

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

The Impact of the Ghana School Feeding Programme on School Enrolment, Retention and Attendance in the Atwima Nwabiagya Municipal in the Ashanti Region of Ghana

Mavis Asantewaa Agyemang

Municipal Statistics Officer, Department of Statistics and Planning Unit,
Ghana Education Service, Nkawie, Ashanti, Ghana

Dr. Joe Adu-Agyem

Senior Lecturer, Department of Educational Innovations in Science and Technology, Ghana

Abstract:

This study was conducted to assess the impact of the Ghana School Feeding Programme (GSFP) on school enrolment, retention and attendance in the Atwima Nwabiagya Municipal in the Ashanti Region of Ghana. The Cross-sectional survey design was employed for the study. The study was carried out in 10 beneficiary and 10 non-beneficiary schools. Data were collected through administration of questionnaire to 73 teachers, interview with 9 head-teachers, 9 caterers and the coordinator of the GSFP in the Atwima Nwabiagya Municipal. Secondary data that covered school enrolment and attendance were also obtained from records of the selected beneficiary and non-beneficiary schools. The data collected were analyzed using various descriptive and inferential analysis with the aid of the Statistical Package for Social Science (SPSS) Version 23 programme. The findings revealed that the GSFP was fairly effective through basic practices. The GSFP practices in the selected schools involved provision of one hot meal daily to pupils in public basic schools, serving nutritious and assorted meals (e.g., rice, beans, vegetables, eggs etc.) and feeding pupils under good sanitary environment. The results also showed that enrolment in all the classes were higher in the beneficiary schools than the non-beneficiary schools. With attendance however, the findings revealed that beneficiary schools had a little higher attendance in all the classes but class 2 with the non-beneficiary schools recorded higher attendance. Further analysis revealed that the difference in both enrolment and attendance between the beneficiary and non-beneficiary schools were not statistically significant. The effectiveness of the GSFP was however found to have significant impact on school enrolment and retention but not on attendance. The study further revealed challenges facing the GSFP including untimely and late release of funds to schools and caterers, the absence of kitchens in some schools for the preparation of food, poor storage facilities in the schools, low level of community involvement in the programme, persistent political interference, poor linkage between farmers and the GSFP and insufficient classrooms and furniture to cope with increased enrolment. The study recommends that the management of the programme ensures adequate and timely release of funds for the GSFP, Provides Storage Facilities and Strengthens the Linkage between Farmers and the GSFP.

Keywords: Impact, school feeding programme, enrolment, retention, attendance

1. Introduction

Education is recognized universally as a basic human right (Adekunle & Ogbogu, 2016). The article 26 of the Universal Declaration of Human Rights of 1948 declared that everyone has the right to education. Elementary education under the article is required to be compulsory and free to all regardless of religion, gender, status or ethnic background. The education of the citizenry is crucial to the socio-economic development of individuals and the whole nation (Braithair & Oduro-Ofori, 2005). It is a crucial process in the building of individual's social, economic and physical abilities required to survive and grow in a society (Dienye, 2011). Thus, a nation that fails to educate its people is stuffing them of their basic human rights and depriving them of sustained development now and in the future.

Despite the rapid increase in the access to education in the Sub-Saharan Africa, 67 million children in the basic school are out of school or dropout due to poverty and hunger (World Food Programme, 2013). From this population of drop out children, 43% were boys and 57% were girls (WFP, 2013 as cited in Yendaw & Dayour, 2015). There is slow down of enrolment due to increasing dropout, especially in nations affected by political conflicts where about 40% of dropout children live (Yendaw & Dayour, 2015). The progress achieved in the decreasing of dropout children of primary school age declined immensely in 2005 and further deteriorated in 2008 to about 61 million (UNESCO, 2011 cited in Yendaw & Dayour, 2015). The drop out of children of primary school increased to about 31 million in 2010 (WFP, 2013). The Government of these countries has developed intense interest in arresting the situation through the revamping of the piloted school feeding programme in the sub region and Ghana is not an exception.

Ghana in attempt to fulfilling her part in the article 26 of the Universal Declaration of Human Rights introduced the National School Feeding Programme in the 2005/2006 academic year (Osei-Fosu, 2011). In Sub-Saharan Africa, Ghana is the first of ten implementing school feeding programme (SFP) model. The Ghana school feeding programme (GSFP) began in selected communities in September 2005 with ten schools, one from each of the ten regions. The GSFP provides children in selected public primary schools and kindergartens with one hot, nutritious meal per day, using locally-grown

foodstuffs (GSFP, 2007 to 2010). A feeding grant of GH¢ 0.30 per day covered each pupil under the programme (Nsawah, 2008). By August 2006, the GSFP was expanded to cover 200 schools in taking care of the nutritional needs of 69000 pupils in all 138 districts in Ghana (Osei, Owusu, Asem & Afutu-Kotey, 2009; Abotsi, 2013). In the subsequent phase in 2007, the programme covered all the 170 districts in Ghana (Abotsi, 2013). The key objectives of the programme are to increase school enrolment, attendance and retention, reduce hunger and malnutrition and boost domestic food production (Oduro-Ofori & Gyapong, 2014). The programme fed 713,590 children in all the beneficiary schools nationwide by the end of first quarter of 2011 (Abotsi, 2013). The GSFP has become a prominent social programme with the public of Ghana and enjoys solid commitment from Government as part of a strategy to ensure food security in deprived communities through increase in domestic food production and household income (Adekunle & Ogbogu, 2016). The programme is not without several challenges such as the limitation to KG and primary schools, lack of kitchens and dining halls and failure to take enrolment data regularly. Although the Ghana School Feeding Programme has been implemented in selected schools in districts across the country, the various challenges it is supposed to address are persistent in some communities.

2. Review of Related Literature

In many countries, such as Brazil, Philippines, Cambodia, Mali, El Salvador, Indonesia, Ghana, Bangladesh, Ecuador etc. where school feeding programmes are implemented, data reveals that the programme has increased the participation of pupils in schools in terms of enrolment, attendance and retention over the years (Akanbi, 2013). By 2009, interesting observations on the impact of school feeding were emerging. In an evaluation of the school feeding programme in developing countries by the World Bank, it was noted that the programme was drawing more children, especially young girls, into the classroom while helping those countries push closer to the realisation of the Millennium Development Goals (MDGs) of the UN.

A study by Alderman and Bundy (2011) on a piloted SFP in Malawi revealed that SFP had positive effect on enrolment. Alderman and Bundy (2011) found that there was a general 5% increase in enrolment and reduction in absenteeism in SFP piloted schools as compared to control schools over the same period. Similar observation was made by Ahmed and Billah (2006) in Niger as school-based food distribution programme increased enrolment by 20% and a 2% decline in non-participating schools. In Nigeria, a study by Adekunle and Ogbogu (2016) on the SFP of public elementary school pupils in Osun State in Nigeria indicated that in schools where pupils are fed daily through the SFP, school enrolment increased significantly.

In Ghana, one of the major recorded successes of the school feeding programme was its contribution to increase in enrolment. A review of the programme in the early years of its implementation by Morgan and Sonnino (2008) noted that enrolment in piloted schools increased by 20.3 percent as against 2.8 percent in the schools without the feeding program. The study found that children between the ages of 6-11 saw an increase from 69.2 percent in 2005/2006 academic year to 81.1 percent in 2006/2007 academic year at the primary school level. Enrolment for pilot schools increased by 16 percent while attendance also increased by 15 percent (treatment schools) more than the control schools. 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 program has increased "gross enrolment rate by 24% among participating schools but decreased by 7% in non-participating schools" (p.301).

Oduro-Ofori and Gyapong (2014) on the contribution of the Ghana School Feeding Programme to basic school participation in selected schools in the Kwaebibirim District of Ghana found out that the policy interventions have contributed to enrolment increase in public primary schools. Mohammed and Sakara (2014) also revealed that there has been a significant increase in enrolment of beneficiary schools as pupils are motivated to stay in school, and as a result, there has been an improvement in the universal basic education. Atta and Manu (2015) also asserted that the GSFP has increased enrolment tremendously in the pilot schools.

For over a decade of the existence of the GSFP, the programme has faced several challenges within this period. One of the key challenges identified at the early years of the programme implementation was lack of funding. As noted by Morgan and Sonnino (2008), the GSFP at the initial stage was to be jointly funded by the Government of Ghana and the New Partnership for African Development (NEPAD). However, as the programme began, NEPAD could not fulfill its part of the agreement and pulled out. With this setback, donor support from the Dutch government was the major funding support for the programme. The government of Ghana demonstrated greater commitment to fund the program through the national budget to ensure continuity and stability of the program. Since the agreement with the Dutch government ended in 2010, the government of Ghana has been funding the program alone, and from the 2012 budget statement, an amount of GHS 50 million is spent every year. As the Government of Ghana became the main financier of the programme, many funding lapses including delay in payment among others are beginning to cripple the programme. Several studies including Sulemana *et al.*, (2013) and Oduro-Ofori and Adwoa-Yeboah (2014) have all found that on yearly basis government is unable to release funds regularly to schools/caterers.

Most of the beneficiary schools in the GSFP have increased their enrolment more than the national average (Sulemana *et al.*, 2013; Oduro-Ofori & Adwoa-Yeboah, 2014; Bukari & Hajara, 2015). 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 (Lopatka, Topel, & Vasconcellos, 2008; Buhl, 2012; Sulemana *et al.*, 2013). Therefore, there is stretch 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) and hence adversely affects academic achievement of the pupils.

In summary, the School Feeding Programme has encountered and continues to encounter a lot of difficulties in the areas of corruption, political interference, financial mismanagement, poor linkage between farmers and the programme, increased enrolment impairing performance, poor partnership among stakeholders at all levels, inadequate sanitary facilities, cooks having inadequate training in hygiene and nutrition, schools lacking access to regular and safe drinking water and many others.

3. Methodology

Atwima Nwabiagya Municipal was carved out of the former Atwima District in 2004 by the Legislative Instrument 1738. It lies approximately on latitude 6° 32'N and 6° 75'N and between longitude 1° 45' and 2° 00' West. It is one of the 30 political and administrative municipalities in Ashanti Region. It covers an estimated area of 294.84 sq. km.

A cross sectional survey design was adopted for the study. Data for the study were obtained from both primary and secondary sources. Considering the fact that this study is largely mixed method in approach, the study relied on both questionnaire and interview methods of data collection. The target population comprised all teachers, head teachers and caterers of public primary schools enrolled on the Ghana School Feeding Programme (GSFP).

In the first stage, a simple random sampling method was employed in the selection of 10 GSFP beneficiary basic schools and 10 non-beneficiary schools in the Atwima Nwabiagya Municipal. In the second stage, the teachers were stratified on the basis of schools selected and sample size drawn based on the stratified random sampling procedure. In the third stage, simple random sampling was further employed in the selection of 88 teachers. Purposive sampling method was employed in the selection of the Municipal GSFP Coordinator, 10 head-teachers and 10 caterers. The challenges of the GSFP differs from one point to the other and hence the need to identify the challenges at each point. The data collected were analyzed using various descriptive and inferential analysis with the aid of the Statistical Package for Social Science (SPSS) Version 23.

4. Results and Discussion

4.1. Effectiveness of the Ghana School Feeding Programme (GSFP)

The study examined the effectiveness of the GSFP as practiced in each of the selected schools based on standard practices required that are based on the GSFP policy document. The respondents were asked to indicate the extent to which they agreed to various statements on the GSFP based on a 5-point Likert Scale defined as 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. The results from the analysis of the responses to each of the statements are presented in Table 1. The results show that the areas the GSFP is most effective include daily and prompt provision of meals for pupils (\bar{x} =4.56, SD=1.08), followed by use of assorted and nutritious meals that include rice, beans, vegetables, eggs etc. (\bar{x} =4.12, SD=1.05) and that pupils are fed in a good sanitary environment (\bar{x} =3.97, SD=1.15). The above services are the most basic of all the standard practices required in SFP (Gelli, 2010). The results above thus show that at the basic level, the respondents have agreed that GSFP in their schools is effective with respect to the basic practices required.

The GSFP concept is to provide pupils with one hot nutritious meal, prepared from home-grown food crops on every school going day (Francisco et al., 2011). From further analysis, it is shown that the respondents also agreed that the meals prepared for pupils in their schools under the GSFP are from home-grown food crops (\bar{x} = 3.71, SD = 1.31). This result is consistent with the practice in many parts of the world, as previous studies reported that SFP is based on locally grown food products with the intention to promote domestic food production and improve market access for resource-poor farmers (Abu-Bakr, 2008; ECASARD/SNV Ghana, 2009). The larger percentage (80%) of the spending on food stuff under the GSFP is procured from local farmers with the intention of cutting down on post-harvest losses and provide markets for farm output, impacting the economies of rural communities (Ghana School Feeding Programme, 2011). The practices of the GSFP in the municipality support the overall expectation of the GSFP to improve wealth creation for people in the rural and community levels (Martens, 2007; Abu-Bakr, 2008).

School Feeding Programme	N	Mean	SD
Meals are provided for the pupils daily and promptly while in school	73	4.56	1.08
The meals served are assorted and nutritious	73	4.12	1.05
Pupils are fed in a good sanitary environment	73	3.97	1.15
The programme ensures community involvement	73	3.9	1.05
There is policy guideline to ensure the sustainability of the programme	73	3.88	1.18
The meals are prepared from home-grown food crops	73	3.71	1.31
The SFP is monitored and supervised to ensure policy adherence	73	3.66	1.16
Training sessions are occasionally provided for the cook and caterers	73	3.42	1.34
The SFP is funded through cost sharing (state and local governments).	73	3.08	1.36
The programme enjoys support from international organizations	73	2.99	1.36
Pupils are given good drinking water as part of the SFP	73	2.45	1.62
Pupils are de-wormed occasionally as part of the SFP	73	2.26	1.45
Selection of caterers is based on academic qualification and standard of hygiene	73	2.02	1.09

Table 1: Effectiveness of the GSFP in the Atwima Nwabiagya Municipal
Source: Field Survey (2018)

4.2. Enrolment trend in GSFP beneficiary and non-beneficiary schools

The study examined the enrolment statistics of all pre-school and basic school classes of beneficiary and non-beneficiary schools of the GSFP from 2013/2014 academic year to 2017/2018 academic year. A summary of the average enrolment in each of the classes in the selected schools are presented in Figure 1. The results show that consistently the enrolment numbers were higher in each of the classes in the beneficiary schools as compared to the non-beneficiary schools. The results further show that the overall average enrolment ranges from 34 to 58 pupils in the non-beneficiary schools while the beneficiary schools ranges from 39 to 66 pupils. From the results, it is also noted that the enrolment numbers vary not only across schools but across classes as well.

Theoretically, providing food for children in school is expected to increase school enrolment as the food serve as motivation for children to go to such schools (Aliu & Fawzia, 2014). This proposition has been supported by previous empirical studies across many countries where school feeding programme are implemented. In the Northern part of Ghana, Bukari and Hajara (2015) found increased school enrolment by 24% in GSFP beneficiary schools in the Garu-Tempene District while Oduro-Ofori and Gyapong (2014) in the south found higher enrolment in beneficiary schools in the Kwaebibirim District as well. On the backdrop of these previous findings, it is quite clear that higher enrolment in GSFP is a general pattern across the country indicating that the GSFP is contributing to school enrolment as intended.

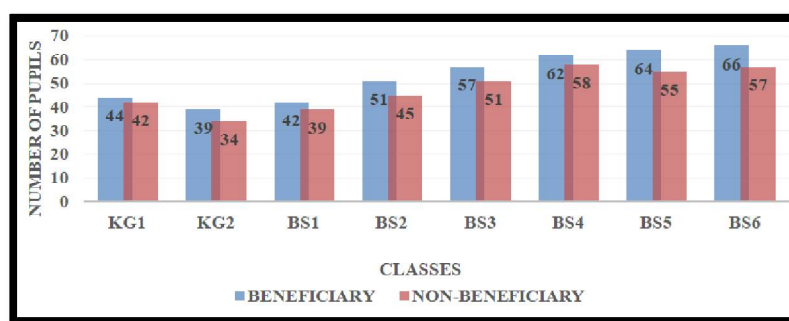


Figure 1: Average Enrolment trend in GSFP Beneficiary and Non-Beneficiary Schools

4.3. Attendance Trend in GSFP beneficiary and non-beneficiary schools

The study also examined the attendance records of all pre-school and basic school classes of the beneficiary and non-beneficiary schools of the GSFP from 2013/2014 academic year to 2017/2018 academic year. The results from the analysis of the attendance records are presented in Figure 2. The results generally show very little variation in school attendance between the GSFP beneficiary and non-beneficiary schools in the Atwima Nwabiagya Municipal. The results show that apart from class 2, average attendance in the GSFP beneficiary schools were a little higher than that of the non-beneficiary schools.

The results show that school attendance in the GSFP beneficiary and non-beneficiary schools were highly similar with slight variation in favour of the beneficiary schools. This result is at variance with the expectation of the GSFP. Attendance to school is one of the major objectives that the SFP seeks to achieve. The rationale is that the provision of meals in school should 'entice' or serve as motivation for more frequent school attendance in beneficiary schools (Alderman *et al.*, 2012). From the findings of this study, not much variation was observed with regards to school attendance in the GSFP beneficiary schools and non-beneficiary schools. The findings of this study somehow did not support many empirical studies that found attendance as one of the key variables impacted by SFP.

School feeding programme could effectively increase class attendance because children receive the meal only when they attend school. A descending position expressed on this is that the impact of SFP on school attendance depends on the opportunity cost of allowing a child to attend school which varies across school days and seasons. In places where child labour forms part of agricultural labour force of households, during a particular day/season of the year, class attendance could be low even with SFP. This means the impact of SFP on school attendance depends on the kind of trade-off that has to be made with regards to other socio-economic activities or contribution of school children at home. In this vein the low variation in school attendance between beneficiary and non-beneficiary schools can be attributed to the fact that GSFP alone does not explain adequately the nature of school attendance.

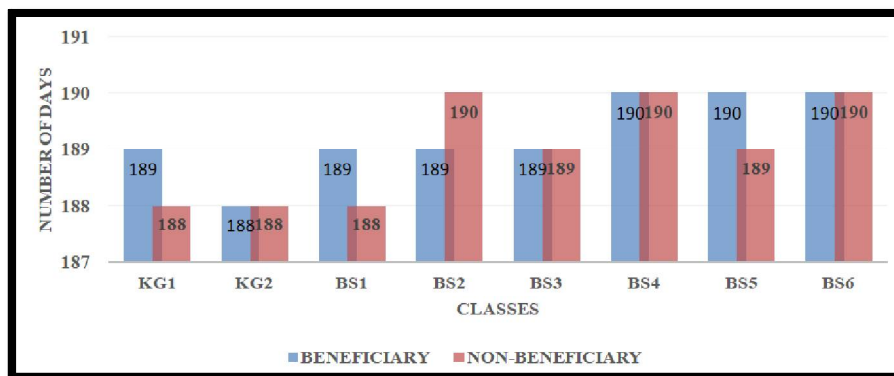


Figure 2: Average Attendance Trend in GSFP Beneficiary and Non-Beneficiary Schools
Source: Field Survey (2019)

4.4. Impact of GSFP Effectiveness on Enrolment, Retention and Attendance of Pupils

The study examined the impact of GSFP effectiveness with the level of pupils' enrolment, retention and attendance in the beneficiary schools in the Atwima Nwabiagya Municipal. The results from the regression analysis are presented in Table 2. From the results, it shows that the respondent's judgment on the GSFP effectiveness of each of the beneficiary schools positively influences the enrolment of pupils in the public schools ($\beta=.273$, $P<.05$). This result implies that a statistically significant unit improvement in the effectiveness of GSFP is associated with 0.273 unit increase in the enrolment of the pupils. This finding is corroborated by the several previous studies that also reported positive relationship between SFP and enrolment of pupils in public schools (e.g., Ahmed & Billah, 2006; Alderman & Bundy, 2011; Akanbi, 2013; Adams & Fatawu, 2014; Adekunle & Ogbogu, 2016). In a study in 32 Sub-Saharan African Countries reported that SFPs positively contributed to increase enrolment of pupils by 28% for girls and 22% for boys in just one year (Gelli, Meir et al., 2007). Further support for this finding is from the study of Ahmed and Billah (2006) that indicated that a school-based food distribution programme increased enrolment by 20% and a 2% decline in non-participating schools. Most of the beneficiary schools in the GSFP have increased their enrolment more than the national average (Sulemana et al., 2013; Oduro-Ofori & Adwoa-Yeboah, 2014; Bukari & Hajara, 2015).

The results further show that the effectiveness of GSFP also positively influences the attendance of pupils in the public schools ($\beta=.179$, $P>.10$), however the effect on attendance was not statistically significant. The results mean that the effectiveness of GSFP in the beneficiary schools does not significantly affect attendance of students. Further analysis show that the influence of the effectiveness of GSFP on school retention was however positive and statistically significant ($\beta=.268$, $P<.05$) at 5 percent. This result implies that a statistically significant unit improvement in the GSFP is associated with 0.268 unit increase in the retention of the pupils in the public schools. This result confirms that the GSFP positively influences pupil's retention in public schools.

The results on the impact of GSFP effectiveness on pupils' retention is corroborated by several previous studies that also reported positive relationship between SFP and the retention of pupil in public schools (Osei-Fosu, 2011; Adams & Fatawu, 2014; Oduro-Ofori & Gyapong, 2014; Adekunle & Ogbogu, 2016). Oduro-Ofori and Gyapong (2014) on the contribution of the Ghana School Feeding Programme to basic school participation in selected schools in the Kwaebibirim District of Ghana found out that the policy interventions have contributed to retention in public primary schools. Iddrisu (2016) also emphasized that the GSFP lead to increasing level of retention of pupils in schools. The school feeding programme in Bungoma South District in Kenya increased the level of pupil's retention (Mohamed, 2015)

Variables	Enrolment	Attendance	Retention
(Constant)	1.863***	2.160***	1.662***
Predictor			
GSFP Effectiveness	0.273**	0.179	0.268**
Model Summary			
R ²	.075	.032	.072
Adj. R ²	.062	.018	.059
SE Estimate	.647	.641	.729
F-Statistics (df)	5.724 (1)**	2.354(1)	5.510(1)**

Table 2: GSFP Effectiveness on Enrolment, Attendance and Retention of Pupils

Note: t-values are in the parenthesis; * $p < .1$, ** $p < .05$, *** $p < .01$

Source: Field Survey (2019)

4.5. The Challenges of the Ghana School Feeding Programme

This section of the study identifies the challenges of the Ghana School Feeding Programme in the Atwima Nwabiagya Municipal in the Ashanti region of Ghana. The results are in two parts – descriptive statistics and the Kendall's rank test. The Kendall's rank test is necessary as the items were assessed by more than three respondents, and hence the need to assess their level of agreement. The result is presented in Table 3. The descriptive statistics of Table 3 shows that the respondents (teachers) agreed to possible untimely and late release of funds to schools and caterers as key challenge

to the GSFP in the district ($\bar{x} = 4.32$, $SD = .96$). The respondents also agreed that many schools in the municipal do not have kitchens to prepare the food of pupils under the GSFP ($\bar{x} = 4.18$, $SD = .92$). The respondents also agreed that the public schools under the GSFP have poor storage facilities and food stuff often go bad ($\bar{x} = 3.88$, $SD = 1.22$).

The surveyed teachers further perceived the low level of community involvement, political interference, the poor linkage between farmers and GSFP, and the insufficient classrooms and furniture to cope with increased enrolment as key challenges of the GSFP in the municipal as indicated by the approximate mean response value of 4.00. Notwithstanding, the respondents do not perceive absence of legal framework and policy supporting the GSFP as a challenge ($\bar{x} = 2.45$, $SD = 1.48$). These findings are supported by previous studies that also enlisted government's inability to release funds regularly to schools/caterers, absence of built kitchens to prepare food for pupils, poor storage facilities, low level of community involvement and political interference as major challenges of the GSFP (Sulemana *et al.*, 2013; Oduro-Ofori & Adwoa-Yeboah, 2014).

	Descriptive			Kendall's Rank Test	
	N	Mean	SD	Mean Rank	Rank
Untimely and late release of funds to schools/caterers	73	4.32	.96	11.33	1st
Many schools do not have kitchens to prepare food for pupils	73	4.18	.92	10.90	2nd
Schools have poor storage facilities and food stuff often go bad	73	3.88	1.22	10.08	3rd
Low level of community involvement	73	3.79	1.28	9.92	4th
Political interference	73	3.77	1.44	9.75	5th
Poor linkage between farmers and SFP	73	3.58	1.31	8.88	6th
Insufficient classrooms and furniture to cope with increased enrolment	73	3.54	1.31	8.58	7th
Quantity of food served is small	73	3.25	1.49	8.20	8th
Poor partnership among stakeholders at all levels	73	3.30	1.23	7.98	9th
Wide spread of financial mismanagement and corruption at the secretariat	73	3.22	1.43	7.88	10th
Lack of effective monitoring and evaluation system	73	3.18	1.39	7.74	11th
Schools lack access to regular and safe drinking water	73	3.15	1.44	7.66	12th
The schools do not have access to regular and safe drinking water	73	3.03	1.50	7.38	13th
The schools lacked proper sanitary facilities.	73	3.03	1.43	7.27	14th
Caterers have inadequate training in hygiene and nutrition	73	2.84	1.36	6.56	15th
There is no legal framework and policy supporting the GSFP	73	2.45	1.48	5.92	16th

Table 3: Challenges Associated With GSFP in the Atwima Nwabiagya Municipal Rank: [Strongly Agree-5, Agree-4, Undecided-3, Disagree-4, Strongly Disagree-1]
Source: Field Survey (2018)

5. Conclusion

The School Feeding Programme generally had positive impact on school enrolment, retention and attendance in the Atwima Nwabiagya Municipal. The programme in the municipal involved the provision of one hot, nutritious meal daily to pupils in public basic schools. The findings also revealed that enrolment in all the classes are higher in the beneficiary schools than the non-beneficiary schools. With attendance however, it was revealed that beneficiary schools have a little higher attendance in all the classes but class 2 with the non-beneficiary schools recorded higher attendance. There was a positive relationship between the effectiveness of the School Feeding Programme and pupils' enrolment, retention and attendance, but that of attendance was not statistically significant. The School Feeding Programme was faced with several challenges including untimely and late release of funds to schools and caterers, the absence of kitchen in some schools and persistent political interference.

The study recommends the government to release adequate and timely funds for the School Feeding Programme. The Ghana School feeding Programme Secretariat should set up an intermediary body to manage the funding of the Programme. The financial management body should be separate from the supervisory and monitoring body. The Ghana Education Service and Ministry of Education should upgrade the school facilities by building more infrastructures such as kitchens and classrooms and provide other supplies necessary to accommodate the persistent increase in enrolment and attendance. The Secretariat should strengthen the linkage between the local farmers and the School Feeding Programme. This can be done by pre-financing the activities of the farmers and supervising them to ensure more persistent supplies to the caterers and less disruption by the untimely and late release of funds to schools and caterers.

6. References

- i. Abotsi, A.K. (2013). Expectations of School Feeding Programme: Impact on School Enrolment, Attendance and Academic Performance in Elementary Ghanaian Schools. *British Journal of Education, Society & Behavioural Science*, 3(1), 76-92.
- ii. Abu-Bakr, S. Y. (2008). A study of the Ghana school feeding program: A tool for poverty reduction or for widening social inequalities? Retrieved from www.gnecc.org/.../A%20Study%20of%20the%20GSFP%20current.p
- iii. Adams, A. & Fatawu, A. (2014). An Assessment of the Operational Challenges of the Ghana School Feeding Programme. *The International Journal of Business & Management*, 2(8), 154-173
- iv. Adekunle, D. T. & Ogbogu, C. O. (2016). The Effects of School Feeding Programme on Enrolment and Performance of Public Elementary School Pupils in Osun State, Nigeria. *World Journal of Education*, 6(3), 39-47.
- v. Ahmed, A.U., & Billah, K. (2006). *Food for education programme in Bangladesh: An Early Assessment.* International Food Policy Research Institute, Bangladesh Food Policy Project.
- vi. Akanbi, G.O. (2013). Home Grown School Feeding and Health Programme in Nigeria: An Innovative Approach to Boosting Enrolment in Public Primary Schools – A Study of Osun State, 2002–2010. *African Symposium*, 11(2), 8-12.
- vii. Alderman, H., & Bundy, D. (2011). The Food Security and Nutrition Network: *The World Bank Research Observer*, 26(2), 356-367.
- viii. Alderman, H., Gilligan, D. O., & Lehrer, K. (2012). The impact of food for education programs on school participation in northern Uganda. *Economic Development and Cultural Change*, 61(1), 187-218.
- ix. Aliu, M., & Fawzia, S. (2014). Assessing Ghana school feeding programme on the enrollment of beneficiary schools in the Tamale Metropolitan Assembly of Northern Ghana. *International Journal of Economics, Commerce and Management*, 2(10), 1-30.
- x. Atta, G. P. & Manu, J. (2015). Ghana School Feeding Program: A Retrospective Review, *International Journal of Innovative Research & Development*, 4(8), 402-410.
- xi. Braimah, I., & Oduro-Ofori, E. (2005): Basic school dropout in Ghana: a case study of the Amansie West district. *Journal of Science and Technology (Ghana)*, 25(1), 67-76.
- xii. Buhl, A. (2012). Meeting the nutritional needs through school feeding: A snapshot of four African nations. Washington: University of Washington. Retrieved from www.gcnf.org/.../Meeting-Nutritional-Needs-Through-School-Feeding.
- xiii. Bukari, M., & Hajara, I. P. N. (2015). The Ghana school feeding program: Factors affecting enrolment of pupils in Garu-Tempane district, Upper East Region. *International Journal of Innovative Research and Development*, 4(1), 298-303.
- xiv. Dienye, V. U. (2011). *African Journal of Education and Technology*, 1, 15-24
- xv. ECASARD/SNV Ghana (2009). Ghana school feeding program (GSFP) initiative and the farmers dream: A survey on the role of farmer based organizations (FBOs) in the implementation of Ghana School feeding program (GSFP) in Greater Accra Region. Retrieved from www.snvworld.org/.../ghana/.../ECASARD%20Agric.
- xvi. Francisco, D. C., Beattie, S. D., Michael, M. F., Sam F., Israel K., Christine, L, Daniel L, Luis E., Victor O. N., Aditya, R, Yosuke T. & Satoru, T. (2011). *Ghana School Feeding Program: Re-Tooling for a Sustainable Future*.
- xvii. Ghana School Feeding Programme, (2011). *Ghana School Feeding Programme progress report 2011-2012*.
- xviii. Gelli, A. (2010). Food provision in schools in low- and middle-income countries: Developing an evidence based programme framework. *The Partnership for Child Development, Working Paper No, 215*.
- xix. Gelli, A., Meir, U. et al. (2007). Does provision of food in school increase girls enrollment? Evidence from schools in sub-Saharan Africa. *Food and Nutrition Bulletin*, 28.
- xx. Iddrisu, I. (2016). Universal Basic Education Policy: Impact on Enrolment and Retention. *Journal of Education and Practice*, 7(17), 141-148.
- xxi. Lawson, T.M. (2012). Impact of school feeding programs on educational, nutritional, and agricultural development goals: A systematic review of literature. Retrieved from ageconsearch.umn.edu/bitstream/142466/2/2012LawsonPlanB.pdf
- xxii. Lopakta, J., Topel, J., & Vasconcellos, P. D. (2008). *Food staples in the Ghana school feeding program: Analysis of markets, value chains, and menus*. Berkeley: University of California.
- xxiii. Martens, T. (2007). Impact of the Ghana school feeding program in four districts in central region, Ghana. Unpublished master's thesis, Wageningen University, Wageningen.
- xxiv. Mohamed, A. O. (2015). Influence of feeding programs on the participation of learners at early childhood development education institutions: A case of Bungoma South district. *International Academic Journal of Social Sciences and Education*, 1 (4), 1-14
- xxv. Mohammed, A. & Sakara, F. (2014). Assessing Ghana School Feeding Programme On the Enrollment of Beneficiary Schools in The Tamale Metropolitan Assembly of Northern Ghana. *International Journal of Economics, Commerce and Management*, 2(10), 1-30.
- xxvi. Morgan, K., & Sonnino, R. (2008). *The school food revolution: Public food and the challenge of sustainable development*. London: Earthscan.
- xxvii. Nsowah, M. (2008). *School Feeding Programme: Cooked up to Fail?* www.modernghana.com, accessed on April 5, 2010.

- xxviii. Oduro-Ofori, E., & Gyapong, A. Y. (2014). The Contribution of the Ghana Schools Feeding Programme to Basic School Participation: A Study of Selected Schools in the Kwaebibirim District of Ghana. *Developing Country Studies*, 4(19), 40-50.
- xxix. Oduro-Ofori, E., & Adwoa-Yeboah, G. (2014). The contribution of the Ghana school feeding program to basic school participation: A study of selected schools in Kwaebibirem district of Ghana. *Developing Country Studies*, 4(19), 40-50.
- xxx. Osei-Fosu, A. K. (2011). Evaluating The Impact Of The Capitation Grant And The School Feeding Programme On Enrollment, Attendance And Retention In Schools: The Case Of Weweso Circuit. *Journal of Science and Technology*, 31(1), 55-64
- xxxi. Osei, R. D., Owusu, G. A., Asem, F. E., & Kotey, R. L. (2009). *Effects of Capitation Grant on Education Outcomes in Ghana, ISSER, Global Development Network*, www.gdnet.org, accessed on April 5, 2017.
- xxxii. Sulemana, M., Ngah, I., & Majid, M. R. (2013): The challenges and prospects of the school feeding program in Northern Ghana. *Development in Practice*, 23(3), 422-432.
- xxxiii. UNESCO. World data on education: UNESCO Information Bureau of Education. Geneva: UNESCO; 2011. Accessed 10th November, 2013. Available: <http://www.ibe.unesco.org/>.
- xxxiv. World food programme-WFP. State of school feeding worldwide: World Food Programme. Rome: WFP; 2013.