

Assessment of Relevance and Challenges of the School Feeding Programme In Some Basic Schools In Mpohor-Wassa East District

Mensah John & Assafuah-Drokow Anthony

¹Mathematics Education, Foso College of Education, Assin Foso, Central Region, Ghana

²Science Education, Foso College of Education, Assin Foso, Central Region, Ghana

ABSTRACT

This study sought to assess the relevance and challenges of the Ghana School Feeding Programme (GSFP) in some Basic schools in the Mpohor-Wassa East District. The study employed the descriptive survey research design. The purposive sampling procedure was used to select 21 respondents made up of one (1) coordinator of the GSFP; five (5) head teachers; five (5) caterers and ten (10) Basic school teachers (2 teachers each) from five (5) Basic schools where GSFP have been implemented for more than the past two (2) decades. Data was analysed using descriptive statistics mainly frequency and percentages. The study revealed that since the inception of the GSFP in the District there have been significant improvements in pupils' enrolment and attendance rates, leading to reduction in absenteeism and drop-out rates. It was also found out that GSFP did not cover all the Basic schools in the District but covers only few selected schools. It was also observed that the feeding cost per pupil per day was insufficient and also not released on time. Finally, it was observed that caterers did not have suitable kitchen for cooking and pupils' also did not have proper canteens and that they eat the food in open spaces. It was recommended that Ghana government should extend the GSFP to cover all the Basic schools so as to reduce short-term hunger of pupils during classes' hours; and also stakeholders should provide suitable kitchen for cooking and proper canteens for the pupils so as to avoid eating in unhygienic open spaces.

Keywords : Assessment, Relevance, Challenges, School Feeding, Programme, Relevance, Challenges.

I. INTRODUCTION

Education in Ghana aims at producing well balanced individuals with the requisite knowledge, skills and attitudes to become functional and productive to themselves and society at large (Amoah, 2017). This means that investing in education is a smart and wise investment decision with both economic and social returns. Economically, education produces a well-balanced and trained work force with better cognitive and physical developments (Amoah, 2017). In furtherance to this laudable aim, it is no delusion to say that a healthy mind lives in a healthy body.

The cognitive and physical development of the future human resource is impeded by some issues such as poverty and hunger (Broca & Stamoulis, 2003). According to (Ghana Living Standard Survey, 2006) some of the school pupils in deprived communities are faced with incidence of hunger and they are hardly get the chance to be enrolled in basic schools not to talk of higher education.

The impact of poverty and hunger on the academic success cannot be overemphasized. Thus, a child cannot learn; grasp the needed concepts better and proceeds further on the academic ladder when he/she is hungry. This goes to attest to the sayings that "a

hungry man is an angry man". According to World Food Programme (2008), apart from providing vital nourishment, school meals act as a safety net for poor families and also help keep children in school.

Ghana governments over the years have implemented various policies to curtail the problems confronting the educational system in Ghana. One of such policies was the introduction of the GSFP. The GSFP, which is an innovative social intervention policy was initiated in 2005, allow children of school going age in public basic schools food to eat in schools and to reduce child malnourishment so as to effectively develop their capacity and enable them to contribute to the sustainable socio-economic development of the country (Tuffour, 2008; Government of Ghana (GoG), 2015).

This laudable programme started on a pilot basis in October, 2005, with 2000 children in ten (10) pilot schools, one in each administrative region of Ghana. As at 2008, the programme reached 1,695 public schools (656,600 children) in all the 170 districts (approximately 25% of all school going children). The plan was to scale up the program to benefit 1,040,000 pupils by the end of the first phase in 2010 (Tuffour, 2008). Moreover, the 2014 Budget Statement in Article 219 indicated that about 1,693,698 pupils in 4,881 schools per each school day were fed; and that in 2016, the programme would be expanded to cover 3,000,000 pupils nationwide (GoG, 2015).

Since the programme was introduced more than a decade ago, it is evident to assess the relevance and challenges faced by the programme. It is against this background that this study was undertaken to assess the relevance and challenges of the GSFP in some Basic schools in the Mpohor-Wassa East District.

Statement of the Problem

The GSFP has been implemented since 2005 in the context of the Comprehensive African Agricultural

Development Programme (CAADP) Pillar III and in response to the first and second Millennium Development Goals (MDGs) on eradicating extreme poverty and hunger and achieving universal primary education (GoG, 2015).

The basic idea of the program has been to provide children in public primary schools and kindergartens with one hot nutritious meal, prepared from locally grown foodstuffs, on every school-going day. The broad policy objectives were that the GSFP would seek to improve school enrolment, attendance and retention among pupils in the most deprived communities in Ghana as a strategy; promote an increase in domestic food production and consumption; increase the incomes of poor rural households; and improve the health and nutritional status of the pupils (GoG, 2015).

After its implementation of the programme for the past two (2) decades, studies by (Tuffour, 2006; GoG, 2015) indicated that although the GSFP has chalked some successes, yet it is still facing some various degrees of challenges in Ghanaian Basic schools of which Mpohor-Wassa East District is of no exception. Some works have been done elsewhere but few or no work has been done in this District. It is in the light of this that this study was undertaken to assess the relevance and challenges of the GSFP in some selected Basic schools in the Mpohor-Wassa East District.

Purpose of the Study

The purpose of the study was to assess the relevance and challenges of the GSFP in some Basic schools in the Mpohor-Wassa East District. Specifically, the study intends:

- 1) To assess the relevance of the GSFP in the Mpohor-Wassa East District.
- 2) To examine challenges facing the implementation of the GSFP in the District?

Research Questions

The following two (2) research questions were formulated to guide the study:

- 1) What are the relevance of the GSFP in the Mpohor-Wassa East District?
- 2) What are the challenges facing the implementation of the GSFP in the District?

II. REVIEW OF RELATED LITERATURE

This aspect seeks to review related literature associated with this study. The review was done briefly under brief introduction, relevance of GSFP and the challenges facing the GSFP

Introduction

The GSFP was initiated as a social protection intervention and it is part of Ghana's efforts towards the attainment of the United Nations Millennium Development Goals (UN-MDG) on hunger, poverty and primary education (Ministry of Local Government and Rural Development (MLGRD), 2011). The Government of Ghana (GoG) with support from the Dutch Government commenced the implementation of the GSFP in 2005. Since its inception, the MLGRD was charged with its supervisory role. However, in 2015 the supervisory roles were transferred to the Ministry of Gender, Children and Social Protection (MoGCSP) and was charged to link social assistance to productive and social inclusion and synchronize school feeding with other efforts to improve the fortunes of disadvantaged families and production of local food crops (GoG, 2015).

Relevance of the Ghana School Feeding Programme

The relevance of the school feeding programme (SFP) cannot be overemphasised in Ghana and elsewhere in the world where the programme has been implemented. MLGRD (2011) reported that in several parts of the world, school meals and SFP have been used as an effective mechanism for addressing child

nutrition, educational enrolment and retention as well as hygiene issues.

According to (MLGRD 2011; GoG, 2015) the main relevance of the GSFP is to provide children in selected public primary schools and kindergartens in the poorest areas of the country with one hot, nutritious meal per day, using locally grown foodstuffs. The study revealed that at present, the programme is providing one hot and adequately nutritious meal to 1,693,698 pupils in 4,881 schools per each school day. Moreover, MLGRD (2011) pointed out that the GSFP has effectively provided income-generation, employment and economic integration benefits to communities in which they have been implemented and that the programme employed about 20,000 caterers and cooks nationwide.

Studies by (Amoah, Asante & Amoah, 2009; Kamaludeen, 2014) revealed that the SFP increase school enrolment, attendance and retention; reduce hunger and malnutrition; and boost domestic food production. This is in support by (Grantham-McGregor, Chang & Walker, 1998) that giving children a daily breakfast at school may improve their scholastic achievement through by attending school regularly, increasing the time spent in school and improving nutritional status.

Several studies by (Broca & Stamoulis, 2003; Adelman, Gilligan & Lehrer, 2009; Jomaa, McDonnell & Probart, 2011) indicated that the GSFP can improve the nutritional status of school age children over time, and alleviate short-term hunger in malnourished school children. Studies (Grantham-McGregor, Chang & Walker, 1998) revealed that the SFP can improve cognitive functions and academic performance of pupils via reduced absenteeism and increased attention and concentration due to improved nutritional status and reduced short-term hunger.

According to (Amoah, Asante & Amoah, 2009) the GSFP has boosted local food production. The study revealed that most of the farmers in the communities where the GSFP have been implemented have increased their farm yields or food crops. They concluded the strategy to feed school children with locally prepared food that is nutritionally adequate will focus 80% of the programme spending on local foodstuff and therefore cutting down on post-harvest losses and provide markets for farm output, impacting the economy at the rural household and community levels.

Challenges Facing the Ghana School Feeding Programme

Several pioneer studies (Amoah, Asante & Amoah, 2009; MLGRD, 2011; Kamaludeen, 2014; GoG, 2015) have reported that the GSFP has been confronted with several challenges since its implementation. In a study, Kamaludeen (2014) revealed that high rate of turnover of the caterers; delay in payments to caterers and non-availability of suitable kitchen and students' canteens were some of the major challenges facing the GSFP.

In a similar study, (MLGRD, 2011; GoG, 2015) also mentioned lack of institutional coordination and sustainability; financial challenges; inability to link the programme to small holder farmers and farmer-based organization; insufficient feeding cost per pupil per day; lack of resources for effective monitoring and lack of better conditions of service staff were some of the major challenges confronting the GSFP.

Lack of proper accountability in contract bidding to qualified caterers and financing has also been identified as some of the challenges to GSFP (Send foundation Ghana, 2007). The study revealed that the audit's results were asserted that 58% of districts involved "did not use laid-down procurement

procedures" when awarding contracts for the programme.

Again, audits reports have shown financial and corruption-related issues within the local management in terms of documentations (Send foundation Ghana, 2007). The documented corruption includes award of contracts to non-existent companies; the disappearance of funds allocated to program management and the deliberate purchase of unwholesome but cheaper foodstuffs by the stakeholders. Also inability of the local management to perform monitoring and evaluation practices to support the tracking and execution of the GSFP was a typical challenge of GSFP.

In a study, Amoah, Asante and Amoah (2009) pointed out that lack of knowledge of farmers or Farmer-Based Organisation in the local communities to produce local food stuffs for the programme; and inability of the stakeholders in the implementation process to purchase foodstuffs from the community were some of the major challenges confronting the GSFP.

III. METHODOLOGY

Research Design

The descriptive survey research design was the design used for the study. This research design was designed was used to gather information on effects of the GSFP on school enrolment, attendance and academic performance at the Mpohor-Wassa East District. This design was appropriate because the study sought to generate new knowledge on the GSFP and to enable stakeholders of the programme to develop appropriate intervention strategies to improve the GSFP in the Mpohor-Wassa East District and Ghana as a whole.

Sample and Sampling Procedure

A total of 21 respondents were selected and used for the study. The twenty (21) respondents were selected from 5 Basic schools in the District where GSFP have been implemented for the past decade. The 21 respondents were made up of one (1) coordinator of the GSFP; five (5) head teachers; five (5) caterers and ten (10) Basic school teachers (2 teachers each from the 5 selected Basic schools. Purposive sampling procedure of the non-probability sampling technique was employed for the study.

Research Instruments

The study used both quantitative and qualitative data-gathering instruments. Questionnaire and interview were the two (2) instruments used to collect data from the respondents. Questionnaire constituted the quantitative part while the interview constituted the qualitative part of the instruments.

The questionnaire was made up of three (3) sections (A, B & C) containing 17 questions. Section A consists of two (2) items that requires demographic data of the respondents. Section B consists of eight (8) questions based on the relevance of the GSFP; whereas Section C also consists of seven (7) question items on the challenges faced by the implementation of the GSFP. On the other hand, the interview was done using an Interview guide. In addition, diary notes and audiotapes were made to augment information that was obtained to ensure triangulation of the data.

Data Collection Procedure

Questionnaires were administered to the respondents to answer. All the 21 questionnaires given out were retrieved which resulted in hundred percent (100%) retrieval rate. After the administration of the questionnaire, an interview session was conducted for only eleven (11) respondents (interviewees) made up

of the District coordinator of the GSFP; five (5) head teachers and five (5) Basic school teachers using the interview guide. This was done to obtain additional information which were not captured by the questionnaire. The interview session lasted 5-10 minutes for each of the interviewee.

Data Analysis Method

The study employed both quantitative and qualitative methods of data analysis. Items in the questionnaire were analyzed in quantitatively using descriptive statistics such as frequencies and percentages. Data obtained from the interview guide were also analysed qualitatively. The data obtained from the interview guide were transcribed, analysed and summarised thematically.

IV. RESULTS AND DISCUSSION

Analysis of the Results

This aspect of the study presents the analyses and discussion of the results in relation to the 2 research questions posed by the study. The analysis was done to cover three (3) thematic areas:- socio-demographic characteristics of the respondents (work experience and sex of respondents); relevance of the GSFP and challenges faced by the implementation of the programme.

Socio-Demographic Characteristics of Respondents

The respondents' socio-demographic characteristics data on sex of the respondents and working experience in Ghana Education Service were sought and the findings with respect to sex are presented in Table 1 below.

Table 1: Sex of Respondents

| Sex | Frequency | Percentage % |
|--------------|-----------|--------------|
| Male | 10 | 48 |
| Female | 11 | 52 |
| Total | 21 | 100 |

Source: (Respondents' questionnaire, 2017)

Results in Table 1 shows clearly that, majority of the respondents 52% were females while 48% were males. This means that majority of the views in the study were from females. Again, the working experience of the respondents was also sought and the data obtained are presented in Table 2.

Table 2: Work Experience

| Experience in years | Frequency | Percentage % |
|---------------------|-----------|--------------|
| 1-5 | 3 | 14 |
| 6-10 | 10 | 48 |
| 11-15 | 1 | 5 |
| 16 -20 | 3 | 14 |
| 21 and above | 4 | 19 |
| Total | 21 | 100 |

Source: (Respondents' questionnaire, 2017)

The responses in Table 2 indicates that, out of the 21 respondents, 3 (14%) had a work experience of 1-5 years, 10 (48%) had work experience of 6 -10 years, 1 (5%) had a work experience of 11-15 years, 3 (14%) had working experience of 16-20 years and 4 (19%) also had work experience of 21 years and above. It can be concluded that, majority of the respondents had worked for more than 6-10 years; and therefore, they have very rich working experience in the Ghana Education Service.

Presentation of Results by Research Questions

Research Question 1: What are the relevance of the school feeding programme in the Mpohor-Wassa East District?

In answering research question 1, respondents' responses to questions (3 - 10) in the questionnaire on the relevance of the GSFP in the Mpohor-Wassa East District were analysed using frequency and percentages and are presented in Table 3 below:

Table 3: Relevance of School Feeding Programme in Mpohor-Wassa East District

| No | Relevance of GSFP in Mpohor-Wassa East District | Yes | No | TOTAL (%) |
|----|--|-----------|-----------|-----------|
| | | Freq. (%) | Freq. (%) | |
| 3 | Has the GSFP improved enrolment of pupils in the Mpohor-Wassa East District? | 21 (100) | 0 (0.0) | 21 (100) |
| 4. | Has the GSFP increased the attendance rate of truant pupils in the Mpohor-Wassa East District? | 20 (95.2) | 1 (4.8) | 21 (100) |
| 5. | Has the GSFP decreased school drop-out rate of pupils in the Mpohor-Wassa East District? | 19 (90.4) | 2 (9.5) | 21 (100) |
| 6. | Has the GSFP reduced absenteeism of pupils in the Mpohor-Wassa East District? | 20 (95.2) | 1 (4.8) | 21 (100) |
| 7. | Has the GSFP increased pupils' | 14 | 7 | 21 (100) |

| | | | | |
|-----|--|-----------|-----------|----------|
| | retention rate in the Mpohor-Wassa East District? | (66.7) | (33.3) | |
| 8. | Has the GSFP reduced malnutrition in pupils' in the Mpohor-Wassa East District? | 1 (4.8) | 20 (95.2) | 21 (100) |
| 9. | Has the GSFP reduced pupils' short-term hunger during classes' hours in the District? | 18 (85.7) | 3 (14.3) | 21 (100) |
| 10. | Has the GSFP increased employment of farmers and caterers in the Mpohor-Wassa East District? | 16 (76.2) | 5 (23.8) | 21 (100) |

Source: (Respondents' questionnaire, 2017)

Results from Table 3 shows that, all the 21 respondents representing 100% agreed that school feeding programme has improved enrolment of pupils in schools in the District. Again, majority (20 out of 21) respondents representing 95.2% agreed that GSFP has increased the attendance rate of truant pupils while 1 respondent representing 4.8% disagreed to the same statement.

On the issue of whether the school feeding programme has increased pupils' retention rate in the District, 14 respondents representing 66.7% agreed to the statement while 7 respondents representing 33.3 % disagreed to the same statement. Again, when asked if the GSFP has reduced malnutrition in pupils' in the District, as many as 20 respondents representing 95.2%

disagreed to the statement while only 1 respondent representing 4.8% disagreed to the same item.

On the issue of whether the school feeding programme has reduced pupils' short-term hunger during classes' hours in District 18 respondents representing 85.7% said "yes" while only 3 respondents representing 14.3% responded "No". This means that the food did satisfy the pupils hunger for a while. Moreover, when asked if the GSFP has increased employment of farmers and caterers in the District, 16 respondents representing 76.2% agreed while 5 respondents representing 23.8% disagreed to the same statement.

The above responses indicated that the GSFP is relevant to the pupils in the Mpohor-Wassa East District and the Ghana as a whole.

Research Question 2: What are the challenges facing the implementation of the school feeding programme in the Mpohor-Wassa East District?

In answering research question 2, respondents' responses to items (11-17) in the questionnaire on the challenges faced by the implementation of the GSFP in the District were analysed using frequency and percentages and is presented in Table 4 below.

Table 4: Challenges Faced by School Feeding Programme in Mpohor-Wassa East District

| No. | Challenges of GSFP in the District | Yes | No | TOTAL (%) |
|-----|---|-----------|-----------|-----------|
| | | Freq. (%) | Freq. (%) | |
| 11. | Has the school feeding programme contract been awarded to right | 2 (9.5) | 19 (90.5) | 21 (100) |

| | | | | |
|-----|--|--------------|--------------|----------|
| | catering companies? | | | |
| 12. | Is the money for the school feeding programme openly accounted for by the stakeholders? | 1 (4.8) | 20 (95.2) | 21 (100) |
| 13. | Is the school feeding programme supervised and monitored by the stakeholders? | 2 (9.5) | 19 (90.5) | 21 (100) |
| 14. | Does the GSFP implementation committee delay in payments to caterers and other service providers? | 21 (100) | 0 (0.0) | 21 (100) |
| 15. | Is the food properly prepared for pupils in the Assin-North Municipality? | 16 (76.2) | 5 (23.8) | 21 (100) |
| 16 | Does the school feeding programme provide good nutritional meals for the pupils in the Municipality? | 0 (0.0) | 21 (100) | 21 (100) |
| 17. | Has the GSFP boost domestic food production among farmers in the Assin-North Municipality? | 11 (52.4) | 10 (47.6) | 21 (100) |

Source: (Respondents' questionnaire, 2017)

Results from Table 4 reveals that 19 respondents representing 90.5% disagreed that GSFP_contract been awarded to right catering companies whereas only 2 respondents representing 9.5% agreed. As many as 20 respondents representing 95.2% disagreed that money for the school feeding_programme openly accounted for by the stakeholders whereas 1 respondent representing 4.8% agreed to the same statement.

Again, when asked if the school feeding programme supervised and monitored by the stakeholders, 19 of the respondents representing 90.5% disagreed whereas only 2 respondents representing 9.5% agreed to the same statement. On the issue of whether the GSFP implementation committee delay in payments to caterers and other service providers, all the 21 respondents 100% agreed to the statement whereas none of them disagreed to the same item.

On the issue of whether the school feeding programme provide good nutritional diet for the pupils, all the 21 respondents 100% said "No" with none of them responding "yes". Again, with regards to whether the GSFP has the boost domestic food production in the Municipality, 11 respondents representing 52.4% agreed to the statement whereas 10 respondents representing 47.6% disagreed to the same item.

During the interview sessions, very interesting responses were revealed. When asked whether the GSFP cover all the Basic schools in the District, all the interviewee indicated that the programme covers only few selected schools. Again, the respondents also indicated that caterers did not have suitable and hygienic kitchen for cooking and that they often cook in an open space or under a shed. They also indicated that pupils' do not have canteens and they eat the food on open spaces such as the school field or on the verandas.

The interviewees also indicated monetary payments to the caterers and other service providers were not done promptly and that government still owes the service providers. Again, when asked if the qualified caterers have been awarded the contract to cook the food, majority of the respondents revealed that most of these caterers were engaged not on merit but based on the political party affiliations. They mentioned that faithful party members of the government in power were usually appointed as new caterers whereas the old ones were always sacked. Moreover, the interviewees also indicated that although the GSFP has the boost local food production in the Municipality, but the stakeholders did not buy most of the food stuffs from the local farmers but rather preferred to buy cheap food stuffs from the open markets.

Discussion of the Results

The results of this study showed that the GSFP has a lot of relevance to the Basic school pupils and the community at large. It was observed that since the implementation of the GSFP, there have been decreased in school drop-out rate and absenteeism among school pupils. Again, majority of the respondents agreed that GSFP had increased school enrolment, increased pupils' retention rate in schools, increased attendance rate of truant pupils; increased employment for caterers and farmers and had also reduced pupils' short-term hunger during class hours in the District. This means that most pupils have been enrolled in schools due to the GSFP. These findings lend credence to results of pioneer researchers (Amoah, Asante & Amoah, 2009; Kamaludeen, 2014) revealed that the SFP increase school enrolment, attendance and retention; reduce hunger and malnutrition; and boost domestic food production.

Reflections of the responses from the respondents revealed that the GSFP has been confronted with a lot of challenges. Majority of the respondents strongly

believed that GSFP contract have not been awarded to right catering companies but to political party members. It was observed that the GSFP have been poorly supervised and monitored by the stakeholders and also the monetary payments to the service providers were not done promptly. This finding is in agreement with the results of (Send foundation Ghana, 2007) that inability of the local management to perform monitoring and evaluation practices to support the tracking and execution of the GSFP was a typical challenge.

It came to light that the caterers did not provide good nutritional meals for the pupils and this may affect the nutritional requirement of the pupils. For example, when asked whether the school feeding programme provide good nutritional diet for the pupils, all the 21 respondents 100% said "No" with none of them responding "yes". This finding is contradicts the results of pioneer researchers (e.g. Broca & Stamoulis, 2003; Adelman, Gilligan & Lehrer, 2009; Jomaa, McDonnell & Probart, 2011) that the SFP can improve the nutritional status of school age children over time.

One significant finding from this study that came out during the interview session was that fewer number of the respondents indicated "yes" for the pupils' retention rate in schools as compared to enrolment and attendance rates. This means that some of the pupils do not stay in school but leave or run away from the school after eating the meal.

Another significant finding from the interview session was that the GSFP implementation committees (DIC, SIC and other stakeholders) did not employ qualified caterers and that they often award the contracts to political party members. These findings supported the assertion by Send foundation Ghana, (2007) that lack of proper accountability in contract bidding to qualified caterers was a challenge to GSFP. Again, the interviewees indicated that although the GSFP has the boost local food production, however, the

stakeholders did not purchase the foodstuffs from the local farmers but rather buy cheap and unwholesome foodstuffs from the open markets. This finding is in agreement with the result of (Send foundation Ghana, 2007) that stakeholders deliberately purchase unwholesome but cheaper foodstuffs from the markets.

Another shocking finding was that most of these caterers do not have suitable and hygienic kitchen for cooking. Again, pupils' do not have canteens and therefore, they eat the food on open spaces and also the feeding cost per pupil per day was insufficient and also was not released on time by the stakeholders. This finding is in consonance with the result of Kamaludeen (2014) that delay in payments to caterers and non-availability of suitable kitchen and students' canteens were some of the major challenges facing the GSFP.

Conclusions

Based on the findings of the study, it can be concluded that since the inception of the GSFP there have been significant improvements in pupils' enrolment and attendance rates, leading to reduction in truancy, absenteeism and drop-out rate. Again, since there was reduction in pupils' retention rate in schools compared to enrolment rate; it implies that some of the pupils did not stay in school but leave or run away from school after eating the meals. It was also found out that GSFP did not cover all the Basic schools in the Mpohor-Wassa East District and Ghana as a whole but covers only few selected schools. It was observed that GSFP had boost the local food production but the stakeholders (DIC, SIC and caterers) did not purchase the foodstuffs from the local farmers but rather buy cheap foodstuffs from the open markets. It was revealed that the GSFP contract have not been awarded to right catering companies but to political party members. The GSFP have been poorly supervised and monitored by the stakeholders and that caterers did not provide good nutritional meals

for the pupils. It can be concluded that the monetary payments to the caterers and other service providers of the GSFP were not done promptly. It was also observed that the feeding cost per pupil per day was insufficient and also was not released on time. Finally, can also be concluded that caterers did not have suitable kitchen for cooking and pupils' also did not have proper canteens and that they eat the food in open spaces such as the school field or on the classroom verandas.

Recommendations

In the light of conclusions drawn from the study, the following recommendations are made:

- 1) Government of Ghana should extend the GSFP to cover all the Basic schools in Ghana so as to reduce short-term hunger of pupils during classes' hours.
- 2) The stakeholders should properly supervise and monitor of the GSFP so that the caterers would provide good nutritional meals for the pupils.
- 3) Ghana government must increase feeding cost per pupil per day, increase funds for the programme and also release funds on time to enhance effective running of the programme.
- 4) The District Implementation Committee (DIC), Schools Implementation Committee (SIC), and the caterers should be sensitized about the need to purchase local foodstuffs from the famers.
- 5) The stakeholders should provide suitable kitchen for cooking and also proper canteens for the pupils so as to avoid eating in open spaces such as the school field or on the verandas.
- 6) The feeding cost per pupil per day should be increased and must be released on time.

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