupils to withdraw from school. Furthermore, it could be concluded that the introduction of SFP in non SFP school would boost enrolment, attendance and would entice pupils to be regular at school, stay in school till closing time and also reduce rate of absenteeism.

Moreover, it could be concluded that despite the positive impact of the SFP on enrolment, attendance, drop-out rates and retention in the studied school, there are myriad of challenges confronting the implementation of the programme. As evidenced by the responses of the respondents, like cost and cash flow constraint, irregular release of funds for payment to the caterers

and inadequate quantity of food served to the pupils. Also, no good or permanent kitchen structures, no water supply and many others.

Finally, it may be concluded from the findings of the study that the SFP initiative can be implemented and sustained to benefit all pupils in Ghana, especially those from deprived settings of the Ghanaian society when challenges like regular release of funds for the payment of caterers, less or no political interference in the affairs, establishment of farms to supply food produce, infrastructural facilities like kitchen, source of water etc are built. Also, when, farmers are offered with incentives and motivated to contribute to the implementation and many other challenges are addressed.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations were made for policy and practice.

1. It is recommended that intensive publicity and education drive needed to be done in all the basic schools to bring into sharp focus the sensitization of the aims and objectives of the SFP in achieving the MDG. Furthermore, it is recommended that Government should make the necessary efforts to bring on board all the basic schools on the SFP since the SFP has the potential of drawing pupils to school to learn thereby improving the literacy rate of the society.
2. Again, increase in enrolment, attendance, reduction in drop-out rates and improvement in retention rates mean more pupils in school. In view of this, acquisition of knowledge will not be materialized if the school does not have adequate teaching and learning materials.

Without textbooks and teaching materials, the children will have nothing to learn. Therefore to enhance acquisition of knowledge by the increase number of pupils, there must be an increase in the supply of teaching and learning materials to commensurate the number of pupils so that the quality of education will then not be compromised.

3. There is the need for government to address the underlying challenges that will permit the continuity of the SFP so as to sustain the interest of the pupils to enjoy being in school and learning to acquire knowledge. Government should develop comprehensive strategies to maximize the development impacts of school feeding by combining it with other interventions to address constraints.
4. Also, it is recommended that Government should secure funds to address the myriad of challenges regarding timely payments, incentives to farmers to produce more, infrastructural facilities like kitchen, source of water and many other teething problems to ensure the programmes sustainability.

Recommendations for Further Research

Based on the findings of the study, the following areas have been identified as suggestions for further study.

This study was limited to one Metropolis that is Cape Coast fishing community. Further research can be carried out in other regions of the country to determine the same impact of the SFP on the views of ‘school-based stakeholders’ on Ghana’s School Feeding Programme. This topic can be extended to other metropolis in Ghana. This national study will be rich and might give more insight into the SFP in a wider scope throughout the

country.



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APPENDIX A

INTERVIEW GUIDE FOR HEADTEACHER(S) IN THE BASIC SCHOOL PARTICIPATING IN THE SCHOOL FEEDING PROGRAMME

INTRODUCTION:

This research is being conducted to examine the Views of ‘School-Based Stakeholders’ of Education in the Cape Coast Metropolis on Ghana’s School Feeding Programme in Public Basic Schools. It will be greatly appreciated if you could provide answers to the questions herein. Conclusions to be drawn from the study will provide useful information to administrators and policy makers on the school feeding programme.

1. Name of the School.
2. For how long have you been in this School?
3. In your own words how do you understand the aims and objectives of the school feeding programme?
4. How long has the school been a beneficiary of the school feeding programme?
5. What is the current population of the school?
6. What was the population of the school before the school feeding programme?
7. Do children in the community come to school regularly?
[a] Yes [] [b] []
8. How has the school feeding programme benefitted the pupils?
9. In what ways does the school feeding programme affects school enrolment of pupils?

10. How does the school feeding programme affect attendance of pupils?
11. In what manner has the school feeding programme affected retention of pupils?
12. In your estimation, how has the introduction of SFP affected the phenomenon of pupils 'drop-out'?
13. What do you see as the challenges of the school feeding programme?
14. In your opinion, how can the school feeding programme be implemented and sustained to benefit all public basic school pupils in Ghana?
15. Is there any other issue(s) you want to talk about concerning the GSFP in your school that I have not touched on? If so, please do so now.

I want to use this opportunity to thank you once again for agreeing to take part of the study. I assure you that information provided in this study will be held in absolute confidence.

APPENDIX B

INTERVIEW GUIDE FOR HEADTEACHER(S) IN A BASIC SCHOOL NOT PARTICIPATING IN THE SCHOOL FEEDING PROGRAMME

INTRODUCTION:

This research is being conducted to examine the Views of ‘School-Based Stakeholders’ of Education in the Cape Coast Metropolis on Ghana’s School Feeding Programme in Public Basic Schools. It will be greatly appreciated if you could provide answers to the questions herein. Conclusions to be drawn from the study will provide useful information to administrators and policy makers on the school feeding programme.

1. How has the absence of the school feeding programme affected your enrolment?
2. In your estimation, how has the absence of the school feeding programme impacted on the attendance of pupils in the school?
3. In what ways has the introduction of the school feeding programme in nearby schools affected the retention of pupils in your school?
4. How has the absence of the school feeding programme affected the drop-out rates of pupils?
5. What would you like the authorities of GSFP to do for your school?
6. What do you perceive to be the challenges of the school feeding programme generally?
7. In your opinion, how can the school feeding programme be implemented and sustained to benefit all public basic school pupils in Ghana?

8. Is there any other issue(s) you want to talk about concerning the GSFP that I have not touched on? If so, please do so now.

I want to use this opportunity to thank you once again for agreeing to take part of the study. I assure you that information provided in this study will be held in absolute confidence.



APPENDIX C

QUESTIONNAIRE FOR TEACHERS OF BASIC SCHOOL PARTICIPATING IN THE SCHOOL FEEDING PROGRAMME

INTRODUCTION:

This research is being conducted to examine the Views of ‘School-Based Stakeholders’ of Education in the Cape Coast Metropolis on Ghana’s School Feeding Programme in Public Basic Schools. It will be greatly appreciated if you could provide answers to the questions herein. Conclusions to be drawn from the study will provide useful information to administrators and policy makers on the school feeding programme.

INSTRUCTION:

Please write and underline the appropriate answer where applicable

7. Present position/status.....
8. Community of school: town /village/rural/fishing.
9. For how long have you been teaching in the school?.....

Please tick[√] one appropriate answer

4. Class in which you currently teach
[a] class 3 [] [b] class 4 [] [c] class 5 [] [d] class 6 []
5. What do you think are some of the aims and objectives of the school feeding programme?

Please tick [√] as many as possible

- [a] to reduce short term hunger of pupils[]
- [b] to reduce malnutrition in school children []
- [c] to increase school enrolment, attendance and retention []
- [d] to reduce drop-out rates of pupils in school []

[e] to boost domestic food production in Ghana []

[f] improve nutritious status of pupils thereby increasing learning capacity []

[g] to contribute to poverty reduction and food security in Ghana []

6. How long has the school been a beneficiary of the school feeding programme?

[a] 0 - 5yrs [] [b] 6 - 10yrs [] [c] 11 - 13yrs []

7. What was your classroom enrolment before the implementation of the GSFP? (a) 45 and above [] (b) 35-45 [] (c) 10 - 34 []

8. What has been your classroom enrolment after the implementation of the GSFP? (a) 45 and above [] (b) 35-45 [] (c) 10 - 34 []

The following statements seek to find out the benefits/contributions of SFP on a beneficiary school in Cape Coast Metropolis. Please indicate by ticking [√] the extent to which you agree with the statements.

By using Likert scale provided, kindly complete this section by ticking [√] the appropriate number to each of the statement as follows:

Scale: 4 – Strongly agree [SA] – 3 -Agree [A] 2 - Disagree [D] 1 – Strongly disagree [SD]

NO	STATEMENTS	RESPONSES			
		1	2	3	4
9	The school feeding programme contributes to access to education?	1	2	3	4
10	The school feeding programme contributes to increase in attendance in your class?	1	2	3	4
11	The pupils' ability to understand and concentrate in class improve as a result of SFP?	1	2	3	4

12	The School feeding programme has drastically reduced dropout rates in my class	1	2	3	4
13	Class enrolment of pupils has increased as a result of the introduction of the school feeding programme	1	2	3	4
14	Due to the introduction of school feeding programme retention rates of pupils in class has appreciated	1	2	3	4
15	The school feeding programme motivates parents to enrol their children in school	1	2	3	4
16	Academic achievement(s) among primary school pupils have increased as a result of SFP?	1	2	3	4

17. How was the drop-out rates of pupils in class before the implementation of the GSFP?

(a) 0 - 5 [] (b) 6- 10 [] (c) 11 and above []

18. How was the retention rate of pupils before the implementation of the GSFP? (a) 2% [] (b) 5% [] (c) 10% []

19. How would you describe the rate of attendance of pupils before the implementation of the GSFP? (a) 5% [] (b) 10% [] (c) 20% []

20. In your opinion, which of these do you perceive to be some of the challenges of the school feeding programme?

Please tick [√] the appropriate answer

[i] cost and cash flow constraint of the programme []

[ii] irregular release of funds for payment to the caterers []

[iii] no good or permanent kitchen structures []

- [iv] inadequate quantity of food served to the pupils []
- [v] non-existent of water supply at the SFP schools []
- [vi] Any other, please specify.....
.....
.....

21. In your opinion, how can the school feeding programme be implemented and sustained to benefit all public basic school pupils in Ghana?

Please tick [] the appropriate answer

- [i] farmers should be offered with incentives and motivation to contribute to the implementation []
- [ii] regular release of funds for the payment of caterers []
- [iii] reduced much dependence on donor agencies []
- [iv] strong community contribution []
- [vi] less or no political interference in the affairs of the SFP []
- [vii] coordination of implementing partners, beneficiaries and relevant government authorities []
- [viii] establishment of farms to supply food produce []
- [ix] improvement of hygienic environment in schools where foods are produce []
- [x] infrastructural facilities like kitchen, source of water etc should be built []

I want to use this opportunity to thank you once again for agreeing to take part of the study. I assure you that information provided in this study will be held in absolute confidence.

APPENDIX D

QUESTIONNAIRE FOR TEACHERS IN THE BASIC SCHOOL NOT PARTICIPATING IN THE SCHOOL FEEDING PROGRAMME

INTRODUCTION:

This research is being conducted to examine the Views of ‘School-Based Stakeholders’ in the Cape Coast Metropolis on Ghana’s School Feeding Programme in Public Basic Schools. It will be greatly appreciated if you could provide answers to the questions herein. Conclusions to be drawn from the study will provide useful information to administrators and policy makers on the school feeding programme.

INSTRUCTION: Please tick or write or underline where applicable

1. Present position/status.....
2. Community of school: town /village/rural/fishing.
3. For how long have you been teaching in the school?.....
4. Class in which you currently teach.
[a] class 3 [] [b] class 4 [] [c] class 5 [] [d] class 6 []
5. In your opinion, what do you think are some of the aims and objectives of the school feeding programme?

Please tick [√] the appropriate answer

- | | |
|---|-----|
| [a] to reduce short term hunger in pupils | [] |
| [b] to reduce malnutrition in school children | [] |
| [c] to increase school enrolment, attendance and retention | [] |
| [d] to reduce drop-out rates of pupils in school | [] |
| [e] to boost domestic food production in Ghana | [] |
| [f] improve nutritious status of pupils thereby increasing learning | [] |

capacity []

[g] to contribute to poverty reduction and food security in Ghana []

6. Is your school a beneficiary of the school feeding programme?

(b) Yes [] (b) No []

7. What has been your enrolment in class?

(a) 45 and above [] (b) 35-45 [] (c) 10 - 34 []

8. How would you describe the rate of pupils' attendance?

(a) 45 and above [] (b) 35-45 [] (c) 10 - 34 []

9. Are your pupils regular at school? (a) Yes [] (b) No []

10. How many times do they come to school in a week?

(a) 1- 2 days [] (b) 3- 4 days [] (c) 5 days []

11. Do you record any absentees during school term?

(a) Yes [] (b) No []

12. Averagely how many students absent themselves from school, during school term? (a) 20 and above [] (b) 20 - 11 [] (c) 10-1 []

13. Do you record any drop outs during the school term?

(a) Yes [] (b) No []

14. If yes, how many pupils have dropped out of the class since first term?

(a) 20 and above [] (b) 20 - 11 [] (c) 10-1 []

15. Do you think that giving of food in the school will contribute to:

(a) increase in enrolment, (a) Yes [] (b) No []

(b) increase in attendance, (a) Yes [] (b) No []

(c) retention and (a) Yes [] (b) No []

(d) reduction in drop-out rate? (a) Yes [] (b) No []

16. Do you think provision of food in your school will help the pupils?
(a) Yes [] (b) No []
17. If yes, how do you think it will help the pupils? (Tick all that applies)
- (a) They will not get hungry when in school []
 - (b) They will understand lesson better []
 - (c) It will help improve their health []
 - (d) They will come to school every day []
 - (e) They will come to school early []
 - (f) I don't know []
18. Would you recommend that the authorities include your school on the school feeding programme? (a) Yes [] (b) No []
19. If yes, please tick the appropriate answer
- (a) it will increase our enrolment []
 - (b) it will encourage parents to enrol their children in school []
 - (c) it will reduce drop-out rates of pupils in school []
 - (d) it will boost the retention rate of pupils in school []
 - (e) It will help increase attendance of pupils in class []
 - (f) It will help pupils to concentrate in class []
 - (g) If others, state.....
.....
20. In your opinion which of these do you perceive to be some of challenges of the school feeding programme?
Please tick [√] the appropriate answer
- [i] cost and cash flow constraint of the programme []
 - [ii] irregular release of funds for payment to the caterers []

- [iii] no good or permanent kitchen structures []
- [iv] inadequate quantity of food served to the pupils []
- [v] non-existent of water supply at the SFP schools []
- [vi] Any other, please state.....
.....

21. In your views, how can the school feeding programme be implemented and sustained to benefit all public basic school pupils in Ghana?

Please tick [] the appropriate answer

- [i] farmers should be offered with incentives and motivation to contribute to the implementation []
- [ii] regular release of funds for the payment of caterers []
- [iii] not too much dependence on donor agencies []
- [iv] strong community contribution []
- [vi] less or no political interference in the affairs of the SFP []
- [vii] coordination of implementing partners, beneficiaries and relevant government authorities []
- [viii] establishment of farms to supply food produce []
- [ix] improvement of hygienic environment in schools where foods are produce []
- [x] infrastructural facilities like kitchen, source of water etc should be built []

I want to use this opportunity to thank you once again for agreeing to take part of the study. I assure you that information provided in this study will be held in absolute confidence.

APPENDIX E

QUESTIONNAIRE FOR PUPILS OF BASIC SCHOOL PARTICIPATING IN THE SCHOOL FEEDING PROGRAMME

INTRODUCTION

This research is being conducted to examine the Views of ‘School-Based Stakeholders’ of Education in the Cape Coast Metropolis on Ghana’s School Feeding Programme in Public Basic Schools. It will be greatly appreciated if you could provide answers to the questions herein. Conclusions to be drawn from the study will provide useful information to administrators and policy makers on the school feeding programme.

INSTRUCTION: Please tick the correct answer

1. Class of Pupil:

(a) class 3 [] (b) class 4 [] (c) class 5 [] (d) class 6 []

2. Have you heard about school feeding programme? (a) Yes [] (b) No []

3. What do you think are some of the aims and objectives of the school feeding programme?

Please tick [✓] the correct ones

[a] so that pupils do not become hungry []

[b] so that pupils will have good health []

[c] to increase the number of pupils who attend school every day []

[d] so that many children will not stay at home but come to school []

[e] to help farmers to grow more food []

[f] so that pupils will have good health and learn well []

[g] to help people to have money and not to become poor []

[h] so that Ghana will have a lot of food to feed pupils []

4. Are you given food in the school?
(a) Yes [] (b) No []
5. Do you think feeding you in school helps you? (a) Yes [] (b) No []
6. If yes, how do you think it helps you? (Tick all that applies)
- (a) I do not get hungry when in school []
- (b) I understand what my teacher teaches me []
- (c) It enables me to have good health []
- (d) It makes me come to school every day []
- (e) It makes me come to school early []
- (f) I don't know []
7. Do you think that giving you food in the school has brought about :
- (a) Many pupils coming to school (a) Yes [] (b) No []
- (b) Many pupils attending classes (a) Yes [] (b) No []
- (c) Many pupils staying in school (a) Yes [] (b) No []
- (d) Many pupils not stopping school (a) Yes [] (b) No []
8. Do you want the programme to go on? (a) Yes [] (b) No []
9. If yes, why do you want the programme to go on?
(Tick all that applies)
- (c) It helps me to pay attention in class []
- (d) I don't get hungry when in school []
- (c) I understand what my teacher teaches me []
- (d) It helps me to have good health []
- (e) It makes me come to school every day []
- (f) It makes me come to school early []
- (g) It will help me to complete school []

10. Has your academic work improved? (a) Yes [] (b) No []
11. Do you enjoy your classroom work because you are fed in the school?
(a) Quite well [] (b) Very well [] (c) No, I don't [] (d) Don't know []
12. Do you think the continuation of the GSFP will improve?
(i) Enrolment (a) Yes [] (b) No [] (c) Don't Know []
(ii) Attendance (a) Yes [] (b) No [] (c) Don't Know []
(iii) Retention (a) Yes [] (b) No [] (c) Don't Know []
13. Is there any challenge that you see under the school feeding programme?
(a) Yes [] (b) No [] (c) Don't Know []
14. If yes, please tick [√] as many as they apply
[i] money to run the programme does not come on time []
[ii] money to pay the caterers does not come regularly []
[iii] no good or permanent kitchen places []
[iv] food giving to the pupils are not enough []
[v] the SFP schools do not have water supply []
15. In your views, how can the school feeding programme be implemented and continued to benefit all public basic school pupils in Ghana?
Please tick [√] as many as they apply
[i] Money for the payment of caterers should be paid regularly []
[ii] Having a lot of farms to supply food produce []
[iii] Hygienic conditions in SFP schools where foods are prepared should be improved []
[iv] Working together of implementing partners, beneficiaries and relevant government authorities []

[vi] Kitchen and water supply should be built []

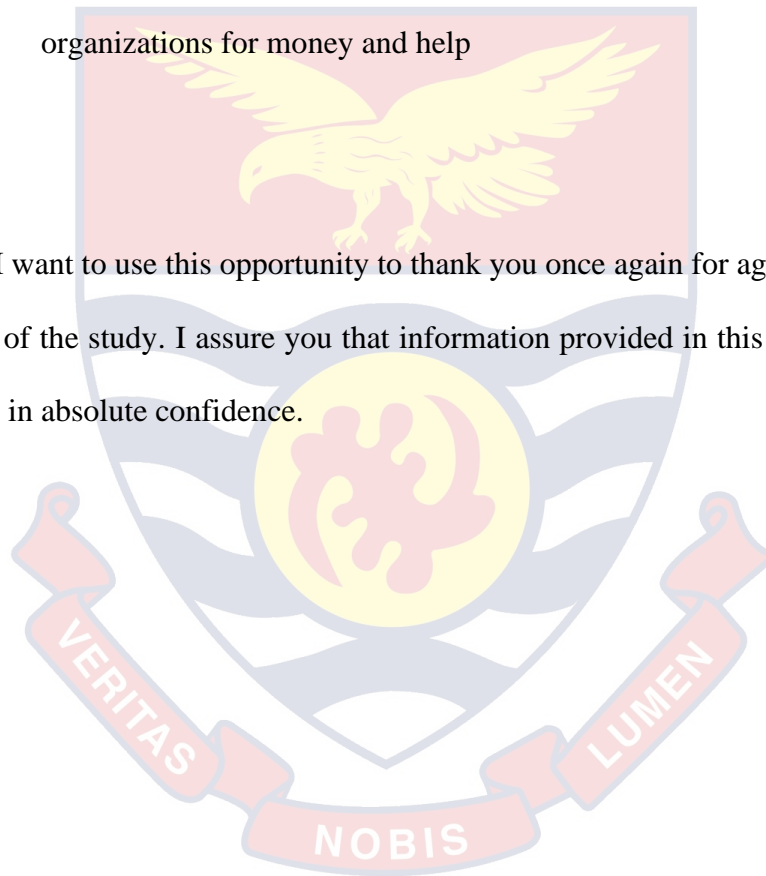
[vii] Farmers should be encouraged and given help to contribute to the
implementation and also for the SFP to continue []

[viii] Government should not bring in political influence in the
running of the SFP []

[ix] Strong community contribution []

[x] Government should not depend so much on other
organizations for money and help []

I want to use this opportunity to thank you once again for agreeing to take part of the study. I assure you that information provided in this study will be held in absolute confidence.



APPENDIX F

QUESTIONNAIRE FOR PUPILS OF BASIC SCHOOL NOT PARTICIPATING IN THE SCHOOL FEEDING PROGRAMME

INTRODUCTION

This research is being conducted to examine the Views of ‘School-Based Stakeholders’ in the Cape Coast Metropolis on Ghana’s School Feeding Programme in Public Basic Schools. It will be greatly appreciated if you could provide answers to the questions herein. Conclusions to be drawn from the study will provide useful information to administrators and policy makers on the school feeding programme.

INSTRUCTION: Please tick the correct answer

1. Class of Pupil:

(e) class 3 (b) class 4 (c) class 5 (d) class 6

2. Have you heard about school feeding programme?

(a) Yes (b) No

3. What do you think are some of the aims and objectives of the school feeding programme?

Please tick as many as possible

[a] so that pupils do not become hungry

[b] so that pupils will have good health

[c] to increase the number of pupils who attend school every day

[d] so that many children will not stay at home but come to school

[e] to help farmers to grow more food

[f] so that pupils will have good health and learn well

- [g] to help people to have money and not to become poor []
- [h] so that Ghana will have a lot of food to feed pupils []
4. How many are you in a class?
- (a) 45 and above [] (b) 35-45 [] (c) 10 - 34 []
5. How many pupils do you think come to school in a particular day?
- (a) 45 and above [] (b) 35-45 [] (c) 10 - 34 []
6. Do you come to school every day? (a) Yes [] (b) No []
7. How many times do you come to school in a week?
- (a) 1- 2 days [] (b) 3- 4 days [] (c) 5 days []
8. Do you stay in school till closing time? (a) Yes [] (b) No []
9. Do you have a lot of your classmates not coming to school?
- (a) Yes [] (b) No []
10. If yes, do you know why they have not been coming to school?
- (Tick all that applies)
- (a) because of hunger [] (b) sickness []
- (c) selling fish to get money []
- (d) do not have money to come to school with []
11. Do you think getting food in your school will help you?
- (a) Yes [] (b) No []
12. If yes, how do you think it will help you? (Tick all that applies)
- (a) I will not get hungry when in school []
- (b) It will help me to understand what my teacher teaches []
- (c) It will help me to have good health []
- (d) It will enable me to come to school every day []
- (e) It will enable me to come to school early []

(f) I don't know []

13. Do you think that giving of food in the school will bring about

(c) Many pupils coming to school (a) Yes [] (b) No []

(d) Many pupils attending classes (a) Yes [] (b) No []

(c) Many pupils staying in school (a) Yes [] (b) No []

(d) Many pupils not stopping school (a) Yes [] (b) No []

14. Do you want the authorities to include your school in the school feeding programme? (a) Yes [] (b) No []

15. If yes, why do you want the authorities to include your school in the school feeding programme?

(a) we will be given food in school []

(b) my friends who have not been coming to school will come []

(c) It will help us to have good health []

(d) It will help us to come to school every day []

(e) It will help us to stay in school []

(f) It will help us to pay attention in class []

(a) It helps me to pay attention in class []

16. In your views, how can the school feeding programme be implemented and continued to benefit all public basic school pupils in Ghana?

Please tick [√] as many as they apply

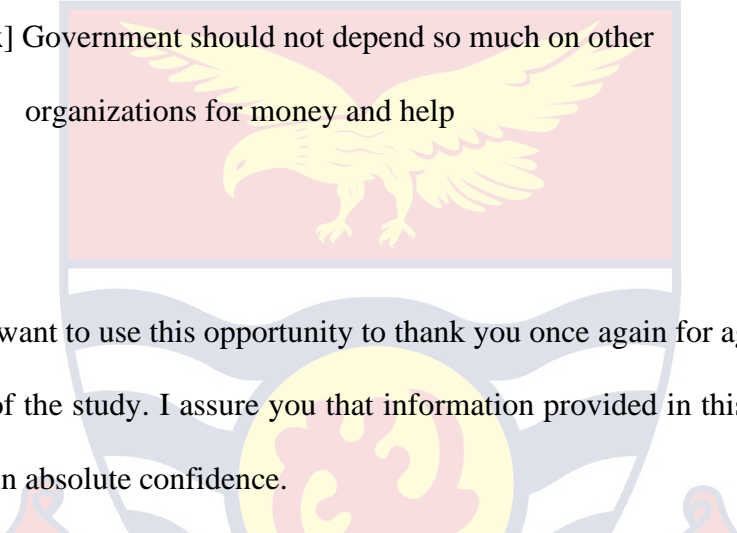
[i] Money for the payment of caterers should be paid regularly []

[ii] Having a lot of farms to supply food produce []

[iii] Hygienic conditions in SFP schools where foods are prepared should be improved []

[iv] Working together of implementing partners, beneficiaries and

- relevant government authorities []
- [vi] Kitchen and water supply should be built []
- [vii] Farmers should be encouraged and given help to contribute to the implementation and also for the SFP to continue []
- [viii] Government should not bring in political influence in the running of the SFP []
- [ix] Strong community contribution []
- [x] Government should not depend so much on other organizations for money and help []



I want to use this opportunity to thank you once again for agreeing to take part of the study. I assure you that information provided in this study will be held in absolute confidence.