School feeding and enrolment, participation and learning

Achievement

A case study of an urban and a rural primary school in the Jasikan District, Ghana.

Yvette Anthea Adzo Lagbo

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Department of Sociology and Human Geography

University of Oslo

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Dedication

To all who have made life meaningful to me and the pupils in the Jasikan District, Ghana.
Acknowledgement

What shall I render to thee O Lord for how far you have brought me in life? I will continue to praise your name now and forever, Amen.

    Jan Hesselberg, you are indeed a wonderful supervisor and I will always remember your comments and contribution. They have been very helpful indeed. TUSEN TAKK.

To the Norwegian State Educational Loan Fund, University of Oslo and all the staff at the Department of Human Geography I am extremely thankful and will forever remain indebted to you for giving me this opportunity to further my education with your finances and other resources.

To the Jasikan District assembly and education office, school heads, staff, parents, pupils and all who opened their arms to welcome me into their private and public lives I say thank you. Without your assistance I would have returned from fieldwork with nothing to write on. I owe you gratitude. KU MINA ABLAFUI (Thank you very much).

You will always be remembered Mr. Adams, Mr. Opare-Young and Bintu of Ghana School Feeding Programme Secretariat, Mohammed (Deputy District Coordinating Director), Chester (Statistics Unit –Jasikan District Assembly) for all the contacts and documents which you provided for this work. Mrs. Irene Messiba (MLGRD), Mrs. Jackson (GES) and Ken Fosu (World Bank Office, Ghana) I say AYEEKO for your assistance during the fieldwork.

Finally, I want to say thank you to all who supported, proof read and edited my work (Isaac Mensah, Yayra Dei-Fitih, Audrey Opoku Acheampong, Pius Siakwa, Samuel Etikpah, Prosper Evadzi, Patience Boakye-Boateng and Mariama Zaami) to ensure that the arguments are clearly stated and errors have been corrected to make it presentable for academic referencing. You have been a blessing. Thank you!
Summary

Primary education is receiving much attention from governments of all countries in recent times. However, poverty and hunger serves as barriers to achieving the Education for All (EFA) policy initiative launched in Jomtien, Thailand, in 1990 to ensure that every child is offered the opportunity and benefits of education. To actualise the EFA in some African countries like Ghana was the introduction of some educational intervention programmes such as the capitation grant and the school feeding. School feeding programmes are safety net programmes as well as educational interventions ensuring that children with poor parents are given at least a meal a day at school. This thesis adopted the qualitative research method to investigate how the School feeding programme contributes to enrolment, participation and learning achievements in a rural and an urban primary school in the Jasikan District, Ghana. The findings of this research indicate that enrolment and participation of pupils has increased in both schools. Parents’ decisions to enrol their children of school-going age irrespective of their social and economic status were noted to have contributed to the high rates of enrolment and participation in school. However, findings on the learning achievement of pupils revealed mixed results as pupils responses conflicted with that of the teachers in especially the urban school. It was observed that the way the food is served to the children disrupt the learning processes in both schools. This study specifically contributes and improves knowledge on the existing literature on the School feeding programme most especially within the study context.
Abbreviations

CRS: Catholic Relief Service
CCT: Conditional Cash Transfers
DA: District Assembly
MDGs: Millennium Development Goals
MLGRD: Ministry of Local Government and Rural Development
NEPAD: New Partnership for African Development
PTA: Parent Teacher Association
SMC: School Management Committee
SEND: Social Enterprise Development Foundation
SFP: School Feeding Programme
WFP: World Food Programme
CHAPTER ONE: Introduction

The Ghana School Feeding Programme (SFP) was introduced in 2005 and was inspired by the Comprehensive Africa Agriculture Development Programme (CAADEP) Pillar 3 of the New Partnership for African Development (NEPAD), Millennium Development Goal (MDG) on poverty, hunger, primary education and the Ghana Poverty Reduction Strategies (GPRS) (Ghana Government 2006). The purpose is to bridge the poverty gap that exists between the various regions in the country. The strategy is to boost agriculture and improve health and education. The SFP was purposed and strategized toward a positive change for a better Ghana. This thesis investigates how the School Feeding Programme contributes to enrolment, participation and learning achievements selected from a rural and an urban school in the Jasikan District of the country. My thesis offer analysis on gender parity in enrolment in the selected schools by examining the total number of male and female admitted pupils. The purpose here is to find out whether there is gender balance or imbalance when it comes to enrolment. I also discuss how parents’ decisions to enrol their children in school affect the children’s participation rates (attendance, dropout and retention). A central discussion in this thesis is on how enrolment and children’s level of participation affect learning achievement. The thesis also discusses some of the challenges of the programme and strategies employed to mitigate these challenges.

The SFP, according to documentations on impact, case and evaluative studies conducted in some developing countries, is perceived as having a positive relationship with enrolment, participation and learning achievements of pupils in the programme schools. The provision of food during school hours influence the rate at which enrolment decisions are acted upon, the level of participation and the learning achievement of pupils. For instance, studies conducted in Kenya\(^1\) and Mali\(^2\) has shown a positive relationship between the SFP, enrolment and learning achievements.

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1\(^{http://etd-library.ku.ac.ke/ir/handle/123456789/4809?show=full \(Accessed \, 11/07/2012\)}

2\(^{https://www.google.no/search?q=Community+participation+and+the+links+between+agriculture%2C+nutrition+and+education%3A+design+of+a+randomised+field+experiment+of+%E2%80%9Chome-grown%E2%80%9D+school+feeding+in+Mali&rls=com.microsoft:en-gb:IE-Address&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=1I7GGHP_en-GBNO470 \(Accessed \, 11/07/2012\)}
achievement of pupils. Likewise, an assessment of the SFP in Burkina Faso established a
positive relationship between the SFP and enrolment, dropout rates and better academic
performance (learning achievement) especially among girls in rural areas (Moore in Del Rosso
1999).

Through education, people can acquire knowledge and skills to better their lives. A
hungry child tends to face the challenges of inattentiveness and lack of concentration in class.
Nevertheless, when given food at home or in school, the child tends to be mentally prepared to
participate actively during lessons. However, the World Food Programme (WFP) has estimated
that almost 60 million children go to school hungry every day and that 40 percent of them are in
Africa (Bundy et al. 2009). In Ghana, the Free Compulsory Universal Basic Education
(FCUBE), the Capitation Grant, the Free School Uniforms and Exercise books are some of the
government interventions for ensuring that primary education is extended to all children of
school-going age from differing household and community backgrounds. However, it is widely
known that poor parents are unable to enrol all or some of their children in these programme
schools. The reason here is that they are unable to provide food for their children on daily basis. I
study how the SFP play a role in resolving this problem. The SFP is not new to both the
developed and the developing worlds (Briggs 2008). Brigg has written that during World War II,
food was sent to countries in the form of War Reliefs from organizations such as the Catholic
Relief Service (CRS) with the intention to alleviate hunger and malnourishment among school
children.\footnote{http://blogcritics.org/culture/article/catholic-relief-services-helping-children-since/ (Accessed 05/07/2012)} Indeed, this practice was continued by various organisations even after the war in
order to help increase enrolment and retention; to discourage school dropouts, especially among
females in rural schools. In Ghana, just like in other developing economies, due to the financial
constraints, which seems to affect the effective operation of the SFP, governments usually have
to rely on financial support from corporate organizations, agencies and NGOs to fund the
programme.

The first Human Development Report started on the basis that ‘people are the real wealth
of a nation.’\footnote{http://hdr.undp.org/en/reports/global/hdr2010/ (Accessed 05/07/2012)} To achieve this kind of development, Ghana as a developing country has introduced
various policy interventions at the primary school education level to get its people equipped with

\footnote{3http://blogcritics.org/culture/article/catholic-relief-services-helping-children-since/ (Accessed 05/07/2012)
the tools necessary for future development. It is also intended to help achieve the Education for All (EFA) policy directives held in Jomtien and the Millennium Development Goals (MDG).5 The question is what has been the contribution?

Accordingly, the UN encouraged leaders of its member countries to pursue the eight goals which were formulated during the Millennium Summit. Consequently, the United Nations’ Hunger Task Force (UNHTF 2005) developed seven strategies to enable it attain its goals and one of them is the implementation of the SFP through the use of home-grown foods instead of imported ones.

Research objective and questions of the study

The main objective of this study is to investigate how the SFP has contributed to enrolment, participation and learning achievement of pupils in a rural and an urban primary school in the Jasikan District of Ghana. Two research questions guided the research.

1. Has the SFP intervention increased enrolment?

2. How has the SFP contributed to participation and learning achievement of pupils?

Definition of keywords

Enrolment of primary school children refers to the number of new applicants irrespective of age, wealth and gender that have attained school-going age and have been accepted into a school during a particular academic year.6 Pupils are normally enrolled during the re-opening day of the school calendar. However, other pupils may join when the academic calendar is in progress. The

6http://search.worldbank.org/all?qterm (Accessed 22/03/2012)
selection criteria for pupils to be enrolled are based on meeting entrance examination requirements and in some cases; pupils are accepted into the classrooms once they show up. The latter criterion for enrolment is what is implemented in the studied schools.

Participation, on the other hand, looks at how active and committed these children are to the schooling activities after they have gained admission. Participation takes into account attendance, dropout and retention rates. Attendance describes how often they go to school or not indicating the rate at which they are absent or present at a particular term in an academic year. On the other hand, dropout takes record of pupils who stop schooling or fall-out from school while retention represents the number of pupils who remain and keep active in school.

Learning is an interactive process whereby the learner expresses thoughts and shares possessed information and is usually associated with a change in attitude and behaviour (Phye 1997). It involves “a student’s level of understanding within a content area and the organisation of the student’s cognitive structures” while achievement takes into account the “student’s ability to demonstrate the acquisition of knowledge” (Phye 1997, p 13). Hence, learning achievement simply considers how a student or pupil is able to decipher and exhibit the knowledge that has been acquired in a particular field of study. It is usually measured by conducting, grading and recording tests and examinations, to know whether pupils are progressing or retrogressing while being engaged in the learning process.

Challenges are obstacles or hindrances to the attainment of a goal or objective. Some of the obstacles that the implementing officers of the programme are faced with including the strategies or ways developed to address the challenges in the study area have also been discussed in this thesis.


Thesis outline

The study is organized into six chapters. Chapter one deals with the general introduction of the research, the objectives and research questions. Chapter two gives a brief introduction to the historical background of education and the school feeding programme in Ghana. Chapter three focuses on the analytical framework with review of literature on empirical evidence from other countries experiences. Chapter four presents the research methodology that was applied in this study and the profile of the study area. This chapter also discusses the limitations of the data and the ethical issues that were considered to minimize the limitations in the research. Chapter five discusses the findings, while Chapter six concludes the thesis.
CHAPTER TWO: Education and school feeding in Ghana – a historical perspective

Introduction

This chapter looks into the educational structures, as well as the background of the school feeding programme in Ghana from a historical perspective. It discusses some of the challenges of the educational sector concerning teaching and learning resources and gender parity from two distinct geographical places.

Education in Ghana

The educational system in Ghana has undergone several changes over the past decades. This has been due to internal (policy initiatives since independence) and external forces from institutions such as the International Monetary Fund (IMF) and the World Bank. These changes, which have been significant, were geared towards meeting the future needs of the people in the country. The major educational reform in Ghana occurred in 1987 during the Provisional National Defence Council (PNDC) era. This led to the introduction of the Junior and Senior Secondary School system which replaced the Ordinary and Advanced Level introduced by Great Britain. This new system was aimed at reducing the number of years spent in school while equipping pupils with the necessary vocational and technical skills at an early stage in life. The reform also was implemented to solve the problem with inadequate teaching staff and lack of funds faced by the educational sector which lead to poor patronage, low quality of teaching and poor learning (Mohammed 2009).

The most recent education reform in Ghana, Anamuah-Mensah committee on education reform in 2002 has defined basic education as “The minimum period of schooling needed to
ensure that children acquire basic literacy, numeracy and problem solving skills as well as skills for creativity and healthy living”. The committee further went on to suggest that it should entail rigorous instruction in the academic skills of reading, writing, numeracy and problem solving, and should serve as the foundation for further learning at higher levels. The committee additionally stated that for effective teaching and learning, the size of the class for kindergarten should not exceed 30 pupils and that of the lower and upper primary school not exceed 35 pupils. This new educational reform which was offered in 2002 under the Anamuah-Mensah committee, subsequently suggested 2-6-3-3-4 structural plan with the following components: Basic education, which should be compulsory and free comprises 2 years kindergarten, 6 years primary and 3 years of junior secondary education. The rest, in the structural plan, which is, 3 years senior secondary and 4 years university education is not free and demands the payment of tuition and other facility user fees by applicants. Basically, the education system in Ghana has been going through series of restructuring under the different governments, each determined to leave a legacy. For example, there has been series of debates in Parliament and in the mass media vis-à-vis the modifications made to the number of years needed to complete the senior secondary school now senior high school (SHS). Between 1990 and 2000, it took three years to study at the SHS. This system has been inconsistent ever since. Within a period of twelve years, learning at the SHS has been organized on 2 years, 4 years and back to 3 years for various reasons some of which include governmental policies, lack of educational facilities and poor performance of students. Nonetheless, the structure at the primary school level of education has been stable over the period.

Teaching and learning resources

The 1992 Constitution of the Republic of Ghana, Article 38 (1) under the Directive Principles of State Policy (as stated earlier in chapter one), made it clear that government will make available educational facilities to all people in all regions. However, this has not been achieved in certain
respect as the educational system in Ghana is faced with numerous challenges. There are, in most cases, insufficient or unavailable teaching and learning aids which appears to be the main motivational apparatus for pupils to attend school. Most public schools in the rural areas lack both writing and reading materials and this is not different in some urban public schools. However, the urban public schools have comparatively improved resources although the increasing number of pupils in most cases serves as a challenge to the teachers in the classrooms. Also, it is very common to find trained teachers unwilling to accept the responsibility of impacting knowledge to school children in the rural communities. The reasons for this mostly include- the lack of accommodation facilities and communication difficulties, (Odoro et al. 2008), non-existing health care facilities and inadequate toilet facilities. There have been recorded cases of teachers contracting water-borne diseases such as cholera, bilharzia and guinea worm due to the lack of potable water in the communities where they were teaching (Boaten 1997, p 1).

Over the years, successive governments, in collaboration with the district assemblies and the communities, have ensured that school children have access to school buildings to ensure that children no longer sit under trees, and carry tables and chairs from home in order to ensure effective teaching and learning.

**Gender parity in education**

Over the years, the girl child has been discriminated against in many spheres of life even though it is often put that “The future of the society or nation lies in the hands of mothers who are the first teachers of their children” (Nwaji 2011, p 95). In most homes, the girl child is assigned the daily chores to perform while the male child is sent to school or relieved of duty and this phenomenon is mostly prevalent in the developing world. The Beijing Conference on Women

\[\text{\textcopyright 2012}\]

[10]https://docs.google.com/viewer?a=v&q=cache:ApywoL8JOWwJ:www.emasa.co.za/files/full/M.Fertig.pdf+&hl=en&gl=no&pid=bl&srcid=ADGEESiFYytKQwaOhsggE71Am7cnrvMVXKpEwF-V3R5KDIjyES_lzhY7yYG0embfLb9pQLq1XgHQRMr8bg5s0anmd5WX8Izn8JtU7nDy9E93gPtnkh2ug5V1xcqXNGqprRn6OJf4eKtEK&sig=AHIEtbSmgu2sdwxxNsXMVLw58olXY5mWw (Accessed 05/07/2012)

held in 1995, recognizing the low status and persistent discrimination against the girl child, advocated for governments and the international community to give the needed attention to protect the right of the girl child.\textsuperscript{12} Subsequently, in 1998 during the forty-second UN Session, concerns which had been raised on women status in society especially at the earlier stages in life were given focus and it was recommended that member countries take further action to empower and protect the right of the girl child.\textsuperscript{13} Empowering the girl child and improving her status in society entail putting her through the formal education system. To achieve this, government policies and education curricula must be drawn to include male and female activities.

The Education Strategic Plan (ESP), launched in 2003, was aimed at attaining the Gender Parity Index (GPI) under the MDGs and the Education Sector Strategic Plan (ESSP) for the various educational levels in Ghana.\textsuperscript{14} The benefits of educating women as mentioned earlier in the opening statement, among other factors have become the driving force for gender parity in education. Ghana officially started its campaign for gender parity in education in the 1990s with the creation of awareness from gender activists in the media and in communities. The awareness creation was mainly in response to the lower number of females attending school, particularly in the developing world (Andrabi et al. 2009).

Women in Ghana and in other developing countries were considered as useful in managing the affairs of the home. In recent years, attention is given to girls’ educational needs by giving incentives to poor parents in the form of Conditional Cash Transfers (CCT) for them not to engage their female children in other non-school activities so as to encourage the girls to attend school. The CCT are safety net programmes introduced to reduce poverty while ensuring that beneficiaries are able to meet the criteria such as attending Parent Teacher Association (PTA) meetings and workshops (health and hygiene) outlined by the donor country. There is empirical evidence to show efforts made by governments and institutions to ensure children especially girls attend school. For example, it was revealed that in the year 2007, “…29 developing countries had some type of CCT programme in place (in some cases, more than one) and many other countries were planning one” (Baird et al. 2009, p 2). The CCT have been helpful in countries

\textsuperscript{12}http://www.un.org/womenwatch/daw/followup/session/presskit/fs12.htm (Accessed 07/02/2012)
\textsuperscript{13}http://www.un.org/womenwatch/daw/followup/session/presskit/fs12.htm (Accessed 07/02/2012)
\textsuperscript{14}http://webapps01.un.org/nvp/indpolicy.action?id=149 (Accessed 07/02/2012)
such as Mexico in the form of *Progresa* currently known as *oportunidades* which was implemented in 1997 and also in other Latin-American countries with different names but with similar programmes to encourage parents to enrol their children, especially girls of school-going age for better opportunities in life (Hanlon et al. 2010). In Ghana, tangible measures have been put in place and the efforts and contributions from all concerned, to a large extent; have brought about an improvement in primary school participation especially for the girl child and a boost in gender parity in enrolment. These efforts include the SFP. Food items such as cooking oil, sorghum and rice is given to these girls to be sent home to encourage their parents to keep them in school once they enrolled. Also, scholarship and awards schemes are created to attract girls as in the case of about 100 girls expected to have been in school by September 2009 under the “Empower the Girl-Child through Education: Project 2008 Scholarship”16 that was instituted in Ghana. Similar projects include capacity building, whereby the girl child is recognized, motivated and given a voice to enable her access the opportunities towards national development.17 The gender balance in schools makes it possible to assess the capabilities of both sexes (Foran 2010).

**School feeding as an education intervention**

The Government of Ghana through policy directives and interventions have made significant contributions towards the educational sector for several decades. This is evident in the several educational reforms that have taken place in the country as well as some improvement in education infrastructure. Significantly, within the past decade, much of these educational interventions have been channelled into primary education to ensure the achievement of Universal Primary Education; a central issue in the MDGs which is geared towards poverty reduction and also in fulfilment of the requirement of the 1992 Constitution of Ghana. For

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instance, under the Directive Principles of State Policy (DPSP) of the Constitution (1992) Article 38(1) and Article 38(2), it states:

“The State shall provide educational facilities at all levels and in all regions of Ghana, and shall, to the greatest extent feasible, make those facilities available to all citizens.” And ‘The government shall, within two years after parliament first meets after the coming into force of this constitution, draw up a programme for the implementation within the following ten years, for the provision of free, compulsory and universal basic education.”

This constitutional requirement shapes educational provision in Ghana. In line with the above, especially the implementation of the Free Compulsory Universal Basic Education, the government of Ghana has introduced educational interventions which include the SFP.  

School feeding in Ghana

The School Feeding programme actually started during the reign of the first President of Ghana, the late Dr. Kwame Nkrumah with a focus on the three northern regions. In those three regions meals were provided for all children who enrolled and attended school. This was chiefly aimed at bridging the development gap between the northern and southern parts of the country (a development gap created by the colonial authorities during the colonial era). He believed this could be achieved by improving the human resource base of these regions through education. Also, another reason for giving food to school children, in the country was to speed up the education and training of the growing population to fill in the job positions that were left vacant by the colonial masters and other foreigners after Ghana had attained independence in 1957 (WFP 2007). Since independence, the WFP, the CRS, Adventist Development Relief Agency, similar (Accessed 19/02/2012)
the Dutch Government and Social Enterprise Development (SEND) Foundation Ghana have been among the key institutions well noted for the implementation of the school feeding programme in Ghana. The objectives of these institutions do not vary much with that which was initiated after independence by the then ruling government. However, what has been included within their framework borders on gender inequalities in education, food insecurities and poverty, with emphasis on community participation (WFP 2007).

For instance, the WFP started its intensive SFP in Ghana since 1998/99 in the three northern regions (Upper West, Upper East and Northern) of Ghana, known to be the poorest regions coupled with food insecurity. With respect to education, these areas are well noted for low enrolment rates especially for girls and besides, the completion rates for those enrolled have been considered lower than the national average. The aim of the WFP was to increase girls’ enrolment, attendance and retention by providing those who attended schools with take-home rations to encourage parents to relieve their children from household duties during school hours to improve enrolment in especially WFP-assisted schools. Food is given to the kindergarten, lower and upper primary and also to the junior secondary school children in the form of on-site feeding and take-home rations.

Since 2006 when the government of Ghana began the implementation of the SFP and as agreed with the government of Ghana, WFP gradually has been phasing out its programme in its assisted schools. For instance, “Food supply was phased out for girls in P4 at the end of the 2005/06 academic year, in P5 at the end of the 2006/07 academic year and in P6 at the end of the 2007/08 academic year and will be phased out in Junior High School by the end of 2010” (WFP 2007, p 10). This is a great challenge to the government as more funds will have to be sought and allocated to the schools that were under the responsibility of the WFP.

22P4, P5 and P6 is explained to mean Primary school class (4, 5 and 6)
The Catholic Relief Services’ (CRS) concentration has also been in the northern regions of Ghana with similar objectives as the WFP. They have collaborated to work with the GES in support of its educational objective of increasing enrolment, attendance and retention.\(^2^4\) The CRS undertakes sensitization exercise in the selected beneficiary communities to enlighten them on the benefits of the programme before implementation and to encourage community participation (WFP 2007). The report also noted that meals were provided to the Kindergarten school children twice a day. The first meal, in the form of porridge is given in the morning and a lunch made from soy-fortified sorghum serves as the second meal. The food items are easily accessed from the market within the communities because one of the objectives of the CRS is to make use of the locally-produced foodstuffs, in addition to those that were donated from other international bodies to the CRS. Daily monitoring of the programme is conducted to ensure that the aim of its implementation is achieved.

The Ghana School Feeding Programme (GSFP) as a concept was developed by the New Partnership for African Development (NEPAD) which is a component of the African Union (AU). NEPAD has put together 4 Pillars within the Comprehensive African Agriculture Development Programme (CAADEP) aimed at accelerating growth, eliminating hunger and poverty among African countries (Concept Note 2011).\(^2^5\)

It is based on the Pillar 3 that the SFP was initiated in Ghana. In the year 2005, the programme officially took-off on a pilot phase with ten schools in the ten regions of the country. This was in line with the attainment of the United Nations Millennium Development Goal number three (MDG 3) which targets poverty, hunger and malnutrition and also primary education for all school children.\(^2^6\) In the year 2006, 200 additional schools were added to the number in existence. The proposed plan was to “Scale up the programme gradually to cover 1.04 million primary school and kindergarten children in the most deprived communities and schools of the country by December 2010” (Ghana Government 2006, p 1). In Ghana, at the pilot stage,

\(^{24}\)www.wfp.org (Accessed 20/02/2012)  
\(^{25}\)Concept Note, Ministerial Conference on rural infrastructure for improved market access. Improving rural infrastructure to raise competitiveness of Africa’s. Agricultural Sector and to develop Regional Markets.21-25 November 2011. Kigali, Rwanda  
the programme targeted population of families in the poorest regions of the country who cannot afford lunch for their kindergarten and primary school–going children (Ghana Government 2006). Currently, this has been extended to about 600,000 children in about 1000 schools in Ghana due to the seemingly positive impact of the programme at its introductory stage. The immediate objectives of the SFP in Ghana are to increase enrolment, attendance and retention. Some other rationales behind the introduction of the programme include the desire to decrease hunger and malnutrition among primary school children and to strengthen food production by rural farmers in the country (Punt 2009).

The SFP has a decentralized system of implementation (Ghana Government 2006). The programme steering committees and other decision-making organizations as well as some implementation bodies which include; Ministry of Local Government and Rural Development, Regional Coordinating Councils, District Assemblies, Collaborating Ministries (Finance and Economic Planning, Agriculture and Forestry, Women and Children Affairs and Education), Partners and the local implementation committees (UNICEF 2007) work together in serving the food and educational needs of the local targeted community.

In the Jasikan District, the programme started in 2005 with two schools in the pilot phase and these are New Baika R/C primary (R/C primary)\(^{27}\) and the Jasikan Demonstration D/A primary school (Jasico Demo)\(^{28}\), the studied schools. Currently, the programme has been extended to six other schools with plans to restructure the criteria for selecting the schools that must be beneficiaries of the programme; which had not been included as at the time of this study.

It is interesting to note that, unlike the other SFPs run by institutions such as the WFP which make use of imported foodstuffs, the GSFP aims at utilizing the foodstuffs produced by the local farmers, thus, achieving its other immediate objective of boosting domestic food production. The main criteria for the selection of communities and schools to benefit from the programme as documented are:

“Willingness of the community to put up basic infrastructure (e.g. kitchen, store room, latrines) and to contribute in cash or kind, Commitment of the district

\(^{27}\)R/C primary same as New Baika R/C primary school (rural school)

\(^{28}\)Jasikan Demonstration D/A primary school (urban school) also known as Jasico Demo.
assembly toward the programme and the level of readiness and interest towards sustaining the programme. Poverty status based on GLSS data and NDPC poverty mapping, Low school enrolment and/or attendance rate and gender parity index, High dropout rate, Low literacy levels, Presence or planned provision/expansion of health and nutrition interventions, Communities/schools not already covered by other feeding programmes, Poor access to potable water, High communal spirit and/or community management capability.” (Ghana Government 2006, p 19)

It is based on meeting these criteria that the Jasikan District which is the focus of the present study was selected among others to benefit from the feeding programme. The Ghana Statistical Service (GSS 2007) report on economic activities shows that most farmers engaging in food crops production are poor compared with those into the production of cash crops. Poverty to the rural person or village person entails living in a condition whereby putting food on the table for the entire family as well as making provision for other basic needs throughout the year is unattainable and also being in a position of not making contributions to discussions and decisions which will impact on the lives of the generations yet to be born (Yaro 2004). It is further noted that about 49 percent of rural agrarian populations in Ghana are considered as poor and this can be explained as resulting from their subsistence farming practices. As such, some parents are not able to afford the basic needs of life and therefore do not find the need to send their children to school as they rather prefer them working on the farms which is seen as beneficial to the entire family.

Summary

This chapter has looked at education in Ghana and the SFP from a historical point of view. It has deliberated on two important subjects; First of all, the chapter highlighted the fact that the educational structure in Ghana has not been static. That is, the educational structure has undergone series of changes or restructuring. Secondly, the chapter pointed out that the SFP is not new in Ghana. It started as early as after independence in the three Northern regions of the

country. Therefore, the current SFP is a continuation of the earlier one, however, on a national scale.
CHAPTER THREE: Literature review and the analytical framework

Introduction

This chapter is divided into two main units. Section one looks at education as a concept and reviews relevant literature on studies that have been carried out in other places on the school feeding programme. It also provides some insight on the justification of the school feeding programme. The second section is dedicated to the analytical framework within which the data presentation and discussions of this research has been deliberated on.

Education

Historically, education as a concept has seen dramatic restructuring and transformations. Earlier, education was for the affluent and the poor in the society who benefited were considered fortunate. However, in recent times, investment in human capital/resource through education though considered expensive has gained much attention. Education is the system whereby individuals receive training to become serviceable members of their society (Ocho 2005). It is considered a fundamental human right for every individual. At the kindergarten and primary levels of education, under the right guidance, as knowledge is imparted to children, they become smarter and well-disciplined enough to manage their own affairs. The means by which knowledge is transferred makes it possible to accomplish self-actualization and helps to contribute positively towards the growth of the economy. Besides, education plays a role in easing off the desperate living conditions of people making them “Healthier, happier, and more productive” (World Bank 2011a, p 11). It is also claimed that through education, people grow to

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30 http://micsem.org/pubs/articles/education/frames/recetheorfr.htm (Accessed 05/06/2012)
become responsible parents and adults, make informed choices, adapt to new technologies and also grow into better stewards of the society (World Bank 2011a). Additionally, it is considered as the ‘most important tool in providing people with the basic knowledge, skills and the competencies to improve their quality of life at all levels of development’ (GSS 2007, p 26).

The UNESCO International Standard Classification of Education (1975) describes and defines education to encompass a systematized and continuous process of communication planned to achieve and enhance the learning process.\(^{31}\) The learning process is mostly acquired through schooling. It has been argued that through schooling individuals acquire the knowledge of the society which they belong to. In addition, people are able to think and reflect on public issues in a logical sequence, have access to information and are innovative in their way of thinking. Education is also a means by which socialization of the individual is achieved and this can be done either formally or informally. Formal education arises when a child learns the basic rudiments of life in school under the instruction of a teacher whereas informal education is usually acquired at home and in the society through life experiences. Every child goes through the informal system during the socialization process unless in isolated cases. Some studies carried out revealed that children who have good relationship at schools and with adults tend to develop positive attitude towards development.\(^{32}\) Development as used in this context is in relation to the physical, psychological and mental composition of the individual. However, it was realized that the unstable and the unpredictable nature of modern family lives make it difficult for the child to develop properly.\(^{33}\) Goodlad (1984) on the other hand realized that children and adolescents spend large part of the day hours in school learning other than in the home. It is in the light of these observable facts among others that it becomes necessary to equip the schools with the right resources. These include teaching and non-teaching staff, building, reading and writing materials to bring out the talents and skills in these children; this may not otherwise be acquired through the informal education given at home and in the community.

Making education free and compulsory at the primary school level is considered necessary for achieving the MDG 2. Currently, efforts are being made to ensure many children


who do not originally have the opportunity to be educated have this chance to reduce the probability of living in poverty. Indeed, it is argued that to end poverty, citizens of countries must be guided to make positive and informed choices which is obtained or improved upon through formal or informal education to enable them provide for their family.\textsuperscript{34}

It is asserted that development can take place when people gain training in the basic skills of the society and embrace values significant to the progress of the society.\textsuperscript{35} Education is seen as a major driving force for disseminating information on the values and skills of a society for transformation in a particular geographic space. Several arguments which have been raised by scholarly works show the relevance and linkages between education and development. In the same vein, there have been criticisms on these relevance and linkages which include the deepening of inequalities and class stratification through categorizing people by grades awarded in formal or western education.\textsuperscript{36}

**Enrolment patterns and trends**

Primary school population in Ghana indicated an average age of 7 years at the primary 1, and also 13 years at the primary 6 (Akyeampong et al. 2007). The authors using The 2003 Core Welfare Indicators Questionnaire (CWIQ) analysis, a year by year monitoring tool of social indicators in Africa, showed that children between the ages of 8 to 13 in the case of girls and 14 for boys have a greater likelihood of being enrolled in school. They further asserted that between the ages of 6 and 8 years, children have better opportunities to gain enrolment, however, this declined for those between the ages of 13 and 16 years. It also showed that gender and location have an impact on enrolment.

Available data indicates that the number of primary school-going age children is increasing rapidly, with an average growth rate of about 2 percent in sub Saharan Africa. This was based on a grade-by-grade data gathered from 38 countries (Lewin 2008). Klein (2011),

\textsuperscript{34}http://endpoverty2015.org/goals/universal-education (Accessed 06/03/2012)
\textsuperscript{35, 29}http://micsem.org/pubs/articles/education/frames/rectheorf.htm(Accessed 05/06/2012)
however, indicated that the number of pupils’ enrolled in the world was less than half the school-going age population worldwide by 2009. Some documented evidence on sub-Saharan Africa demonstrated a generally low primary school enrolment numbers, compared with other regions of the world including North Africa (World Bank 2011b). These low enrolment numbers served as a reference tool for governments to encourage and ensure that parents enrolled their school-going age children through the use of education reforms and interventions like the SFP which has gained detailed description in Chapters two and three. As a result, the SFP has brought about a steady improvement in enrolment rates and learning achievement in most countries that have seen its implementation. There has been a tremendous increase in access to education, most especially primary education in Ghana. For example, Ghanaian educational statistics show that from 2002 to 2010 there has been a rapid increase in the gross enrolment rate for kindergarten school children from 21.8 to 97.3 percent while the net enrolment rate also increased although slow and low from 19 to 63.6 percent between 2008 and 2009.

Though much evidence points to the relevance of education based on enrolment output data, substantive literature exists on the differences in relation to parents and household decision, gender, location and income. The 2008 Demographic Health Survey (DHS) report in Ghana showed the differences in enrolment of boys and girls in this regard. It also indicated that these differences are becoming skewed especially towards boys as the population of school-going children keeps on increasing thereby mounting pressure on access to the various resources which are available for use (Addae-Mensah 2000).

**Feeding programmes: The justification of implementation**

Feeding programmes are initiated based on several reasons. In some cases, it is in response to noticeable individual (Raine et al. 2003, p 159) or community needs. Studies in rural


38https://openknowledge.worldbank.org/bitstream/handle/10986/3012/597550replacement0box358311B00PUBLIC0 .txt?sequence=2 (Accessed 21/07/2012)
communities in some third world countries revealed that the poor conditions that existed in the
daily lives of the children in some of these areas have called for the implementation of these
feeding programmes. It is assumed that poverty is the main underlying factor for the
implementation of feeding programmes and the need to satisfy the basic needs of school children
so as to increase enrolment maintain attendance and discourage absenteeism. Indeed, the
consequences of learning on empty stomachs are innumerable and include the lack of
concentration in class which leads to poor school performance. The hypothesis put forward by
some researchers (Simeon and Grantham-McGregor 1989, Vorley and Corbett 2005, Bundy et al.
2009, Kazianga et al. 2009) is that feeding programmes whether breakfast, lunch or take-home
rations have positive influence on the performance of school children (cognitive ability),
increases school enrolment (boys and girls), attendance and participation, as well as the
nutritional and health status of the pupils within the community and also contributes to bridging
the gap between the children from poor and rich homes. The impact of breakfast from a study
carried out by Simeon and Grantham-McGregor (1989) shows that, children who had breakfast
before school performed better than those who did not have any breakfast. It became apparent in
their findings that breakfast also had a positive impact on undernourished children. In his
appraisal of the influence that breakfast has on cognition, Pollitt (1995) also showed varied
results. In his study, children from different age groups, including teenagers, were put under a
fasting condition before taking a cognitive examination. In a similar exercise conducted earlier at
Cambridge, MA and in Houston, Texas, sampled children were grouped into two. Group A was
fed on a well-balanced breakfast while Group B did not receive that before the test was
conducted. The result of the test showed that those who fed on the well-balanced breakfast
performed better than those who did not. Further results also showed that taking breakfast before
the examination did not just have a positive impact on the children who were malnourished but
on the performance of those properly nourished. It also indicated the poor performance of those
who have been undernourished or malnourished. There was a reversal of the experiment such
that Group A was put under the conditions of Group B and vice versa. The results showed that
taking breakfast before examination is a necessary condition for performance achievement as a
similar result was attained in this second exercise. What this means is that, it is important to take a well-balanced breakfast and not just any combination of meal as breakfast, to make the body and mind focus in order to function appropriately (Pollitt et al. 1981, 1983).39

Contrary to the above arguments, a research carried out at the Loyola University, USA, shows that there is not much correlation between eating breakfast and performance. It established further that eating breakfast nonetheless helps to improve the status of the memory of the child but does not impact positively on the other components of performance.40 It also implies that other conditions which need to be met, for example, adequate preparation before the examination and other issues relating to the quality of the school, (and not solely taking breakfast) are important to explain performance or achievement.

It has also been observed that feeding programmes narrow the gap between the children of the poor and the rich especially in poor communities (Raine et al. 2003). Yet, it has been suggested that with poor targeting this may become difficult to achieve. Again, in their study, Raine et al. (2003) expressed the views that some poor parents and children are unwilling to accept the food which is being offered because of stigmatization within and from other communities. These in their view do not support the purpose of the SFP which is, narrowing the gap between the rich and the poor. An illustration they made of a poor community who resisted a programme of this nature and as a result had the lowest participation rate of 2 percent was raised as a matter of concern from one organizer who said “I think there was an underlying feeling that the community would lose face because they had hungry children” (p 162). This usually happens when only few communities are selected as beneficiaries due to poor targeting or inadequate food supply. In their view, Raine et al. (2003) suggest adequate information dissemination to the beneficiaries in the community to prevent stigmatization to realize the full potential of the programme.

Selected country cases

The developed world has utilized the SFP leading to various results, including improvement in both the nutritional status of children who lived in food-insecure areas and also increases in literacy rates. However, the focus of this work is the developing world’s attempt to use this medium to influence school enrolment and learning while improving the human capital / resource base.

In developing countries such as Bangladesh, Ghana, Malawi and Uganda the SFP has been implemented based on individual countries’ needs and available resources. These have also varied in terms of the feeding modalities and food choices (Bundy et al. 2009). These modalities and food choices are also dependent on the organization that is handling the programme in the individual countries. For example, some provide food to the school children in the form of on-site feeding, which involves giving the food directly to the pupils in school during breakfast or lunch period. This food may be prepared on-site by local food vendors in a makeshift or permanent kitchen. It could also be prepared from a hired caterer’s home and brought to the school during the break period when the children are served. Others also prefer the Take Home Ration (THR) which consists of giving the uncooked food items or coupons to the children, usually girls who had been enrolled, to give to their parents serving as a motivation tool to encourage attendance and enrolment to other children.

Also, the food choices have ranged from the use of imported to locally produced-foodstuffs only or both, where it is difficult to use items from one source. In the case of Ghana for instance, the development goal is to reduce poverty and boost agriculture production. In view of this, locally-produced foodstuffs are used in the meal preparation and like some other countries depend on donated food items and condiments for schools assisted by institutions such as WFP and the CRS. Furthermore, the countries’ programmes also vary in terms of the targeting and scope of implementation. Available records indicate that some countries, at the onset, have implemented on pilot stages in the individual schools identified as needing this kind of intervention. Subsequently, it is extended to the districts with the highest incidence of poverty and subsequently given a national coverage whereas others only have concentrated on some specific regions with no intention of extending coverage. As already stated, these variations notwithstanding, the naming of the programme in these countries is dependent on the short-term
or long-term objectives of the feeding programme, which is, based on food security, education or health status of its people.

**Enrolment**

In the World Bank (2011a) document on learning for all, it was revealed that “The number of out-of-school children of primary school age fell from 106 million in 1999 to 68 million in 2008” (p 2). This point to the success of efforts being made towards ensuring that children born do not become illiterates in the future and that every child attains some level of education at the basic level to be able to read and write.

Bangladesh’s SFP started in 2002 with a focus on food-insecure areas, thus, targeting high poverty level regions with the intention of providing school children with food and not cash transfer to parents (Ahmed 2004). The main objective of the Bangladesh’s SFP is to reduce hunger and promote enrolment and retention rates. Like other countries, Bangladesh follows a particular modality of food distribution based on what the programme seeks to achieve. The School Management Committee (SMC) which is made up of parents, teachers and school officials see to the supply of the meals. The programme is implemented by the Ministry of Education with the assistance of the WFP. Recent evaluation of the programme by the International Food and Policy Research Institute (IFPRI), revealed some positive findings on the impact in line with the objective of the Bangladesh’s SFP, with a record of enrolment improving by 14 percent and attendance by 1 day in a month.41

Malawi started the school feeding programme in 1996 with the assistance of WFP on a pilot basis with 8 schools (4 on the programme and 4 controlled).42 The programme later extended to include a targeted population of 23,000 pupils in 24 schools in 1999 in Dedza District (Del Rosso 1999). Further successes made it possible to reach out to two more districts upon the mandate of the president (2009, p 1). Del Rosso (1999) further noted that the focus of the programme was to reach out to the food-insecure districts with the aim of reducing school

42http://www.wfp.org/content/school-feeding (Accessed 14/08/2012)
dropout especially among the female school-going population. Currently, the programme is being handled by the Malawian Ministry for Education, Science and Technology (MoEST). In those regions, school children who were covered by the programme received porridge in the correct nutritional proportion as well as deworming tablets (Del Rosso 1999). Also, girls and boys who are orphans are given Take Home Rations to increase the level of attendance, thereby reducing absenteeism (WFP 2009). Malawi recorded an increase in the level of enrolment for both boys and girls in school feeding primary schools although this was in favour of boys’ thereby widening the gender gap after the introduction of the SFP (WFP 2009).

In Burkina Faso, the SFP is directed towards low-income households (Kazianga et al. 2009). Indeed, the region according to the authors is noted for very low income levels and acute food shortages. The majority of people in Burkina Faso are nomadic farmers faced with unreliable climatic conditions as well as the inadequacy of basic social and infrastructural facilities. They further on added that children are used as labour on farms and for rearing livestock. As a result, the educational level is low as generally, there is inadequate support for education of children. Additionally, Kazianga et al. (2009) reported that the 2004 survey statistics from the Institut National de la Statistique et de la Démographie & ORC Macro indicates that the country has the lowest mean primary level enrolment of 20 percent. These according to the authors have called for the introduction of the SFP. In its early stage, the Catholic Relief Service (CRS) was in charge of the programme until it was taken over by WFP in 2007 (Kazianga et al. 2009). The programme involved two models for delivering food to the beneficiaries. The first is giving meals to the children in school during lunch period and the second was to give Take Home Rations to children especially girls to send home after school. This was encouraged in order to see more children especially female pupils in classrooms. It was however observed that the record of low enrolment and absenteeism did not improve but its main achievement was the ability to reduce the rate at which these girls were used as labour on the farms to rather perform household duties therefore having ample time for school work.

A general observation from the selected countries indicate, the programme’s assessment over a time period did not see much increases in enrolment as expected per the records taken before and after implementation. Enrolment of girls was about 5 percent to 6 percent for boys. It can be inferred from the discussion that feeding programmes are able to attract children to the classrooms. However, Levinger (1986) proposes a number of issues for consideration before
pronouncing the success of these programmes which include “Lack of prior measures for attendance rates, enrolment ratios, and academic achievement” (p 72). Also, the programme’s ability to draw pupils to the classrooms has raised a number of concerns at the local level. First, there is a challenge of increased teacher-to-pupil ratio (Kazianga et al. 2009). Most feeding programmes have been concerned with pupils without giving attention to the number of teachers available to handle these large numbers which have been encouraged to attend school. The increment usually leads to overcrowding of classrooms while the pedagogical facilities (buildings, reading and writing materials) available in most cases, have not been upgraded to contain these new numbers (Adelman et al. 2008), thereby making teaching and learning ineffectively. Secondly, the checks and balances to identify whether the food is being served to the right individuals who need support have not been well-documented. Related to this is the fact that pupils enrolling in the programme schools may be either enrolled in non-programme schools and therefore have only switched schools and thus defeating its purpose of attracting children with poor parents (Adelman et al. 2008, Desalegn 2011).

Learning achievement

There is a link between SFPs and the learning achievement of pupils. Science teaches that food builds and replenishes worn-out body tissues and helps the brain to function properly, thus, improving the cognitive ability of the individual. A hungry child finds it difficult to concentrate in class when the stomach starts to grumble for food and there is none to feed on. This impact negatively on the child’s thinking capacity which is reflected in tasks assigned. Several evaluative studies of the SFP carried out relates to the relationship existing between feeding programmes and cognitive development which translates into the improved learning achievement of pupils. The study conducted by Vorley and Corbett (2005) in Zambia reveals that with 40 percent of the total population in cities and 73 percent of its population declared poor in 1998, the SFP was implemented in 2003 by WFP. The study was carried out nationwide after the food and drought crisis had occurred in 2002 to both the rural and urban communities, with the recognition that the urban population requires as much intervention as those in the rural areas who, according to the authors, were the initial targeted areas. The reason for the extension was
based on the recorded success of the SFP in its objective area of enrolment and participation. At the implementation stage, school children were to receive meals by 8 a.m. in the morning to avoid learning on empty stomach but this could not happen as the women in the community responsible for the preparation of the meals had to perform their daily chores before embarking on this project. It was realized that the SFP improved the learning achievement of pupils in the implemented school as the grade of pupils reflected a positive change after they had been fed.

El Salvador, for some decades, has implemented many safety net programmes, including the SFP. Here, food is given to primary school children of poor parents, mostly living in the rural areas, to encourage them to participate actively in school. The WFP started the SFP in 1984 as a result of the internal crises that faced the country by getting to 300,000 students, of which 90 percent live in the rural El Salvador (Bundy et al. 2009). The WFP started to withdraw gradually from areas not marked as most food-insecure regions in 1997 when the government decided to take over from the programme after signing the peace accord. The SFP was later factored into the school health programme and extended to other parts of the country both rural and urban in 2006 to 3,500 schools. That is, serving school children population of about 651,260 to improve their body and mental needs. In 2008, there was an expansion of the programme to include all levels of education which aimed at responding to the high food price crisis (Bundy et al. 2009). This was carried out to encourage poor parents to keep their children in school to enable them concentrate on school work instead of following them to obtain income to increase the household wealth. This indeed resulted in an improvement in school participation and learning outcomes.

Although feeding programmes help children to concentrate and learn without thinking of how or where they will get access to their next meal from, there is evidence raising further concerns on their inattentiveness in class. Vermeersch and Kremer (2004) in their study of the SFP on school participation, educational achievement and school competition in a developing country setting, Kenya, asserts that school children hardly pay attention during instructional hours and achieve poor academic growth as much of the attention is fixed on the break period during which the food will be served in the case of on-site SFP.43 They therefore argue that these

programmes which take away instructional hours may aggravate school performance instead of improving on the educational achievement of the pupils benefiting from such programmes.

Rural – urban disparity

Many countries the world over are ensuring that education is extended to cover all parts of the country to attain the “education for all” objective irrespective of the status (gender, physical composition, family background and locational differences) of the individual (Daudet and Singh 2001). Thus, such countries are ensuring that education is all inclusive, providing equal access and opportunity. The implementation of this objective, nevertheless, is beset with numerous challenges such as the socio-cultural practices and the economic climate that exists within the country. These challenges in turn are reflected in the inequalities within the educational setup at the various places be it a rural or urban area. These are observed in the school conditions (facilities) and other resources considered necessary for effective teaching and learning. Some of the areas explored in this discussion include the challenges existing in enrolment, dropout, teaching/ learning achievement and gender.

A study conducted in Ghana explained that in as much as there had been some levels of improvements in the education accomplishment, the rural-urban differences still remain as for instance, students in the urban areas performed better than those in the rural areas (Fobih et al. in Akyeampong 2007). In addition, the authors added that there were lower dropout rates and better scores in Mathematics, Science and Reading in the urban area as compared with the rural area. Subsequently, schools in the rural areas find it difficult to attract teachers, consequently making it hard for them to take many of the courses on the curriculum, which impact negatively on their future prospects. It was also realized that training resources for the teachers in the rural schools were lacking as compared to those from the urban ones. The consequences of these are the poor

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development of the skills and knowledge of these teachers who have nothing new to impact to these children.

The educational sector report presented by the World Bank, on China’s educational sector achievement, shows that it has the most extensive primary school system, even though it is equally faced with the rural – urban disparity (Qian and Smyth 2005). The authors, Qian and Smyth (2005) emphasised that this disparity is being manifested in gender; attendance and enrolment as one progresses from the primary level of education to the secondary level in the rural areas. Subsequently, they noted “In 2002, illiterate and semi-literate Chinese made up 11.63 percent of the total population aged 15 and above, while illiterate and semi-literate female Chinese accounted for 16.9 percent of the total female population over age 15” (p 134). Some other studies conducted within some notable countries in Latin America such as Nicaragua, Honduras and Brazil indicated advancement in the enrolment level in urban areas for primary education whereas the records at the rural areas indicate that there has been a slightly lower improvement (Lopez 2007).

In African countries, educational differences existing between the rural and urban areas are very pronounced. These have been mainly as a result of the legacy of the colonial masters’ who developed only the urban areas by providing schools and jobs to the neglect of the rural communities (Randall and Gergel 2009). More so, the differences are sometimes associated with the cultural practices and beliefs held in matters pertaining to gender and education in different regions. This has indeed deepened and widened these already existing differences between the urban and the rural primary school pupils (Mingat 2003).

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45 unesdoc.unesco.org/images/0015/001555/155540e.pdf (Accessed 17/08/2012)
The analytical framework

Figure 1. The possible consequences of the SFP.

Source: Author’s construct 2012.
The analytical framework presents the assumption that the SFP has increased enrolment with possible implication on the school participation and learning achievement of pupils. In addition, it presents the educational outcomes of enrolment, comprising attendance, dropout and retention which affect the learning achievement of pupils. The SFP has been recognized as having short and medium-term impact on teaching and learning based upon the rate of participation. It is in this regard; that the constructed framework seeks to build upon the knowledge and evidence that already exist (Adelman et al. 2008).

Ahmed (2004) argues that SFP increases enrolment, attendance and retention and decreases the number of children who dropout of school. It has been observed that parents who otherwise could not have afforded additional meal a day, by sending their children to school are able to do so because of the SFP. Also, some studies conducted in Jamaica indicated that when food was provided to pupils, short-term hunger was alleviated, especially in malnourished or otherwise well-nourished children thereby increasing their attention and concentration in class which also reflects on their level of cognitive function and learning outcome (Simeon and Grantham Mc-Gregor 1989). It is envisaged that food prepared for these children have the right amount of nutrients such as iron and iodine to increase their performance status. Likewise, feeding programmes aimed at school children gives them the opportunity to have a healthy cognitive development for better achievement in life. Beside, Jukes et al. (2008) argue that poor nutrition in a child’s early formative years leads to poor health which also negatively impact on their cognition and learning potential when they grow up. Additionally, Del Rosso and Marek (Bundy 2011) asserted that hungry children concentrate less in class and performs less complex tasks, further suggesting SFP are necessary for effective learning and performance of complex tasks.

Increased enrolment figures lead to increased number of pupils in the classroom. In their view, Jones and Jones (1995) affirm that having a quality learning atmosphere to a larger extent is determined by the relationship among colleagues or “peers”. They however pointed out that teachers do not make time to develop this kind of relationship among peers to realize its benefits probably because of the importance attached to academic achievement. Moreover, they argue

that as children put up awkward behaviour, the instruction hours are used to counsel and guide instead of teaching, thus, reducing the number of hours for teaching and learning. Subsequently, they argued that creation of positive peer group tend to eradicate the possibility of pupils misbehaving in school which further may provide a better classroom environment for academic achievement. The authors added that the teachers’ ability to manage the increasing numbers in the classrooms proves the effectiveness of the teacher. Thus, a possible increase in enrolment due to the contribution of the SFP is likely to hinder the effectiveness of the teacher. The idea of classroom management, as asserted by the authors, involves the various assignments which are carried out by teachers to raise the level of school children’s classroom activities. Further, they submit that there is poor output from a teacher who lacks classroom management skills and this effect can be found in the achievement of the pupils who are taught by such teachers. At the household level, the daily routine of the household is interrupted abruptly, in that, children who erstwhile were used by parents to perform the household chores, such as cooking, washing of dishes and taking care of younger siblings in addition to other farm and non-farm activities, are now receiving formal education depriving these household labour supplies for income generation (Desalegn 2011). Nevertheless, when normal academic progression is followed, the long-term benefit of these children outweighs the sacrifices made as they become the breadwinners in their homes, attain self-esteem and become responsible members of the community. Much of this has been discussed in detail in the chapter on the discussion of the findings.

**Summary**

This chapter reviewed the existing literature on education and the SFPs in Ghana. It looked at the enrolment patterns and trends, the rural-urban disparities and the learning achievement that exist within the education institution. It established that presently, the primary school-age children population is increasing rapidly and on the contrary there are low enrolment rates especially for girls as compared to boys within the different geographic space, notably, rural and urban. It was found that some of the causes of these differences justified the implementation of the SFP to bridge the enrolment gap based on some selected countries cases. Additionally, it looked at how the SFP has also been able to help improve the learning achievement of pupils. Furthermore, an
analytical framework was used to illustrate the contribution of the SFP to enrolment, participation and learning achievement of the studied schools. The next chapter will look at the methods that were employed in gathering data for this study.
CHAPTER FOUR: Qualitative method and profile of the study area

Introduction

This chapter introduces the methods and techniques which were used in the research process. The study adopts the qualitative approach and tries to justify the use of this method for the study. It also discusses ethical issues, data validity and reliability which are important for every scientific research. Furthermore, it provides a description of the study area and the studied communities.

Qualitative method

The fieldwork for this research was carried out from June to August 2011 in the study area. Although some researches have been conducted on the SFP in Ghana, this study aims at adding new knowledge to documented evidence and what pertains in the district. Silverman (2010) suggests that in doing research the choice of method should be appropriately selected to answer what one wants to find out.

The qualitative method, studies social beings as individuals in their geographic location and also gives adequate and meaningful explanation to empirical researches. In light of this, I employed the qualitative method because I found it to be relevant for my research. In addition, Berg (1998) adds that, this method “Properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings” (p 7). Similarly, Filstead (1971) sees qualitative method as a research strategy conducted in the form of participant observation, in-depth interviewing and total participation in the activity being investigated which allows the researcher to gain first-hand data on the empirical social world in question. This approach permits the researcher to have close contact, enabling him / her to build the analytical, conceptual, and categorical components of explanation from the data.
This method, gave me the opportunity to understand and interact with my informants in their natural settings thereby broadening my scope of analysing why a parent will not enrol a child in school ‘A’ which is relatively closer by distance to their place of residence but will in school ‘B’ which is farther away. It also gave my informants the opportunity to explain and express their views on what is of value to them, concerning human development interventions from government and policy makers.

Again, I chose this method because it will be useful in answering the research questions which aim at the generation of theories rather than testing and data quantification (Bryman 2008). In addition, the qualitative approach to this study gives an in-depth investigation and interpretation of the findings of the field data obtained.

The case selection

Qualitative researchers conduct case studies or use cases to answer the research questions that they pose. In my view, a case is an incidence in progress or past which attracts people from different world. Similarly, I perceive a case study as the procedures or the means that are employed by a researcher to find and obtain, explore, and also give meaning to the existence of what is found.

There are diverse explanations for a case study. According to Bryman, “a case study entails the detailed exploration of a specific case, which could be a commodity, organization, or person” (2008, p 27). It can be viewed also as an in-depth investigation of a phenomena, event, group or individual. Simply, whatever one studies is the case, irrespective of the method assigned to it. According to Stoufer (in Stake 2005) what case researchers look out for is both the commonality and the particularity of the case. Nevertheless, he argues that the end product of the study conducted normally renders more of the uncommon. Also, Takyi (2009) argues that the case study method assists us in finding the answers to the questions, ‘how’ and ‘why’ of real life experiences. These definitions guided my choice of this method for my study.

The main approach which I used was the multiple case study approach. Yin (2003, p 5) describes a multiple case study to “Include two or more cases within the same study”. He further stated that, this form of study should be organized in such a way that it would “Replicate each
other – either predicting similar results (literal replication) or contrasting results for predictable reasons (theoretical replication)” (p 5).

**Preliminary phase**

A reconnaissance survey was conducted to know and be acquainted with the local people in the study area and to create rapport to select the key informants. Frequent visits were made to certain key institutions - The Ghana School Feeding Programme Secretariat, the Ghana Education Service (GES), the Ministry of Local Government and Rural Development (MLGRD) and the District Assembly (DA) - to establish contact, gain permission to enter the schools and also the community to gather the data by presenting a letter of recommendation from the department of Sociology and Human Geography. Also included were photocopies of my school identity card and letters addressed personally to the various institutions. Verbal consent was issued by the institutions and community members for the conduct of the interviews for this study.

**Guides**

Gaining entry to conduct fieldwork can be difficult at times. What is vital is that a researcher must be a strategist, armed with tactics to remain flexible to facilitate entry (Shaffir et al. in Berg 1998). There are various ways by which entry can be made which include consulting of a guide. Berg writes “guides are indigenous persons found among the group and in the setting to be studied” (1998, p 145). Knowing the challenges that come with fieldwork, I decided to engage the services of a guide in order to gain entry into the schools and communities to conduct the fieldwork. The author, consequently, encourages researchers to have a prior knowledge of the people that are being studied to be familiar with their routines and rituals to make entry possible, thereby establishing rapport. The services provided by the guide were very useful as it made it possible for me to interview my key informants in the study area. The guide has been working with the Ghana Education Service (GES) for thirty-three years in the Jasikan District and therefore was very familiar with the educational progress, in terms of enrolment and learning challenges.


**Purposive sampling**

In every academic research, it is important to take a sample to conduct the study. Marshall and Rossman (2011) attest to the fact that for ‘soundness’ to be achieved in research, relevant sampling decisions must be made for the research objective. This is necessary because, although there may be available resources and time in the world, it is of no use to conduct a research on the whole population as there will always be someone who would fall out for a reason. Therefore, it is relevant to always have a sample. Bryman (2008) affirms the need for a researcher to have a kind of population which he deems suitable for the investigation of the study. In this regard, a purposive sampling method was used to select two beneficiary schools in the district. The selected schools, one urban and the other rural have implemented the programme for the ten year period within which this study has been conducted. The purpose of the study was explained to the informants and also assuring them of confidentiality.

The snowballing sampling technique was used by my original guide to contact other guides in the urban community to facilitate the interview process as she originated from the rural community which was my first point of call. She communicated with the head teachers regarding my visit to their schools so they granted me the needed attention during the interview process. In the absence of the head teacher of the urban school during my twelve-day interviews carried out in his school and community, his second deputy was put in charge of helping me locate the key informants for the interviews. He later joined in to be interviewed when time permitted.

A total of 33 interviews were conducted; the informants include teachers, SFP officials and the other category of informants. Appendix 1 gives an outline of all the different categories of people who were interviewed. I selected two pupils, a male and a female from each stage in order to understand their views on the programme. At the rural school, there was only one classroom at every level which made the conduct of the interviews less cumbersome. However, at the urban setting, there were two classrooms allotted for each level. Regarding this challenge, I chose a male from stream ‘A’ and a female from stream ‘B’ and vice-versa for each level. When it came to the parent category of informants, six parents (three different types) were contacted; *Type one* - those who waited for the programme before enrolling their children; *Type two* - those who had their children enrolled before the programme was introduced; *Type three* - those who will not send their children to school despite the programme.
Triangulation

“By combining several lines of sight, researchers obtain a better, more substantive picture of reality; a richer, more complete array of symbols and theoretical concepts; and a means of verifying many of these elements. The use of multiple lines of sight is frequently called triangulation.” (Berg 1998, p 4)

With this knowledge from Berg (1998), I also used different instruments for collection of the data in order to have in-depth information and a broader knowledge of the research. These instruments include bringing together data from primary sources (interviewed different groups of informants and participant observation) and secondary sources such as minutes from meetings of the schools, newspapers, symposia and seminars that were broadcast on the various television stations in respect to the programme as these were important sources for me to gather my data.

Primary sources

I conducted face-to-face interviews, using the interview guide approach with a digital tape recorder to capture all responses from my informants. Informants are people we usually talk to and rely heavily on ‘in the field’ of study for geographical information (Cloke 2004). The tape recorder was utilized because my study is heavily reliant on these primary sources as empirical evidence. Additionally, it was necessary to ensure that information received from my informants were a representation of their views. During the interview sessions field notes were taken to note down observable facts that were not captured on tape.

Interview guide approach

To facilitate the interview process which was the main instrument for collecting data during the fieldwork, an interview guide was prepared to access responses from the chosen informants. In his view, Patton (1990, p 288) writes, “Topic and issues to be covered are specified in advance,
in outline form; interviewer decides sequence and wording of questions in the course of the interview” with the interview guide. He also added that with the interview guide, the researcher aims at obtaining same information from informants on the “list of questions or issues that are to be explored in the course of an interview” (p 283). The interview guide approach according to Wenden (1982, p 39) “allows for in-depth probing while permitting the interviewer to keep the interview within the parameters traced out by the aim of the study”. This process makes it interactive and useful, especially for qualitative research work as in-depth knowledge is acquired during this period. Also, Sayer (2000) opines that in a complex system, one can understand what the cause of a problem is by simply asking series of questions. The process of asking these series of questions is by conducting interviews. Interviews are carried out as one of the means by which a researcher can have access to information that is hidden in the minds of informants which can only be accessed by asking several lines of questions to be responded to. Cloke (2004) also argues that the act of ‘talking to people’ is a methodological strategy in this new era of human geography. This methodological strategy is what researchers normally refer to as interviewing. He therefore, referred to interviewing as ‘usually a qualitative exercise aimed at teasing out the deeper well-springs of meaning with which attributes, attitudes and behaviour are endowed’ (p 127). Silverman (2010) affirms that “Many interview studies are used to elicit respondents’ perceptions” (p 48). Seidman (1991) also adds that a means of knowing other people’s stories can be achieved through interviews. Interviews can be conducted using various approaches, at different settings and at any convenient time available to the informants and the informed. Basically, there is no strict way of conducting interviews. What is practically important is to ensure that the authenticity, validity and reliability of the research are maintained.

With these ideas, I conducted interviews searching for relevant answers to my research questions. I designed a guide for the various categories of informants. Since I had two different communities to draw my data from, I decided to use the same questions for the same category of informants in both communities. This was useful as I realized the relevance attached to an occurrence in this complex social system by the different worldviews from the informants. Most

47http://www.leeds.ac.uk/educol/documents/000001172.htm (Accessed 14/07/2012)
of my interview times ranged between twenty to forty minutes with the various categories of
informants. These interviews were conducted at their offices, homes and schools. In the rural
community, I decided to go to the farms of the informants in the parent category who normally
leave the house to the farm very early and returned late and tired. However, they found my
presence welcoming and interesting and delayed going to farm to make time to grant the
interviews. The reception that I received from my informants made me feel much at home as
they were pleased to have me around during the entire period because they believed that it was
necessary to capture and document their opinions. The pupils were excited about the interviews
and made sure that they spoke out loud and clear so that their voices could be captured during the
entire sessions. I usually played back the recordings to their hearing to ensure that they heard
their own responses. Interviews which I conducted with the policy makers went very well even
though we had to reschedule some of the interviews. Despite informants’ busy schedules, they
made time to be interviewed. Using the interview guide allowed for flexibility as I was able to
reframe the questions to the understanding of my informants who had some difficulty in
understanding some of the terms. It also served as a checklist for uniformity and consistency
while progressing with my questionings for me to know which questions I had left out. Using the
interview guide, I conducted my interviews at the institutional level and then later in the rural
and urban communities.

Participant observation

Marshall and Rossman (2011) write that participant observation is essential for qualitative
research. I employed extensively this approach because of the nature of the study. That is,
dealing with people in their environment. It also helped to learn directly from the researched and
also assisted to double-check the responses that I received from my informants. According to
Mason (2002 p 84), participant observation is seen as “The method of generating data which
entail the researcher immersing herself or himself in a research ‘setting’ so that they can
experience and observe, at first-hand, a range of dimensions in and of that setting”. I spent two
weeks living in each community during this period. In the mornings, I joined the school children
during their lessons, stayed with them, shared in their lunch during their break period till they left
for their houses after school. During this period, I interacted with the pupils and teachers to know more about what they think of the SFP.

While in the schools, I assumed the role of a teacher at the kindergarten in the rural community teaching some basic parts of the computer and Mathematics to get closer to the pupils to better understand the responses I received during the interview sessions on learning. The teachers then directed me to the kitchen to observe the kitchen facilities. This was very useful as it offered the opportunity for better understanding of some of the challenges that were discussed pertaining to the catering services during the interview sessions. I was keen on knowing the different situations that occurred in the two communities under study and this could only be achieved through participant observation. Also, I wanted to find out the infrastructure facilities that were available in both schools and the human resources to handle the increased pupil numbers.

**Secondary source**

The existing literature on SFP was gathered through frequent educational visits to key institutions such as the Ghana Education Service and its resource centre; the Ministry of Education, the GSFP Office, the District Assembly / Education Office and the e-library of the World Bank Ghana office to access documents from administrative records which are either published or unpublished scholarly works, relevant journals and articles from the internet. The information obtained from the World Bank e-library was very useful as the internet links to certain educational websites which otherwise would not have been discovered were also made available, thus, presenting an open view to some scenarios that were significant to the study. Meanwhile, the lack of checks and balances within the system made it difficult to access materials on learning achievement as examinations conducted by the Assessment Services Unit (ASU): Curriculum Research and Development Division (CRDD) of the Ministry of Education (MOE) at the primary level to determine the learning achievement of pupils is given very little attention by some participating institutions.
Validity and reliability

Researchers are concerned with whether their results can be applied to other studies. How they can discuss their studies in light of other findings or studies in order to make it theoretically relevant. Consequently, I considered it appropriate to take into account the concept of validity and reliability during this study based on how ‘reality’ is conceived by different researchers. Lincoln and Guba (1985) note that, some researchers think that ‘there is a single tangible reality ‘out there’ which contrasts with that of other researchers who presume that “There are multiple constructed realities” (p 37). The authors constructed alternative terminologies which are ‘credibility’ and ‘dependability’ to substitute for the traditional ‘validity’ and reliability’ ‘to capture these concerns’ (Marshall and Rossman 2011). They advised qualitative researchers to stay in their setting for a longer period, perform member checks and use data from all sources (triangulate) to attain validity /credibility and reliability / dependability (Marshall and Rossman 2011) to determine the internal logic of the social occurrence under study.

Similarly, Creswell and Miller (in Marshall and Rossman 2011) suggested that “Triangulation, searching for disconfirming evidence, engaging in reflexivity, member checking, prolonged engagement in the field, collaboration, developing an audit trail and peer debriefing” helps to ensure rigor and effectiveness in qualitative work. It is of relevance to know that every research has its own limitations and it is incumbent upon the researcher to have control over the study in order to minimize these shortcomings to ensure validity/credibility and reliability/dependability.

With this knowledge in-hand before conducting my fieldwork, I followed the steps that were suggested by Creswell and Miller in (Marshall and Rossman 2011) to ensure that the results of this study are trustworthy and consistent. This I achieved, firstly by using data from different sources which included existing literature from the internet, extractions from the GSFP secretariat, MOE, libraries and the primary data gathered using my interview guide to answer the research questions. Secondly, the use of the recorder while listening to my informants was very useful as it made me reflect on their responses to quickly ask follow up questions to ensure that their responses are consistent and are relevant. Thirdly, I ensured that during my stay in the field, 

http://www.jstor.org/pss/3587190(Accessed 03/05/2012 )
I had a very good relationship with my informants and frequently interacted with them on the research topic to validate the answers they provided during the interview sessions. Also, at night I transcribed my interviews and clarified all inconsistencies for purposes of reliability before leaving the field. Again, I employed the use of the interview guide, asking open-ended questions to allow my informants express their thoughts freely in order for me to access an in-depth knowledge from them concerning the topic under discussion. To minimize my biases and also ensure that my informants provided answers to the research questions, knowing how sensitive the topic is due to its affiliation with politics, I explained my stance as a student researcher to them and engaged only those who were willing to share their views on the topic.

In general, there is no single research without some level of biases when doing qualitative work. This is because of the nature of the challenges that confront us in the real world. As humans working closely with other humans, by nature, we are sensitive to issues of the ‘complex reality’ which is the environment within which we operate in our quest for answers to the research questions we pose and this, as researchers cannot be overlooked. What is of value is that the work we do must be credible and dependable when replicated by other researchers by other methods they choose to study it and this is what the ‘traditional’ research terminologies of validity and reliability entails (Marshall and Rossman 2011).

**Limitations of the study**

There are several challenges that one encounters in conducting research. First of all, searching for the topic and what type of method to apply during the study was challenging due to limited time, inadequate finances and other resources. Having satisfied the first condition, I was confronted with when and where to conduct the study, who to contact or how to negotiate entry, who to engage as a guide and / or whether to employ a research assistant to help with translation. The SFP, as implemented in Ghana, is aimed at food security with much emphasis on boosting domestic food production to increase the income of local farmers among other major components, such as education and health or nutrition (Ghana Government 2006); due to this fact, it is known as the Home Grown School Feeding Programme. However, this study conducted is limited to the educational importance of the SFP at the kindergarten and the primary school.
levels. Further, the geographical boundary of the study was limited to Jasikan District in the Volta Region of Ghana. Though six schools are on the SFP only two of the schools were engaged. Besides, the criteria used to select the available literature on studies conducted for review avoided as much as possible, findings that have been presented on agriculture, health and cognitive development. Indeed, the major challenges to this study were at the data-gathering stage.

For instance, I encountered some challenges during the interview session with the medium of communication. One would assume quickly that being a native of the study area this should not put a limit to the study. However, some variations in the dialect made it somehow difficult for me when it came to understanding my informants. In the rural community for instance, most of the interviews were conducted in the local dialect as my informants could not read nor understand the English language. Even at the schools, the kindergarten and lower primary pupils could not communicate properly in English which necessitated for the translation of the interview questions to the local dialect with assistance from a teacher. This made the work tedious and time-consuming. Some of the words also had to be translated literally. This may be attributed to the new educational policy which encourages the use of local languages as a means of instruction at the kindergarten and lower primary.

This study initially was to include the impact of the increased numbers on the learning achievement of the pupils from both the urban and rural schools during the last ten years. That is five years before, and five years after the programme. However, it became apparent, whilst conducting my interviews and assessing secondary data on the field, that there was hardly any data available nationwide on the learning achievement of pupils at the primary school where the SFP is concerned. Clearly, the main thematic areas of the SFP did not include learning outcomes or achievement as this is seen as the duty of the Ghana Education Service and not the Ministry of Local Government and Rural Development. This was confirmed in my interviews with some of the focal persons of the programme and supported by a programme coordinator at the GSFP secretariat.

I also encountered transportation problems while moving from a location to the other. I lived at three places; these were the rural community, the urban community and the capital city – Accra. Accra had to be included although not part of the study site because of the interview with the programme officers who live in this part of the country. The main challenge was getting to
the rural community as there are only few vehicles passing through on non-market days, which led to quality time being spent at the stations to be connected to the urban community where the district capital is located.

In addition, a key informant denied me access to interview her at the urban school, inciting her colleagues to put a hold on my work. Series of telephone calls were made to the head teacher who was away from post, to re-confirm my status and mission to continue with the fieldwork.

**Data analysis and interpretation**

Data analysis and interpretation is a process mostly contingent on clarity about the purpose and the audience under investigation (Patton 2002). Hammersly and Atkinson (2007) described the process of data analysis as a back and forth movement between ideas and data, ensuring that it is not just about managing and manipulating data. This makes it an on-going process that starts immediately the research problems and questions have been developed till they are even transformed.

By interpretation, one usually goes beyond the descriptive data gathered and introduces the idea of comparisons, finding causes, knowing the consequences and establishing the relationships that exist within the data collected (Patton 2002). The researcher asks series of questions and works back and forth with the data in relation to the personal views held, concerning the phenomena under study and tries to establish some logical reasoning based on the evidence at hand (Patton 2002). Marshall and Rossman (2011) recognise it as a cycle (hermeneutics) by which clarity is received which comes as a result of increase in knowledge of a notion or ideas.

Analysing data further entails data coding which involves reducing the data collected to keywords by searching for what is distinctive. This makes it possible to assess, draw patterns and also create themes to work with as the raw data gathered and transcriptions prepared from tape recordings from the field is usually considered as representing the complex social world which must be made simple to access (Patton 2002, Marshall and Rossman 2011).

The process by which data analysis was constructed in this study draws inspiration from the above discussion. The findings presented has been the result of the reduction of raw data
from field notes, verbatim transcripts from the interviews conducted, volumes of documents accessed online and from the archives of the institutions and schools visited. Direct quotations from some of the informants were marked to create the themes and to further augment the ‘dependability’ and ‘credibility’ of this study. Also, the literature reviewed and the framework constructed in Chapter three was engaged in to assist in putting existing knowledge into another perspective; that is seeing old ideas through a new and different lens using the new knowledge received through the evidence laid bare from the interactions from the fieldwork. The back and forth movement of comparing and contrasting the old (existing literature) to the new evidence generated therefore, served as a check on the information presented to eliminate all forms of biases.

**Ethical issues**

“Social scientists, perhaps to a greater extent than the average citizen, have an ethical obligation to their colleagues, their study population and the larger society. The reason for this is that social scientists delve into the social lives of other human beings.” (Berg 1998, p 39)

In conducting a case study research, one often has contact with fellow humans who perhaps may not have come into contact with at all. Stake (2005) further explains that we are like ‘guests in the private’ places of others that we, qualitative researches interact with (p 5). For this reason, it is important that the personality of the researched is not exposed to any form of harm or embarrassment after the study. The reason being that, the researched places some form of trust in the researcher thereby making it possible for the conduct of the research. Mohammad (2002) on her insider and/or outsider perspective discusses the pros and cons of her positionality during a research carried out as a Pakistani woman in a Pakistani community.

Some form of research demand outsider role-playing for objectivity and issues relating to trustworthiness. However, qualitative research does not strictly follow such conventions. It is worthy to note that I come from the district, speak the language of the people and also started school in my village before I left for the capital city, where I finally grew up. I was introduced to
the communities, schools and the district office as a native. However, my research did not include my home village. Initially, I decided to enter the study area as an outsider and pretend not to know anything about the location; this however could not happen as I was immediately recognized by some natives when boarding the vehicle to the rural community. In light of this, I saw myself as a part of them on one hand, and on the other as an outsider in order not to put the research at risk due to the perceptions they also have about the SFP. During the selection process for the interview, my guide took me to the homes of the parents we identified as falling within each category. I explained my intentions to them as a researcher, presented a recommendation letter from the department of Sociology and Human Geography in addition to a cover letter stating what I wanted from the District Assembly and its Education Office. My informants accepted to be interviewed as I assured them of their confidentiality. However, in the urban school, one of the teachers refused to grant the interview as she associated my research work with politics.
Introduction

This section presents the profile of the study area in terms of the physical characteristics. It is relevant to have a picture of the location to know and understand the context within which the study has been conducted.

Location and size

The Jasikan district is located in the northern part of the Volta Region in Ghana. The region was formed under the Legislative Instrument 1464 in 1989 and shares an international boundary line to the east, with the Republic of Togo. The Jasikan District has a total land area of about 1,244.75 sq km. The district capital is Jasikan and lies 260km North East of Accra, the nation’s capital. By virtue of the location, the district has a good linkage between the Southern parts of the country and the Northern Region.

The Jasikan district is considered as one of the rural districts in the country. This may be attributed to its low population, poor infrastructural and educational facilities. A first glance at the district capital, for example, reveals that majority of the houses are made from mud or land crate with thatch roof, with a few having galvanized aluminium sheets. The situation seems worse in some of the major towns in the district. Besides, most of the houses are not well planned, thus, subjecting them to the vagaries of the weather such as erosion.

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49 Details of the profile of the study area can be accessed from www.jasikan.ghanadistricts.gov.gh/ (Accessed 12/12/2011)
Figure 2. District location map. 2011.
Source: CERSGIS\textsuperscript{51}-University of Ghana, Legon.

\textsuperscript{51}CERSGIS-Centre for Remote Sensing and Geographic Information Services.
Agriculture

Agriculture is the main economic activity of most of the people in the district and it is carried out at the subsistence level due to insufficient funds to engage in commercial farming activities. There is also lack of interest from investors who prefer investing in other non-farming activities mainly as a result of the unpredictable weather conditions and rainfall patterns with current debates pointing to the consequences of climate change. The district as a whole is under-resourced to over-engage itself in this activity as concentration is often given to other sectors from its scarce resources. The fertile soils in most parts of the district attract both local and migrant farm workers, who usually cultivate cash crops such as cocoa. In fact, the district is home to cocoa cultivation in the Volta Region of Ghana. Other cash crops produced include citrus, oil palm and coffee with some food crops such as cassava, maize, rice and yam grown in large quantities. The transport system is very deplorable, making it difficult to cart the produce from the farms to the market centres’. The roads within the district can be classified as feeder and trunk roads, with only 60 km out of a total of 258.1 km road network tarred yet in bad shape and the remaining un-tarred.\(^2\) This has resulted in majority of the food crop growers becoming poorer as their harvests get rotten in the farms, creating more avenues for reducing the standard and increasing the cost of living of the people.

A report on the District indicated that an estimated figure of about 65 percent of the population live below the poverty line, which is the minimum amount of money considered acceptable to live on in a particular country. Poverty line is also regarded as the “Standard family income threshold (set by each state and revised occasionally), below which the family is officially classified as poor and entitled to welfare assistance”.\(^3\) It also revealed that the income per month in relation to a particular household is under USD 20 making it difficult for families to survive on. Meanwhile, records for funeral organization and some other social responsibilities showed a relatively high expenditure which is typical of most poor households in the country.

\(^2\)http://jasikan.ghanadistricts.gov.gh/?arrow=atd&_=-119&sa=6442 (Accessed 01/03/2012)
\(^3\)http://www.businessdictionary.com/definition/poverty-line.html(Accessed 01/03/2012)
**Fishing and transportation**

Another lucrative economic activity which is carried out in the District though on a smaller scale, is fishing. Much of the smoked river fish found on the Ghanaian market come from this area. The District is endowed with both seasonal and non-seasonal rivers like the Kute, Dayi, Odome, Konsu, Bompa, and Ufuo which empty into the Volta Lake. Children of school-going age accompany their parents to fish for the families’ upkeep. Apart from it being used for fishing, the Volta Lake, also serves as a link to other districts, that is as means of transport using boats, canoes and by ferries, a popular means by which fishmongers travel to sell their smoked fish at the market areas in nearby districts. The Volta Lake connects the district to the Afram Plains in the Eastern Region, which is regarded as the food basket of Ghana. It also connects to the Sene District in the Brong Ahafo Region and also the Nkwanta and Krachi districts and Biakoye District in the Volta Region.

**Education**

The quality of education in the District is slightly low. Records available indicate that efforts to improve and increase the quality of education from 2002-2005 did not yield any significant results as there is continuous decline in the examination results at the basic level. The situation is however, not different from the current situation as the performance of pupils continue to decline. The poor results attained is attributed to the poor infrastructural facilities such as the inadequacy of teachers’ accommodation, lack of potable drinking water and good roads that do not attract trained teachers who are posted to the communities within the district. Indeed, this actually affects the teacher-pupil ratio negatively. In the urban area of the District, one will find the Jasikan College of Education, erstwhile known as Teacher Training College, which is the highest educational institution in the district, and quite a number of private and public kindergartens, basic and senior secondary schools. The classes that I visited in Jasikan Demonstration D/A primary school were overcrowded, with one teacher handling thirty pupils.

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on the average in all the nine subjects in the curricular. This can be attributed to the lack of teachers, inadequate classroom, blocks and little attention given by the PTA. This made it difficult to control pupils who are paying less attention in class. In addition to the inadequate classrooms is the lack of canteen, sporting facilities, urinary and places of convenience (toilet) for the increasing number of school pupils.

The challenges of the basic amenity situation are not very different from that of the R/C primary, the rural school. However, the number of pupils in the various classes is far lower and less difficult to manage by the available teachers. Even though basic education is free; a certain practice exists to manage the kindergarten because GES does not give it much attention resulting in parents paying fees for their enrolled children to run the system. Consequently, parents are made to pay a token as fees to the caretaker who spends her time with the children but is not catered for by the government. This is a challenge to parents who do not have money to enrol their children. As a result, most parents are compelled to withdraw their pupils from the Kindergarten. Interestingly at the lower and upper primary school level; school children do not pay tuition fees but only purchase their own stationery, which does not include textbooks because of the Free Compulsory Universal Basic Education (FCUBE), Free Government Exercise distribution and the Capitation Grant provision policy being implemented in the country. There is only one private school in this community in addition to the government-funded school studied.

Majority of the people within the selected communities for the SFP are very enthused about this initiative. In line with this, the PTA and the SMC ensure that the caretaker performs her duty appropriately. When the program is faced with challenges and not run properly, they also arrange to meet all stakeholders to discuss the problems in order to find solutions to them to keep the programme running to attract more children and also help keep them in school.
Summary

This chapter has presented the processes that were taken in order to access information from my informants while carrying out my fieldwork. Available data seems to show that there are lower school enrolment rates in the district in general and this is what called for the implementation of the SFP. Some challenges experienced include; communication, transportation (bad roads and rickety bus which had a broken shaft while the driver was ascending a hill, thereby causing an accident), Solutions were found for most of these challenges, for instance, conducting more interviews with the pupils and teachers to get their views and using a framework which was deemed appropriate. In addition, it examined and described the background and the location of the study. Among other issues discussed, is the economic activity of the people. The major economic activity carried out in the district is agriculture, which is normally done at the subsistence level. This is reflected in the standard of living of the people. In spite of the challenges which I faced, overall, enough data was gathered which can answer my research questions. An attempt was made to link the SFP with the concept of education and development aimed at finding answers to the research questions. The succeeding chapters present the empirical data gathered and relates the new evidence to the existing literature on some countries experiences reviewed in Chapter three.
CHAPTER FIVE: Discussion of findings

Introduction
This chapter discusses the results based on themes that were generated from interviews which include the implementation process, the perception and participation of various stakeholders and the enrolment patterns and trends. It also addresses how the increased numbers affect the learning achievement of the pupils, some challenges and strategies that are adopted to minimize these challenges.

The implementation process
The R/C primary has served a total pupil population of 172 in the rural community as at the time of the study. Pupils received their meals during the second break time which starts at 12 O’clock every afternoon. The food is served from the caterer’s kitchen. Here, pupils run and queue at the sounding of the bell, to take their meal. The kindergarten children in this school are served in their classrooms by their teachers as they are too young to join the long queues. After eating, school remains in session for pupils in the lower and upper primary until it closes at 2 O’clock in afternoon. However, those at the kindergarten are encouraged to have a nap after meals until the bell sounds marking the end of the day. The menu for the academic calendar is planned and displayed in the classrooms for pupils to know beforehand, the type of food to be provided the next day. The pupils in this school are mostly from the community; however, other children travel on foot from the Old (town) Baika, a few kilometres away to benefit from the programme.
Table 1. Menu prepared for the Academic Year. Jasikan District.

<table>
<thead>
<tr>
<th>DAY</th>
<th>MENU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Beans and <em>Gari</em></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Rice with vegetable / <em>Agushi</em> stew (Fish / Egg)</td>
</tr>
<tr>
<td>Wednesday</td>
<td><em>Banku</em> / <em>Kenkey</em> with gravy / groundnut/ palm nut/ okro soup (Fish / meat)</td>
</tr>
<tr>
<td>Thursday</td>
<td><em>Waakye</em> with gravy / <em>shittor</em> (Fish)</td>
</tr>
<tr>
<td>Friday</td>
<td><em>Jollof</em> rice / <em>mpotompotor</em> / <em>omutuo</em> with groundnut / palm nut soup (meat / fish)</td>
</tr>
</tbody>
</table>

Source: Fieldwork, 2011.

The menu as shown in the table from above depicts a variety of local foods that are easily assessed from the local farmers in the district. They are made from corn flour (*Banku* and *Kenkey*), melon seeds (*Agushi*), yam (*mpotompotor*) and fried cassava granules (*Gari*). Unlike some other feeding programmes which make provision for only one type of meal such as in Ethiopia (Desalegn 2011), the feeding programme in Ghana ensures that the children have a well-balanced meal from a variety of food items for active school participation. Teachers in this school take active part when it comes to the children getting their meal. It became noticeable during the field study that the teachers were also served with the food prepared for the children. When asked the rationale behind this the headmistress stated:

“We do eat, especially the headmistress because of the quality of the food. The headmistress has to taste the food before pupils are being served so since the teachers too are in the classrooms handling the children, we feel it is right that teachers must also taste the food before the pupils take it.”

There was very little variation in relation to the daily implementation of the SFP in the urban school, Jasico Demo. The school had a total enrolment population of 720 pupils as at the time this study was conducted. Children from neighbouring communities in the district walk longer distances to enrol in this school because of the feeding programme. Majority do not take
breakfast at home and interviews conducted with some of these children revealed that they most often do not get supper at home. The reason attributed to this occurrence is poverty. According to the children interviewed, some parents are of the view that having given the children breakfast and the government providing them lunch was well enough for their survival.

The daily menu as shown from the table earlier was the same with the rural school because the schedule was prepared from the District Assembly and handed over to the contracted caterers and heads of schools. The lack of school canteens coupled with the increased school intake, causes the pupils to be guided to take turns to collect their daily meal. In this school, the kindergarten children have to visit the caterer’s kitchen to collect their food unlike those in the rural school which have been explained earlier. There are two break periods just as in the rural school and likewise children take their meals at the second break which starts from 12 O’clock noontime and ends at 13 O’clock. At Jasico Demo, owing to the large classes and a minimum number of servers, the instructional hours remaining almost every day is wasted on sharing of the school food. Some of the children raised concerns that the food provided did not reflect what they had on their menu and some also could not benefit because they claimed they were allergic to the food served on most of the days since the menu was not adhered to in order to offer them the varieties that have been displayed.
Pupils ready for teaching and learning.

The catering staff serving upper/lower primary pupils.

KG teachers giving out food.

KG 1 Pupils eating waakye at break.

Pupils washing their hands to eat

Pupils eating waakye during break.

Figure 3. Relevant pictures from the studied schools.
Perceptions and participation

Chapter three presented documented evidence on the relevance and success of the SFP as implemented in some countries. The views held by some of the informants on the SFP at the studied communities in the Jasikan District indicated and affirmed some of the arguments which had been documented and captured in this thesis. Notable among them is the usefulness that has been recognized and associated with parents, who otherwise could not afford an extra meal for their hungry children already in school. This has led to active participation of all concerned in the SFP communities’ thereby increasing enrolment and participation level. A key informant at the DA stressed that it is a good intervention which has been able to cushion parents, regarding the cost that would have been incurred in sending their children to school. He said:

“You will really feel the impact of this when you come down to our villages here where most of the parents are not able to afford the cost of education before having to feed their children and so if the children have an assurance that when they come to school they will be fed and they will have the peace of mind to study you will realize that, that is in itself an incentive for parents to allow their children to come to school.”

The head teacher at R/C primary emphasized that the SFP was a laudable intervention. However, the head of the Jasico Demo expressed displeasure at the late disbursement of funds to the district by the national office and the approach used to select the caterer for the school. He lamented on the challenges with the SFP and mentioned some to include the payment of the caterer, the late arrival of foodstuffs and limited quantities of cooked food distributed to the school children. This, he said, has affected the monitoring of the caterer as to what her responsibilities are and the quantity she gives to the school children. Similarly, the headmistress of the R/C primary added that the feeding programme was necessary. She said:

“Formerly when children come to school, we see that before the second break they are weak and tired and when asked why, they will tell you that they have not eaten, but with the SFP, at least they will have something to feed on until they close from school.”
Meanwhile, some parents, due to the SFP now skip meals which they used to provide for their children, either lunch or breakfast, with the notion that the government would cater for the children’s food needs.

Participation involves making decisions. The level of participation in the communities has increased as awareness of the importance of primary education has gained much ground. Meetings conducted by the DA to include the Parent Teacher Association (PTA), the SMC and other stakeholders, has yielded various constructive views aimed towards improving on the children’s educational level in the communities and to increase their job prospects in the future. The PTA of R/C primary and Jasico Demo has been active and resourceful over the years. As part of their responsibilities they ensure that positive feedback is received on complaints made with respect to the quantity and quality of the food served to the children. In an interview with the R/C primary PTA chairman, he mentioned that the children are no longer served banku on the menu as they complained of the poor quality they received all the time. Thus, they complained sometimes that the banku is too watery or starchy and other times they complained that it is not well cooked. A further investigation revealed that anytime pupils were served with this food; they threw it on the school compound and buildings as an expression of dissatisfaction. Practical measures to remedy the situation were viewed as unattainable as the caterer received only one third of a dollar per child, which is considered inadequate.

**Enrolment patterns and trends**

In the studied schools, the primary enrolment age ranged from 6 to 10 years in primary one for both the rural and urban schools. This is the case as much awareness programmes have been created on the need to educate children in the district in general so that there are no significant differences between rural and urban schools in terms of age at enrolment. The introduction of the SFP in both schools had increased the enrolment of both boys and girls population as was the case in Bangladesh and Malawi (Ahmed 2004, WFP 2009). However, the increment has not been the same for the rural and the urban school in terms of large numbers in the classrooms. The variations existing in these schools are based on location as well as decisions made by parents to
enrol a child based on the gender, the household income or wealth status as was evident in the 2008 national Demographic Health Survey report. Available data prior to the introduction of the SFP in the studied schools suggested a total of 2028 pupils had been enrolled in Jasico Demo and 757 in the R/C primary from the year 2000 to 2005. With the introduction of the feeding programme since 2006, the total enrolment as at the time of the study stood at 2,896 pupils for the Jasikan Demonstration D/A primary and 929 for the R/C primary (Appendix D).

At both schools, the head teachers articulated that some parents brought their children for admission into the various classes although the academic calendar had already begun. They pointed out that such occurrences distort the enrolment figures that are taken by the DA to be considered in the budgetary allocation for a particular term. The head teachers admitted that they could not refuse to admit the new ones midway of the academic term as they considered it as not the best decision to take. Meanwhile, in a similar study conducted (Haverkort 2008) in some selected schools in the Bawku West District in Northern Ghana, it was noted that the head teacher of an urban school had devised some strategies to control the enrolment of pupils among which include not accepting additional or new pupils after the enrolment figures have been sent to the DA, where the budget had been created based on the numbers presented. Concerns raised indicated that enrolling new pupils would distort the budget. This also implies denying such children the opportunity to be in school and thus, defeating the objective for the Education for All. In relation to this, a parent during an interview admitted that he had withdrawn his children who were at the primary school level from a non-programme because he could not afford lunch for all four children although he wanted them to have access to education. It therefore became apparent that the SFP in these schools is one of the reasons for the high incidence of enrolment. It is important to acknowledge that there has not only been improvement in the enrolment figures but also in the attendance, dropout and retention rates. At Jasico Demo, the head teacher stated that ‘attendance is stable because the children know that by all means they would be fed so they come to school’. He further added, ‘we do not have any dropout unless the parents of the pupils are being transferred before we have transfer of pupils in the school’. This affirmed the important role of the feeding programme in the schools.

The situation was quite different at the R/C primary when the SFP began in 2006. Information gathered suggested that pupils were transferred to a private school that had been set up in the community. The perception held by parents about public or government-owned schools
is that teachers are not efficient and children in such schools do not perform well. The poor performance by teachers in public schools is associated with the lack of incentives and motivations given for carrying out their assigned duties. This affected the enrolment between the 2007 and 2008 academic year in the studied schools (Appendix D). It was also observed that the enrolment figures for both boys and girls decreased tremendously at the R/C primary. The PTA chairman, during the interview session, mentioned that most of the parents transferred their children to the private school but having weighed the options after reflecting on their poverty status realized the importance and need to enrol their children in the programme school. The head teacher noted that enrolments have increased with the SFP as some children who did not attend school and others from other schools have been enrolled. The classroom register which shows the attendance, absence and dropout indicated that most of these children have actively participated in school.

The decisions of parents have an influence on the educational status and attitude of the child. The decision to enrol a child in school based on the additional cost schooling lays on the family by buying school uniforms, books, other items that will be required by the teachers of the school. In fact, this is viewed to play an important role in the total formation process of the child in climbing the educational and career ladder. During an interview in New Baika, a parent, who had all of her children in school before the feeding programme took the decision to enrol them because of her personal experience during childhood and said, “I sent them all to school so that they can also have their daily bread someday.” It became evident that her appreciation for education was not as a result of the feeding programme that motivated her to enrol all children. She said she was denied access to education because her parents gave the opportunity to her male siblings (both young and old) and this is why she wants to give equal opportunity to all her children (both male and female). Apparently, the parents of this informant (who had all of her children in school before the SFP), chose to use their scarce resources on the male children with the perception that the female child was not capable of continuing the family lineage. Besides, there is enough evidence from the community which indicates that most female children who were enrolled in school became pregnant, thereby dropping out of school. In perspective therefore, the state of the household in terms of resource availability, to a wide extent, determined the kind of decision that was taken on educational matters.
Additionally, the primary occupation engaged in by the household was a decisive factor for parents to enrol their children in school. It was the parents’ responsibility to ensure that the children attended school regularly to increase children’s participation level and reduction in truancy. As indicated in Chapter two, farming was the main source of livelihood for both communities in the district. The findings have also shown that the parent category of both communities enrolled their children because of the SFP and the parents also mentioned that sometimes they engaged their children in farming activities during school hours. This affects children’s performance and increases the rate of absence. Children served as sources of labour during the harvest seasons. This is because these parents could not afford to hire extra hands to work on their farms. Thus, although the SFP has been appreciated as a way of solving their children’s feeding necessity at school to lessen their economic burden on providing lunch, they continued to engage the children in other commercial activities. This results in the children not participating actively in school and it eventually leads to their poor performance in school and hence not being promoted to the next class. Despite these challenges, these school children are included in the enrolment figures and provisions are made for them in the SFP. This corroborates with Desalegn’s (2011) study carried out at the Dara Sidama Zone in Ethiopia that with the introduction of the *woreda* (SFP) children who were above the required age at entry according to the Ministry of Education’s regulations, were categorized under over-averaged in enrolment and these were children who could not be promoted from the previous class as well as late enrolment by parents and guardians who had engaged them in either household chores or farming activities.

In this study, he emphasized, that the feeding programme has played an important role regarding parental decisions to enrol younger siblings in schools who would not have gained the opportunity although they were withdrawn from school during coffee harvest seasons. This has contributed to increase in the attendance rate and reduced absence as school children who have passed the age of being enrolled in a particular class did not feel too old to attend school and thus indeed reduced the dropout rates. Household decisions are further determined by the household wealth status. Education is regarded as a secondary requirement in most households when confronted with poverty and its related issues. Majority of the people living in sub-Saharan Africa are faced with poverty as a living condition. This also explains why the number of pupils who had attained school-going age was more than the total percentage enrolled at the primary level (Lewin 2008). The wealth status in most of the communities and individual homes varies,
with wider margins in some instances. The decision therefore to send a child to school becomes challenging depending on the wealth status or income of the household. In this study, informants in the various categories identified poverty as the determinant of enrolment or keeping their children at home. However, some likened it to the introduction of the SFP in this instance. In an interview session with a key informant, a parent at the rural community whose twin children were at home insisted that her wealth did not afford her the chance to enrol them. She said:

“I sent them previously to school hearing about the feeding programme. I was also informed that they were not going to pay any fees so I enrolled them in Kindergarten. My children were one day asked to come back home. I was told that they have to pay at this level because the government did not give them money to pay the teachers. I tried to search for money to send them back because I want them to have a bright future. They were sent home again the following term but this time I have to keep them home because I do not have the money.”

Meanwhile, at the urban school, as noted in Chapter two, the pupils in Kindergarten attended school without paying fees to the teachers as in the case of the rural school. Nevertheless, a grandparent of three boys seen carrying out household chores and barely making ends meet, recounted that she knew about the feeding programme and the significance of education and stated:

“I am not their parent. Their parents are divorced and living in the big city, Accra. I was home one day when the father brought them and told me he will come for them when his wealth status changes if he gets a job. He told me plainly that life is difficult we cannot afford their school meals and uniforms and anytime we get it we will come for them.”

This informant added she lacked money and could not engage any longer in any lucrative activity to earn income to change the state of affairs as her strength had failed her with time. Evidence also gathered at Jasico Demo revealed that unlike the rural school, R/C primary, where pupils who could not afford a prescribed school uniform were allowed to wear decent house dresses, it was considered inappropriate and discouraged. An empirical study to assess the effect of household wealth on educational attainment of children from different socio-economic backgrounds in Ghana (Wumbee 2008) based on the Core Welfare Indicators Questionnaire 2003
made a comparison of some important educational indicators such as enrolment, dropout and attainment. The author concluded based on the research findings that enrolment of children in the case of wealthier family background was more than those from the average or the poor family status. Likewise, the attainment gap was identified to widen as the children progressed in the educational ladder. Some key informants yet failed to enroll their children despite the SFP because they claimed that education has a long-term implication which could not be predicted. Therefore they preferred to rather engage their children in farming which is lucrative in the district and the benefits, in their view, greatly compensate the time and effort spent. A key informant opined that “my siblings were sent to school but they did not make it in life and I do not want my children to end up like them.” It was noted therefore that poverty and wealth to a large extent contributed to the trend and pattern of enrolment. That is, the available data reflects the fact that poverty and wealth determine the rate of attendance, dropout and retention in the area.

Gender equality in enrolment, as was presented in a preliminary education sector plan report for 2008, indicates that Ghana was lagging behind. Yet, the MDG 2 clearly states that by the year 2005 gender parity in primary education should be achieved. On issues pertaining to gender equality in relation to dropout ratio in primary school enrolment, girls who enrolled at a later age have usually dropped out earlier than boys of the same age group (Akyeampong et al. 2007). Some authors, however, have attributed this occurrence to limiting factors such as illnesses, early or teenage pregnancy (as most of the girls would have been at their teenage years by the time of reaching the upper primary) and others forced out into child labour on farms by parents due to economic hardships (Fentiman et al. 1999, Desalegn 2011). Different studies carried out in Ghana emphasized how the school feeding programmes have affected enrolment and gender issues, bringing out the disparities that exist at different geographic locations and economic backgrounds. In the Ashiedu Ketek District, for example, it was found that the enrolment for both boys and girls at the six basic schools visited increased when the feeding programme was introduced during lunch hours (Mohammed 2009). Similarly, Kenya records a positive impact of the SFP on enrolment having to support many school children, mainly girls to

http://www.tandfonline.com/doi/abs/10.1080/03050069927865 (Accessed 17/05/2012)
especially address the food security needs of the rural area schools (Bundy et al. 2009). The authors showed that there was a positive impact of feeding programmes on enrolment for both boys and girls but indicated that the different feeding modalities gave different results. The authors concluded that school feeding programmes can have a lasting positive influence on school enrolment hence contributing towards the attainment of the MDGs.

At Jasico Demo, the records, as represented from the class attendance register and data at district finance office, showed that in 2008/2009 out of a total population of 720 pupils enrolled, 353 were boys and 367 were girls. An examination of the data gathered showed that at the Kindergarten and Primary level the total number of girls was greater than boys. Also, in 2009/2010 the girls outnumbered the boys; however, in 2010/2011 the number of boys in the school was 365 as against 342 as the total of girls in school. Likewise, at the R/C primary in the year 2008/2009 the class 2 register available indicated that the boys slightly outnumbered the girls, that is, 47 boys and 43 girls.

Table 2. The Gender Parity Index in enrolment in the Jasikan District. Accra.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten GPI</td>
<td>1.04</td>
<td>1.02</td>
<td>1.03</td>
</tr>
<tr>
<td>PRIM. GPI</td>
<td>0.96</td>
<td>0.97</td>
<td>1.01</td>
</tr>
</tbody>
</table>

Source: SRIMPR Division, Ministry of Education. 2010.

Available data from 2006/2007 to 2009/2010 indicates that the GPI has increased at a slower rate for the primary and been inconsistent at the kindergarten level (SRIMPR Division, MoE). This is shown in the gender parity index in enrolment in the Jasikan District presented in Table 2 Factors which likely may have accounted for this include the rapid growth of the current female children population of school-going age or based on the biases of parents to enrol more boys than girls.
On the basis of location, arguably, “Rural children are significantly less likely than urban children to be enrolled in school irrespective of the age-group” (Akyeampong et al. 2007, x). This implies that urban children who have reached the school-going age usually will have access to enrolment at an early age while their counterpart in the rural areas may either enrol late or may not be enrolled at all. This, as a result, widens the gender and age gap in enrolment and therefore deepens the already existing disparity between rural and urban school children.

**Learning achievement**

It is estimated that about 200 to 500 million school days are lost in low-income nations on grounds of health challenges and hunger among school children (Bundy 2011). This makes it impossible for them to learn and acquire skills for better future life experiences as school days are skipped and school not attended regularly. It is believed that those children who attended school were unable to concentrate throughout the period allocated for lessons, as much of the attention is diverted from the lessons to know how to address their hunger problems. Much evidence has been raised in support of breakfast before school as sustaining the individual and contributing to the health needs of the individual. From the Jamaican and Zambian experience already discussed in Chapter three, Simeon and Grantham Mc-Gregor (1989), Vorley and Corbett (2005) presented the relevance of the SFP to learning achievement. Additionally, Pollitt (1995) cited that SFP increases attendance and reduces rate of absence. It can be recognized and established therefore that once these children have been enrolled or been accepted into the schools and attend school regularly with the provision of the school food during breakfast or lunch, they will learn and as they learn, they improve on their reading and writing skills. This eventually will result in improved academic achievement. On the contrary, the lack of materials to enhance academic performance serves as a challenge to many of the implementing schools; nevertheless this is not the main focus of this study. It is assumed that all things being equal, as an average child goes to school on daily basis, his knowledge level will increase as he participates actively in the learning process in the classroom. It follows therefore that, a truant or a child, born to poor parents, who formerly was engaged in fishing and farming when in season or sells during market days to make a living when enrolled in a feeding programme school
through regular attendance, active participation and increased level of concentration during instructional hours, the intelligent quotient (IQ) of this child will improve to achieve better reading and writing skills. It can be viewed from a broader perspective, that is, when applied to an entire school (one can argue that if the absence rate decreases with the regular attendance of these children due to the feeding programme) the performance of the pupils will eventually increase during test scores or organized examinations to determine the learning achievement of the school. Therefore, it can be deduced from these arguments raised that the quality of education will improve as new skills are acquired in a competitive way.

The increased enrolment owing to the contributions of the SFP, on learning achievement is also analysed to find out if indeed, there is any relevance of the programme to learning achievement. This study found both positive and negative ways by which the increased numbers contribute to the learning achievement in both schools. Information gathered from key informants indicated that there has not been much improvement in the infrastructure and logistics of the schools as no visible provision was made to cater for the increasing numbers. At the school, one of the teachers asserted that when these children are fed, instead of them taking their places in the classrooms to continue with school work, they either play or head home. She rightly puts it as; it is because of the food that they have the energy to play and that when there was no food, they did not engage in too much playing as they were too weak to do so. Similarly, at the urban school, pupils attended school regularly and early in anticipation of the school food which has been perceived as a good practice as it has improved upon the late arrival and start of the day’s work. Yet, these children have been observed to lose concentration with their academic work some hours before the lunch is served which was evident in the randomised evaluation study conducted by Vermeersch and Kremer (2004) in Kenya. A teacher, said in an interview, the situation in which the pupils lose concentration some hours before lunch time has been a major hurdle which the teachers are trying to overcome. In her view, the effect of the increased enrolment can be felt especially during the serving of food as the pupils become difficult to control, giggling and overexcited as they see their friends in other classes being called to have their turn. Basically, the strategy adopted to feed these pupils was perceived as disruptive and interruptive as the instructional hours are wasted. This is noted as contributing negatively to the learning achievement as well as the teaching process. A teacher opined that “Sometimes you will be teaching and they will ask you to leave the children to go and eat and when they finish eating
and they are satisfied they do not learn again and that is the negative part of the SFP.” Although the number of pupils enrolled in the rural school according to the class attendance register has increased, it was realized that the pupils in this school are not many as compared to the urban school. Here, the teacher-to-pupil ratio was on the average one to fifteen. The classrooms were larger with more sitting capacity to accommodate new applicants who want to enrol. The teaching and learning materials that have been made available to this school therefore makes it less tasking during instructional hours as they are adequate for all the pupils present. Besides, due to the good teacher-to-pupil ratio in this school, attention is not given to specific children who show some level of brilliance but rather to all pupils enrolled and attending school.

Meanwhile, at the urban school, the teaching and learning materials were inadequate for the total number of pupils registered. In most of the classrooms, the school chairs made for two occupants were occupied by three and in some instances four pupils due to congestion and overcrowding. On the average, 45 pupils occupied a class which is more than the 30 for the kindergarten and 35 for the primary, as proposed by the Anamuah-Mensah Committee. Consequently, during class assignments some pupils have to put their exercise books on their laps to be able to write. Furthermore, pupils on certain occasions used this challenge to their advantage by cheating during examinations to better their scores. Some teachers therefore are of the view that pupils writing and reading on their lap affected their level of concentration and negatively impacts on the learning achievement of the pupils in the school. However, some held the view that inasmuch as these challenges existed; the performance of pupils which is expressed in their ability to read and write has increased compared to the years before the introduction of the SFP

**Challenges**

Instituting programmes in human institutions pose challenges either at the administrative or grass root level. Implementing the SFP therefore is of no exception. The inefficiencies serving as challenge to the programme objective include finance, ownership and variation of figures.

Financial constraints or inadequate funding is one of the major challenges that were identified in this study. Though government is able to provide the salaries for the catering staff from the feeding grants, there are yet other areas that are not captured on the financial budget and yet needs heavy funding. The provision of logistics is identified as a key area which demands funding. The desk officer’s duty includes travelling from one beneficiary community school within the district for monitoring and evaluation. According to the desk officer, this is very challenging as the DA has only one vehicle made available by government for all other projects undertaken by the DA. Information also gathered suggest that previously, the SFP secretariat used to pre-finance the feeding programme with the assistance from government through its Ministries and agencies, such as the MLGRD, Ministry of Finance and Bank of Ghana. The money is then paid into the account of the selected and approved caterers for the purchase of food items. However, in recent times, caterers are pre-financing the cooking from their own resources to be reimbursed by government. The bureaucracy involved does not make it possible for them to get their money at the appropriate time. This has resulted in caterers buying food items on credit from farmers and shop owners. This has impacted negatively on the quality and quantity of food served to the school children as the caterers tend to compromise on the financial challenge to increase their wealth.

One other challenge to the programme’s objective is the lack of community support or ownership of the programme. The communities and its people have associated the programme with government and political regimes and this has resulted in unwillingness to actively participate and support the programme. Meanwhile, the programme has been properly structured to involve all beneficiary communities to serve as implementation committee members and in other official and non-official capacities. Some of the roles played by these communities include provision of a kitchen facility and a store room. The purpose of the store room is mainly to keep items that have been purchased from the local farmers especially during the bumper harvest. The idea is to create a reserve which can be used during the lean season to prevent shortages and to manage cost. Time and transport cost is also utilized properly by the putting up of store rooms. The provision of a kitchen by these communities ensures that the food is prepared in a safe environment for the pupils. The location of the kitchen is of prime importance as siting it on the school premises is considered proper for monitoring of preparation and distribution of the food for consumption. At both schools visited; their kitchens were situated on the schools’ premises.
The caterer at the urban school stated that the community was unwilling to set up a kitchen. She therefore looked for funds to construct the location she now cooks the food. Unlike the urban community the beneficiary community in the rural area has a kitchen which was funded by an individual in the community. From observations, however, it was realized that it needed a face-lift. When asked if the community was willing to support, an informant asserted that it is difficult to mobilize funds for the project within the community. Another important area of concern usually neglected by community members is creating time to meet and discuss the challenges and finding ways to address them.

In addition to the above mentioned challenges, is the fluctuation and variations in enrolment figures that are presented at the beginning of every academic calendar to the desk officer at the D/A. The initial figures presented, according to the heads of schools are the enrolment figures as at the first day of the school’s re-opening and this is where the challenge emanates from. The District Finance Officer as part of the budget plan forward these figures to the MLGRD, the SFP secretariat and other collaborating ministries for financial considerations and allocation. Late enrolment information is not sent to the district finance officer for further consideration. This presents major difficulties when it comes to food distribution as the money allocated to each office and caterer is calculated per head without room made for contingencies. The repercussion is that the caterers serve the pupils with low quality and quantity of food in order to make provisions for the additional numbers. In addition to all these challenges are inadequate facilities at the schools in relation to the availability of furniture, teaching and learning materials and additional classroom blocks to serve the growing number of pupils in the schools to promote a better teacher-to-pupil ratio and improve learning achievement of pupils.

**Strategies**

Successive Governments, since the programme’s inception, have devised strategies to keep the Programme on course. Collaboration with stakeholders, donor support agencies and especially the Dutch government has been the main source from which funds are obtained to run the programme. Even though collaboration has been on-going over the years, it is seen as a challenge and sometimes difficult due to the inability to match up with the demands of these
collaborative partners. Commenting on a report, Challenges of Institutional Collaboration by SEND GHANA, an NGO, Kunateh observes some weakness in institutional collaboration between the SFP in Ghana and its collaborative decentralized ministries which, in his view, affects the beneficiary schools thus, reducing the instructional hours and having a negative effect on education. Nonetheless, this is the major channel by which the programme can be sustained not only through the provision of funds but also giving policy directives concerning the success of the programme. The officers in charge at the DA overseeing the daily implementation are educated to own the programme. A focal person at the MLGRD stated that; “because we transfer funding for the feeding grant, sometimes they think that the programme belongs to the ministry”. She added that as a way of putting this to practice, the DA was to create and set aside some funds from its annual budget in support of the programme to ensure the continuous supply of funds in times when funding is delayed from the programme secretariat or the MLGRD. Also, caterers find possible ways of ensuring that on each school day, the food is served to the children. This they do by accessing loans from microfinance agencies and some susu collectors. Similarly, they buy on hire-purchase from wholesale stores and on credit from the local farmers with an agreement to pay once they have been issued with the bank cheques as it arrives from programme officials.

Another strategy adopted is capacity building and project monitoring. Some collaborative partners who do not contribute to monetary funding provide technical assistance by way of capacity building-making the community members aware of the challenges that affects the programme implementation and developing ways of solving them; project monitoring, sanitation and vigorous sensitization exercises to foster ownership of the programme at the district level for the smooth running of the feeding programme.

Similarly, addressing the variation in enrolment figures has been tedious and somehow unsuccessful. Nevertheless, collating of the termly enrolment figures from different sources such as the school, the DA and the Education office, has been discouraged. The MLGRD ensures that figures thus obtained come from only the District Education Director’s office. These figures are

(Accessed 15/05/2012)
used to access other education interventions like the capitation grant. This measure has been taken and enforced to place a responsibility on an individual who will be held accountable for any manipulation of figures. Likewise, a cut-off point for collating the figures has been set at the school which is the second term of the academic year. A database is opened to that effect and figures are revised and closed although new pupils are enrolled later.

**Summary**

The chapter has presented and discussed findings of the thesis. It reveals that at the onset of the programme in the rural community, some parents withdrew their children to a non-programme privately owned school assuming these children would get quality teaching there. This to some extent contradicts some documented evidence of the SFP in that pupils moved from non-programme to SFP schools. It was evident that the learning achievement of pupils somehow improved in the rural school when the SFP was introduced. However, challenges of the inadequacy of some facilities such as furniture and learning materials in the urban school hindered some pupils from improving upon their learning achievement. Furthermore, the manner in which food is served is perceived to have also contributed to pupils under achievement in the urban school as some pupils attention is fixed on the food being served whilst they are in the classroom. Inadequate funds, poor cooking equipment and other useful logistics, variations in enrolment figures and lack of poor community support have contributed to the poor implementation of the SFP in the study area. It is noted that strategies such as capacity building, collaboration with donor support agencies and collating enrolment figures from a centralized source have been useful in addressing some of the these challenges.
CHAPTER SIX: Summary and conclusion

Introduction

In this chapter, I summarize my findings and conclude on the thesis writing. The questions which guided my study have been explored in various discussions of my empirical data and the related literature. Throughout the chapters, I have tried to discuss the general implications of the cases from Ghana and the usefulness of the analytical framework used for the analysis.

Apart from government’s efforts towards the attainment of the education objective of the School Feeding Programme (SFP) in the district in which I conducted my fieldwork, certain factors, such as decisions of parents based on their perception, economic conditions and the support from the community, have also contributed to realising this objective. These factors have yielded mixed results in enrolment, participation and the learning achievement of the pupils at the studied schools. The next paragraphs in this section give a summary of the two central questions in study.

Has the school feeding intervention increased enrolment?

The goal of the government of Ghana is to ensure that children of school-going age in every household receive education through the introduction of the free, compulsory and universal basic education programme. However, the study has confirmed that children from wealthy parents are the ones who are able to take advantage of this initiative while those from poor parents are unable to go beyond the lower primary school level. This may be because the rich are able to provide other educational necessities for their children of which the poor are unable to provide for their children. In this sense, the rich are better positioned to benefit from the programme. Hunger has been identified as a limiting agent to attaining higher education and children from poor parents are widely known as the most disadvantaged in this case. The introduction of the SFP was therefore to mitigate this challenge.
In this study, the majority of the parents interviewed are farmers. They used their children in both household and non-household activities to generate income. However, the introduction of the SFP in the study communities has been a contributing factor to a change in the roles and the responsibilities that were assigned to these children in the household. The children now perform fewer tasks at home and this gives them ample time to concentrate on their books and participate in school activities as well. Their home duties include taking care of younger siblings after school and preparing dinner until parents arrived from farm works. In chapter three, I demonstrated that through active campaigns and sensitisation exercises by the District Assembly, most parents in the studied communities now show a higher appreciation of the value of education. They seem to accept the fact that education is the important tool for a better future household and community development. A good number of them have therefore enrolled all of their children in schools thus; my basic thesis in this research is that Ghana’s SFP has significantly increased enrolment in some local schools. In other words, the SFP has motivated parents to enrol their children in schools.

The data from the two schools I used as case study showed that enrolment of pupils has increased in all the classes. It was noted, however, that Jasico Demo, the urban school, had more children enrolled than the R/C primary, the rural community school. Information obtained from one informant at the urban school revealed that prior to the introduction of the SFP a good number of pupils were already enrolled. The informant indicated that SFP has doubled this number and contributed to the over-population of pupils in the school. Many of the pupils are from neighbouring schools, which are not part of the SFP programme. A similar study carried out in the Bawku West District of Ghana (Haerkort, 2008) also showed that pupils moved from non-programme schools to the SFP schools; thus contributing to enrolment increases in the programme school. I argue that this does not defeat the purpose of the SFP because without this intervention some pupils who have moved from non-programme schools to the programme schools may have dropped out of school because their parents may not have been able to sustain them in their former schools. It seems like because the difficulty faced by poor parents when it comes to providing food among other things for their pupils are well known.

The situation has not been the same for the rural school in the New Baika community. At the initial stages of the programme some new children were enrolled in addition to the relatively few continuing pupils. The available classroom records, which represent registered pupils,
indicated a decrease during the 2008 year. It was confirmed by an informant from the school that pupils were transferred by their parents from the programme school to a non-programme school. I have discussed what could have accounted for the transfer of pupils from the SFP School to a non-programme school in some rural schools. The discussion showed that poor parents looked beyond government efforts at providing food for pupils. Beyond the supply of free food, these parents look for quality education understood as involving a child’s ability to speak fluent English and pass final examinations. These were lacking in some of the SFP schools. The demand by SFP schools for cash transfers was a factor which informed parents’ decisions to transfer their children from a programme to a non-programme school. In all these, it can be said that the supply of free food must include the provision of quality education to make the SFP programme much meaningful. In view of this, it was necessary to investigate the following question.

*How has the SFP contributed to participation and learning achievement of pupils?*

Participation is explained in this thesis to comprise attendance, retention and dropout of pupils from a school. In the studied schools, it was noted that the provision of food to pupils has increased attendance and retention rates and at the same time decreased the rate of school dropouts. Many school children no longer absent themselves from school because they look forward to getting free lunch during break time each day. The conclusion here is that the free food supply is part of the factors encouraging increased enrolment. Some parents have also disengaged their children from farming and non-farming activities in order to encourage their children to attend school regularly. The classroom register at both schools indicated that before the introduction of the SFP, the rate of absence was higher and that of attendance lower. Some of the pupils absented themselves at least twice a week. According to some of the pupils who I interviewed, the reasons for frequent absenteeism were hunger and poverty. The study further revealed that because of the SFP there is almost a gender balance in pupils’ participation in the schools. This was partly because parents allowed both male and female children to be enrolled. Some parents acknowledged that the daunting job of searching for food for their school children has almost come to an end because of the support from SFP. This might explain why some parents disengaged their children from child labour and other income generating activities that
they formerly did to support families. Additionally, class size often determines the rate at which pupils are able to learn effectively and likewise the teacher’s ability to teach well. Studies show that the smaller the class size the better the interaction between teacher and pupils and vice versa. Thus, the interaction process becomes effective and efficient with regard to a better teacher-to-pupil ratio. The question is will pupils in the SFP schools, where there is increased enrolment and large class size, gain quality education?

The discussion on the impact of the SFP on learning achievement in the studied schools revealed mixed results as it was not the same for both schools. At the Jasico Demo, the high enrolment of pupils coupled with active school participation is indeed a challenge to the teachers. Time that could be used for lessons are rather spent on bringing the class to order. Again, inadequate infrastructure, facilities, teaching and learning aids to serve the increasing number of pupils are some other challenges encountered by the teachers and pupils. According to the teachers, the pupils find it difficult to concentrate once the food is about to be served. The reason for this is due to the arrangement made for the pupils to receive their food. The pupils’ take turns based on their classes, starting from the lowest to the highest. Addressing this challenge demands construction of a canteen to accommodate all classes at the same time that the food is to be served. All these hamper and affect the teacher’s contribution which leads to poor pupils learning achievement. On the contrary, the study at the R/C primary school shows that there has been some improvement on pupils learning achievement. The interview with the pupils in the upper primary indicated that the SFP has contributed to their writing and reading skills.

Despite several studies carried out on the SFP regarding its educational objective on enrolment and its related benefits or participation (attendance, retention and dropout rates), very limited knowledge exists using a qualitative case study method at two different locations with the same studied objective. In addition, studies conducted on the SFP have been to a large extent on evaluation of the programme. These have focused on assessing whether a particular objective has been achieved without viewing the evaluation of their study to other studies. Furthermore, the application of education as a concept in studying the educational component of the SFP is also limited considering the number of studies that have been carried out in this respect. This study in specifically investigated how the SFP in Ghana contributes to enrolment, participation and
learning achievement in a rural and an urban school in the Jasikan District in the Volta Region. The study explained how parent’s decisions, household wealth / income status are essential for achieving a gender balance in enrolment of pupils. It also provided insightful ways in which the implementation process of the SFP has contributed to the output of teachers at both schools thus giving another dimension to the many studies on the educational benefit of the SFP with emphasis on the learning achievement of pupils which is overlooked by many researches. Besides, it engaged the concept of education concerned with developing the human capital / resource base of a nation which has created the need for the introduction of educational interventions such as the SFP.

By using a suitable analytical framework, the contributions of the SFP to the enrolment, participation and learning achievement of pupils in the Jasikan district was found. The framework is simple to understand and can be adopted or applied to similar studies. Similarly, using the qualitative method, relevant data was obtained for this thesis. Where there were doubts during the data gathering process, data triangulation was applied to minimize errors. In all, much of the data gathered can be relied on because of the many reliable sources from which the data was obtained and can be transferred to similar places. In my opinion the findings are valid, reliable and may be relevant for similar study contexts. This study has thus improved and added to knowledge that is to existing literature on the SFP in the study context.
List of reference


Berg, B.L. 1998. *Qualitative research methods for the social sciences.* Allyn and Bacon, Boston.


Punt, W. 2009. From exogenous to endogenous: The way forward for the Ghana school feeding programme. *A situation analysis of caterers and farmers in the Ghana school feeding programme and the identification of opportunities for strengthening the market relation between these actors*. Vrije University, Amsterdam.


Appendix A

Interview guides

This is an interview guide designed to investigate the contribution of the SFP to enrolment, participation and learning achievement of pupils at an urban and rural primary school in the Jasikan District of Ghana. Information received for this study will be treated as confidential and for academic purposes only.

Programme Co-ordinators

National level:

a) How do you view the School Feeding programme (SFP)? Negative or Positive.
b) In your opinion, what do you think informed programme planners to initiate the programme?
c) How long is the programme going to run and what accounts for this?
d) Do you have any targets / goals for the SFP? If yes, can you explain why?
e) Are there any other co-ordinating institutions aside of your office co-opted to help attain the targets set for the programme? Who are they and what is your expectation from them?
f) How would you describe the enrolment situation since you started the programme nationwide?
g) Can you say that the SFP has had any influence on learning achievement and how?
h) Are there some challenges which you can discuss?
i) Can you tell me in your opinion what the failures and successes of the SFP have been so far?
j) Is there anything else you want to talk about which is important that I should know about?

Local level:

a) How do you view the SFP? Negative or Positive.
b) How would you describe the enrolment situation since the programme was started in the district?
c) Can you say that the SFP has had any influence on learning and how?
d) Do you have records of the enrolment statistics to buttress your views?
e) How are you able to liaise with the national office and the schools?
f) Are there some challenges which you can discuss?
g) Can you tell me in your opinion what the failures and successes of the SFP have been so far?
h) Is there anything else you want to talk about which is important that I should know about?

Beneficiary Schools

SMC’s and PTA’s chairman:

a) How do you view the SFP? Positive or Negative.
b) Did you have any programme in place before the SFP to ensure that school-going age children are enrolled? If yes, what were they and were they achieved?
c) Did the previous programme have any influence on learning and what are your reasons for this answer?
d) Would you say that the SFP is a replacement or an addition to what was practiced?
e) How would you describe the enrolment situation since the SFP was started in the district?
f) Can you say that the enrolment situation has had any influence on learning and how?
g) Is there anything else you want to talk about which is important that I should know about?

Head Teachers:

a) How do you view the SFP? Positive or Negative.
b) How would you describe the enrolment situation since the SFP was started in the school?
c) Can you say that the SFP has had any influence on learning and how?
d) Do you have records of the enrolment statistics to buttress your views?
e) Did you have any programme that served the same purpose and how was it implemented? Was it a success or a failure in your opinion?
f) Is the teaching staffs allowed to partake in what the pupils consume under the SFP? Can you explain the rationale behind this?
g) How have you been able to overcome implementation challenges, if faced with any?
h) Is there anything else you want to talk about which is important that I should know about?

Teachers:

a) How do you view the SFP? Positive or Negative.
b) Do you take class attendance and how often?
c) How would you describe the enrolment situation since the programme was started in the school?
d) Can you say that the SFP has had any influence on learning and how?
e) Are there any challenges you face in managing increased class size?
f) Can you say that the learning ability / academic performance of pupils have increased since the inception of the programme? Do you have any records to support your claim?
g) Is there anything else you want to talk about which is important that I should know about?

Pupils:

a) Why do you attend school?
b) Do you know why you are given the food you eat at school?
c) What do your parents say about the food you get in school?
d) Do you hear your friends’ parents talking about the SFP and what do you hear them talk about?
e) Do you want to learn and are you content when you get food?
f) Would you stop attending school if there was no food and why?
g) Is there anything else you want to talk about which is important that I should know about?

Parents/guardians

Type 1: waited for the SFP before enrolling their children.

a) How many children do you have?
b) Are all or some of your children going to school?
c) How come you sent your child (ren) to school at this time?
d) Did you engage them in any kind of work before you took the decision to enrol them in school? If yes, what was it?
e) How do you view the SFP?
   Positive and Negative
f) Do you see any improvement in your child’s attitude to work at home?
g) Do you think it is because you sent them to school?

h) Would you enrol more children and why?

i) Is there anything else you want to talk about which is important that I should know about?

Type 2: their children were already in school prior to the SFP.

a) How many children do you have?

b) Are all or some of your children going to school?

c) Can you explain why you sent your child (ren) to school?

d) Did you face any ridicule from your neighbours who did not see the need? If yes explain.

e) How were you organising lunch for them?

f) How do you view the SFP? Positive and Negative

g) Would you say that the academic performance of your child (ren) has improved with the SFP? Can you explain this?

h) Is there anything else you want to talk about which is important that I should know about?

Type 3: This category would not enrol their children in spite of the SFP.

a) How many children do you have?

b) Why will you not send your child (ren) to school?

c) What do you prefer that they do and why?

d) Have you heard about the SFP and what is do you know about it?

Positive and Negative

e) Would this not motivate you to enrol them?
f) How would you describe those who send their children to school because of the SFP?

g) Is there anything else you want to talk about which is important that I should know about?
## Appendix B: List of informants

<table>
<thead>
<tr>
<th>Programme coordinators</th>
<th>Number of persons</th>
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<tbody>
<tr>
<td>Ghana School Feeding Programme - Coordinator</td>
<td>1</td>
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<tr>
<td>MOE – Director of GSFP</td>
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<tr>
<td>MLGRD – Deputy Director</td>
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<tr>
<td>District Education Director</td>
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<tr>
<td>District Deputy Coordinating Director (desk officer-GSFP)</td>
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|                                                                 |                   |
| Teaching/non-teaching staff - Jasikan Demonstration D/A Prim  |                   |
| Head Teacher                                                 | 1                 |
| Kindergarten                                                 | 1                 |
| Lower Primary                                                | 1                 |
| Upper Primary                                                | 1                 |
| PTA / SMC                                                    | 1                 |

| Pupils                                                       |                   |
|                                                            | Boys | Girls |
| Kindergarten                                                | 1     | 1     |
| Lower Primary                                               | 1     | 1     |
| Upper Primary                                               | 1     | 1     |
| Parent Category                                             |       |
| Type 1                                                      | 1     |
| Type 2                                                      | 1     |
| Type 3                                                      | 1     |

| Teaching / non-teaching staff - New Baika R / C Prim         |                   |
| Head Teacher                                                | 1                 |
| Kindergarten                                                | 1                 |
| Lower Primary                                               | 1                 |
| Upper Primary                                               | 1                 |
| PTA / SMC                                                    | 1                 |

| Pupils                                                       |                   |
|                                                            | Boys | Girls |
| Kindergarten                                                | 1     | 1     |
| Lower Primary                                               | 1     | 1     |
| Upper Primary                                               | 1     | 1     |
| Parent Category                                             |       |
| Type 1                                                      | 1     |
| Type 2                                                      | 1     |
| Type 3                                                      | 1     |

Source: Fieldwork
Appendix C

Enrolment figures for schools participating in the Ghana school feeding programme in the Jasikan District.

January, 2006/2007

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<th>Term</th>
<th>Name of School</th>
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May, 2006/2007

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September, 2007/2008

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January, 2007/2008

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May, 2007/2008

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September, 2008/2009

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January, 2008/2009

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### September, 2010/2011

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### January, 2010/2011

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Source: District Finance Office, Fieldwork.
Appendix D

Enrolment figures five years before and five years after the introduction of the SFP in the schools.

Jasikan Demonstration D/A primary school

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>2000-2001</td>
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<tr>
<td>2001-2002</td>
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<tr>
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New Baika R.C Primary

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Source: District Education Office, Fieldwork.