



**CHRISTIAN SERVICE UNIVERSITY COLLEGE
DEPARTMENT OF PLANNING AND DEVELOPMENT
KUMASI**

**ASSESSING THE PERFORMANCE OF THE SCHOOL FEEDING
PROGRAMME IN GHANA; A CASE STUDY OF ATWIMA KWANWOMA
DISTRICT**

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**A REPORT ON SPECIAL STUDY SUBMITTED TO THE DEPARTMENT OF
PLANNING AND DEVELOPMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR OF ARTS IN
PLANNING AND SOCIAL DEVELOPMENT**

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DECLARATION

We declare that this Special Study, except for the references which have been duly acknowledged, is our own work that was undertaken during our study at the Department of Planning and Development, Christian Service University College, Kumasi, under the supervision of Mr. P.K.B. Asamoah.

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ABSTRACT

Poverty is a common social issue throughout the world and as such several social intervention policies (educational, health and employment) have been implemented worldwide to help reduce or eradicate poverty. Unfortunately, these intervention policies seem not to be making the desired impact; hence, the need to assess and make necessary recommendations to improve and make them more effective and efficient. One of such interventions is the Ghana School Feeding Programme which has the aims of encouraging basic school pupils to attend school regularly, reduce the burden on their parents, and provide employment (caterers) and enable local farmers get ready market for their farm produce. Due to some challenges, the programme is failing to achieve its goal and objectives. The Atwima Kwanwoma District has majority of its settlements being rural and peri-urban and has suffered poverty over the years and continues to do so. The objectives of this study were to determine the percentage of the targeted population benefiting from the programme and identify the major challenges of the programme in the district.

Data for the study was collected through the administration of questionnaires. The data gathered was electronically analyzed. From the results of the analysis, it was found out that the total of beneficiaries are 18,086 of which 55% have benefited from the programme in different ways while 45% have not benefited in any way. The major challenges of the programme are political interference, poor monitoring and evaluation and misuse of resources by some caterers and their employees leading to shortages in some schools.

Therefore, to these challenges, suitable recommendations were made to improve the programme so that it will help reduce poverty in the district. They include; developing

policies to limit the power of politicians with regards to the school feeding programme, monitoring of the programme regularly as it will keep the officials and caterers on their feet doing the right thing at all times, rewards and severe punishments should be given to all those who are caught doing things that will negatively affect the programme and impede its success and plans should be made by the district and the MOFA to assist farmers (financially or technically) to enable them perform their role towards the success of the programme by achieving food security within the district and nation.

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LIST OF ABBREVIATIONS

CBI	-	Community Based Interventions
CD	-	Child Development
CIDA	-	Canadian International Development Agency
DE	-	Dutch Embassy
DIC's	-	District Implementation Committee's
EC	-	European Commission
EU	-	European Union
GPRS	-	Ghana Poverty Reduction
GSFP	-	Ghana School Feeding Programme
GSGDA	-	Ghana Shared Growth and Development Agenda
ICT	-	Information Communication Technology
ILO	-	International Labour Organization
JHS	-	Junior High School
LEAP	-	Livelihood Empowerment Against Poverty
LESDEP	-	Local Enterprise and Skills Development Programme
LIPW	-	Labour Intensive Public Works
MFEP	-	Ministry of Finance and Economic Planning
MIS	-	Management Information System
MLGRD	-	Ministry of Local Government and Rural Development
MMDCE's	-	Metropolitan/ Municipal/ District Chief Executives'
MOE	-	Ministry of Education
MOFA	-	Ministry of Food and Agriculture
MOGCSP	-	Ministry of Gender, Children and Social Protection
MOH	-	Ministry of Health

NHIS	-	National Health Insurance Scheme
NS	-	National Secretariat
NSPS	-	National Social Protection Strategies
NYES	-	National Youth Employment Scheme
PSC	-	Programme Steering Committee
RCO's	-	Regional Coordinating Office
SDG	-	Sustainable Development Goal
SEND	-	Social Enterprise Development
SHS	-	Senior High School
UN	-	United Nations
UNICEF	-	United Nations International Children's Emergency Fund
USAID	-	US Agency for International Development
WB	-	World Bank
WFP	-	World Food Programme
WFP	-	World Food Programme
WHO	-	World Health Organization

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

Poverty is one of the major problems many countries, especially developing ones, face. According to Chambers (2006) poverty is when one lacks a source of income and the materials required to live a comfortable life e.g. food, education, health and housing in order to make the needed impact in his or her community. From the above, it is clear that poverty is much more than not having enough money as have been perceived. Poverty means various things to different people and as such a widely accepted definition does not exist. Through reviewing various literatures, it has the following attributes; the inability to feed and cloth oneself, not having a school or clinic to go to, a means of earning income, marginalization, vulnerability of a person and his or her relatives and what one can or cannot do.

Although, there are a lot of meanings of poverty, it is widely agreed upon throughout the world that poverty is a general issue which has to be eradicated or reduced. The needy are at risk to unforeseen circumstances, conflicts, administrative and economic abuse and since they are not in the capacity to alter their situation, it results in their inability to deal with household and societal relationships, and inferiority complex.

According to Olinto & Uematsu (2013), there was an extraordinary reduction in poverty throughout the world during the previous decades. This decreased the number of persons suffering acute poverty by about 700 million; therefore, 1.2 billion persons were left in deprivation as at 2010. The World Bank then created the twin goals of eradicating utmost poverty by 2030 and urging shared prosperity by encouraging income development of 40 percent of the people in every country.

Thus, though poverty throughout the world has been reduced and keeps reducing. There still are a lot of people (about 767 million) living in poverty with majority being women and Africans; hence, the need for more effective and efficient social interventions to help such people out of poverty.

The poor are more exposed to personal and environmental health risks, such as malnutrition, inadequate information and are unable to acquire health care. They have a higher probability of getting ill; therefore, they are often liable to disabilities with no prospects of acquiring education due to inadequate funds. Conversely, diseases decrease family savings, educating capabilities, decreases productivity, and result in a reduced quality of life; hence, sustaining and even expanding poverty.

Due to high incidence of poverty around the world, especially in developing countries it became necessary to put in place policies and programs which would help reduce or eradicate poverty forever. There have been several attempts to reduce poverty by most organizations around the world such as the United Nations (UN), World Bank and its affiliate institutions among others through the establishment of social intervention policies and programs.

The government of Ghana in the 1992 Republican Constitution made it a responsibility to make productive and regular social intervention available by paying through government means. Since 2007, efforts have been made by government to enhance the co-ordination of major social protection interventions within a strategic framework. National Health Insurance Scheme, Ghana School feeding programme and Livelihood Empowerment Against Poverty are some of the social intervention policies implemented in Ghana. In the year 2013, a survey to justify social intervention delivery and financing in Ghana suggested that protection for the acute

poor should be treated as important and therefore public attempt should be directed through major social intervention programmes. In June 2014, a policy was therefore developed, with the intention of overseeing and studying the functions of the Ministry of Gender, Children and Social Protection (MoGCSP) and allowed the Ministry to spear head the development of a National Policy on Social Protection. (Frempon-Ntiamoah, 2015)

1.2 Problem Statement

There have been a total of 44 different social protection interventions which are being implemented nationwide to reduce poverty and bridge the inequality gap. These interventions include the Livelihood Empowerment Against Poverty, the Ghana School Feeding Programme, the National Health Insurance Scheme, Livelihood Empowerment Against Poverty, Capitation Grant, Free School Uniform, and Labor Intensive Public Works. Despite these social intervention measures, there are perceptions that these policies have not really manifested in the lives of Ghanaians. This study therefore aims at assessing the performance of the school feeding programmes in Atwima Kwanwoma District in Ghana.

The implementation of social interventions in Ghana is faced with difficulty in reaching the target population. The main target group for all social interventions is the poor and vulnerable in society. However, one major issue with regards to social intervention in Ghana is how to determine who is poor and vulnerable. This has therefore made it difficult for the programmes to achieve their goals fully. Corruption and misappropriation of funds is also another problem faced with the implementation of social interventions. Officials and personnel involved with the implementation of social interventions use the resources meant for the programmes for their own selfish

needs while some also twist the purpose of the interventions to meet their personal needs or that of close friends and acquaintances. Again, the lack of a national policy which each government is supposed to follow and therefore successive government would have to continue with the programmes being implemented by their predecessors to bring about national development. This leads to the non-sustainability of programmes since some of them require constant or periodic monitoring and evaluation.

1.3 Research Questions

The study seeks to address the following questions;

-) Is the programme achieving its objectives in the Atwima Kwanwoma District?
-) What percentage of the targeted population is benefiting from the programme?
-) What are the major challenges of the programme in the Atwima Kwanwoma District?

1.4 Research Objectives

The study will seek to achieve the objectives below by answering the research questions;

-) To determine if the programme is achieving its objectives in the Atwima Kwanwoma District.
-) To determine the percentage of the targeted population benefiting from the programme.
-) To identify the major challenges of the programme in the Atwima Kwanwoma District.

1.5 Scope

The geographical scope of the study is the Atwima Kwanwoma District in the Ashanti Region of Ghana.

Contextually, the study is about the School Feeding Programme by Ministry for Gender, Children & Social Protection in Atwima Kwanwoma District. It includes; assessing its performance that is if it has been able to meet the objectives for which it was implemented, the major challenges and develop the appropriate recommendations for the success of the programme in the study area.

1.6 Justification of the Study

Although there has been a huge decrease in the percentage of poor people worldwide, (from 51% to 24.2%) towards the achievement of the Sustainable Development Goal (SDG) goal 1 “end poverty in all its forms everywhere” about 7 million persons are still poor. The annual GDP growth rates recorded in Ghana for the period 2005 to 2013 ranged from 4.0 percent to 15.0 percent with the lowest growth rate recorded in 2009 and the highest in 2011. The average annual growth rate recorded for the same period was 7.8 percent and 9.7 percent from 2010-2013 (Ghana Statistical Service, 2014).

However, literature reviews have a revealed a number of limitations and they are as follows; methods have not always been systematic, and there is often insufficient information on the search strategy and inclusion criteria. For example, in family planning reviews social marketing is often taken to mean, primarily, free distribution of condoms. In others, social marketing is misconstrued as simply social advertising or communications (Alcalay & Bell, 2000).

According to a study by the World Bank Country Officer as stated in the Daily Graphic May, 2011, social interventions fail to reach the targets with the exception of Livelihood Empowerment Against Poverty (LEAP) which better reaches its target. The Ghana Improving Targeting of Social Programmes Report (2010) also indicated that out of all the 44 other social interventions such as NHIS and NYES only LEAP could cover more than half of its targets, the poor.

Hence, the study seeks to assess the performance of the school feeding programme, the challenges it is facing and make the required recommendations to attain its overall goal of improving the lives of the poor and needy in the study area, the country and world at large.

Furthermore, the study will add to government policy and other necessary organizations would be able to make the needed changes if any to protect the successful and logical functioning of the programme.

In all, it will promote national development this is because, once the challenges facing the programme in the study area have been identified and the necessary recommendations are made, it will function as expected and when poverty has been reduced or eradicated people's lives would be improved as well as that of the nation hence national development.

1.7 Organization of Report

There are five chapters in this report. Chapter one which is the general introduction of the study explains the study in a summarized way. Chapter two is a literature review and it's about the various concepts through reviewing literature by several authors on social interventions and the Ghana School Feeding Programme. Chapter three is the methodology; it states how the study is to be done, the research design, target

population, data sources, sample size and technique, and data analysis processes. Chapter four and five are also about data presentation and analysis and summary of major findings, recommendations and conclusion respectively.

CHAPTER TWO

LITERATURE REVIEW

(THE CONCEPT OF SOCIAL INTERVENTIONS; SCHOOL FEEDING)

2.1 Introduction

Although social interventions are not the only poverty reduction tools or strategies, their impact is said to be rather direct since they are normally structured for a particular purpose such as improved health for pregnant women and free basic education. There are therefore different types of social interventions with four of them being, protective social assistance for the poor (disability benefits and old age pensions), preventive measures to alleviate or reduce poverty (food-for-work schemes and school feeding programs), promotional income enhancement through activities such as life skills and increasing access to credit through microcredit opportunities and transformative addressing of social inequity and exclusion using tools such as awareness campaigns, policies and laws to protect the vulnerable. (Greenblott in FAO, 2008)

2.2 Definitions of Terms

The term social intervention sometimes called social protection is viewed by many authors and organizations differently.

2.2.1 Social

The term social has several meaning but common keywords such as a society, group or a community, communal and general.

Intervention is the process through which a person, an organization or a being comes or gets involved in something to help those in need of assistance. For instance; a

government settling disputes among a group of its citizens or a philanthropist donating teaching and learning materials to a school, to ensure that the students get access to quality education, (Plantinga, 2008).

2.2.2 Income Security

Income security refers to a steady income or earnings from a person's job. It is normally misunderstood as job security but the fact that one has a job does not mean he or she has a steady income. This is because his or her salary could be based on commission or the amount of sale made especially if the person in question is a trader. For example, a nurse working for the government may be earning GH¢1000 every month and can therefore say she has income security because no matter what happens she would receive GH¢1000 at the end of the month. Whereas a trader in the central market of Kumasi may earn GH¢2000 in December, GH¢ 1000 in January and GH¢2200 in February because her income is determined by the sale she makes.

Income security is important for the society and the economy as a whole because if people have secured incomes it prevents them from falling or remaining in poverty. Also it reduces or prevents the possibility of them being subject to inequality as it enhances their ability to live a life of dignity. It facilitates a person's contribution to the economy, (Pasma and Mulvale, 2011).

2.2.3 Vulnerability

Every human being is vulnerable in one way or the other but the type of vulnerability and its effects make all the difference. The forms of vulnerability are the internal and external vulnerability. The following types can be grouped under the two forms, emotional, financial, geographical location, age, gender and physical but the type that

has gain more popularity is the financial vulnerability. This is because to most it could lead to most or all of the other types and the ability to overcome it could prevent all or most of the other types.

The definition of vulnerability varies from one school of thought to the other but broadly the term refers to exposure to unforeseen or unexpected circumstances, stress and the inability to cope with them.

Vulnerability is a human condition resulting from physical, social, economic and environmental factors, which determine the likelihood and scale of damage from the impact of a given hazard (UNDP, 2004).

In simple words it is defined as the factors that display households to serious risks and defenselessness against the inability to mobilize resources to deal with factors such as social (health and education), economic and environmental.

2.2.4 Social Intervention

According to the International Labour Organization (ILO) 2009, social intervention is a human right. It is focused on employment particularly the decent work agenda which takes into consideration both formal and informal jobs. It also emphasizes on the importance of implementing comprehensive, coherent, coordinated social protection and employment policies to guarantee services and income security across the life cycle, paying particular attention to vulnerable groups (ILO, 2012).

The European Report on Development (2010) states that “Social protection can be regarded as a kind of insurance policy against poverty and a tool for delivering social justice, as well as a means of promoting inclusive development. It is an expression of

solidarity and cohesion between the haves and have-nots, between governments and citizens, and even between nations”.

Social intervention is concerned with protecting and helping those who are poor and vulnerable, such as children, women, the aged, and people with disabilities, the displaced, the unemployed and the sick. It is usually provided by the state; it is theoretically understood as part of the ‘state-citizen’ contract, in which states and citizens have rights and responsibilities to each other (Harvey, 2007).

There are many ways of conceptually analyzing social interventions objectives and impacts. Devereux and Sabates-Wheeler (2004), provide the commonly used conceptual framework which describes four social intervention functions;

-) Protective; providing relief from deprivation (e.g. income benefits and state pensions)
-) Preventative; averting deprivation (e.g. savings clubs, social insurance)
-) Promotive; enhancing incomes and capabilities (e.g. inputs)
-) Transformative; social equity and inclusion, empowerment and rights (e.g. labor laws)

2.3 Concept of Social Interventions

Social intervention or protection is the combination of informal and formal approaches and programmes put in place for the provision of social assistance directed towards averting, minimizing and alleviating productive and communal risks in relation to hardship. Throughout the world, it has been used to protect and improve the poor and the vulnerable by ensuring defined levels of living standards and poverty reduction. Due to the positive impact of social interventions, its coverage and benefits

continue to increase. International agencies, including the World Food Programme (WFP), European Commission (EC), the World Bank (WB) and UNICEF have designed social protection strategies aimed at ensuring that the poor and the vulnerable are cared for. All over the world Social Protection has been used to protect the poor and the vulnerable by ensuring and guaranteeing certain level of living standards and reduction of poverty.

The world's poor, making up most of its population, have suffered a great deal of malnutrition and hunger, poor health, marginalization, illiteracy and other educational deficiencies, unemployment and underemployment, than the rich. In an attempt to improve the quality of life for the poor, planners and policy makers of human service delivery have in the past decades, changed from the "top down" approach (government only) to "the bottom up" approach or grass root approach to enable them know the exact problems of their citizens and find the appropriate solutions to them with the help of the citizens. Yet these "community based" interventions (CBIs) also rarely achieved the goals and objectives desired by those planning, implementing, and sponsoring these projects.

The focus of all social intervention be it health, education and employment is to reduce or eliminate poverty in the world and relief the poor and even the rich of their sufferings (malnutrition and hunger, educational deficiencies, inequality and high crime risks). This would in the end make the world a much better place to live since poverty and its related conditions or challenges would be reduced or eliminated thus insecurity, malnutrition and hunger, lack of proper education, unemployment.

Studies have also found, in many cases, that the implementation of an intervention is extremely important; this is because any minor changes in implementation can make a

major difference in the effectiveness of the intervention. The framework for implementing an intervention differ from country to country and is sometimes dependent on the sponsoring agency. According to Gorman-Smith (2006), the procedure for implementing a social intervention can follow a well-designed order like the one below;

After a problem is identified and described, the next step is to identify the intended participants and how they can be properly addressed for a solution or an intervention to the problem. A well-defined set goals and objectives are formulated. An evidence-based intervention or multiple is/are then selected to address the goals and objectives and meet the needs of the intended participants. Resources are then located and mobilized preferably with the effort of the beneficiaries. The needed human resources are hired or trained. A supervisor or project manager and his team monitor the progress to ensure that things are done as they ought to and if not they make the necessary changes.

Although the various literatures reviewed show that there are gaps in implementation of the social interventions, the way forward is still unknown. The following are some of the gaps detected; some of the interventions take more time than originally allocated, employees not understanding overall goals of strategy, poor definition of key implementation activities, ill-defined action plans, environment changes during implementation, poor monitoring and evaluation systems, and many more. The study therefore seeks to bridge these gaps by making recommendations which when undertaken would help solve these problems.

2.4 The History and Legal Framework of Social Intervention in Ghana

Social interventions have been in existence since independence especially for the poor and vulnerable in society. It has been a human right for all citizens and a way by which governments commit towards reducing inequality and poverty in the Ghanaian society, through the provision of necessary social services (security, education, housing, energy, health, water and sanitation).

The 1992 Constitution (chapters 5 and 6) and other policies such as the Sustainable Development Goals (goal 10) talk about Social Protection. This commitment has remained till date. Since 2007, efforts have been made by government to enhance the co-ordination of major social protection interventions within a strategic framework. National Health Insurance Scheme, Ghana School Feeding Programme, Livelihood Empowerment Against Poverty are some of the social intervention policies implemented in Ghana. In the year 2013, a survey to justify social intervention delivery and financing in Ghana suggested that protection for the acute poor should be treated as important and therefore public attempt should be directed through major social intervention programmes. In June 2014, a policy was therefore developed, with the intention of overseeing and studying the functions of the Ministry of Gender, Children and Social Protection (MoGCSP) and allowed the Ministry to spear head the development of a National Policy on Social Protection. (Frempon-Ntiamoah, 2015).

Currently, National Social Protection Strategies (NSPS) has been put together within the Ghana Shared Growth and Development Agenda (GSGDA). The following are all components of the NSPS; Livelihood Empowerment Against Poverty (LEAP) cash transfer program implemented under Ministry of Gender, Children and Social Protection. Labour Intensive Public Works implemented under the Ministry of Local

Government and Rural Development. The National Health Insurance Scheme implemented under Ministry of Health. Pro-Poor interventions for poor peasant farmers incl. Block Farming under the Ministry of Food and Agriculture. Free School Uniform and Exercise books implemented under Ministry of Education. School Feeding Programme by Ministry of Local Government. Education Capitation Grant under Ministry of Education. Local Enterprise and Skills Development Programme (LESDEP). National Youth Employment Programme. The above social intervention programmes and more in the country are classified into four types of social services: livelihoods, education, healthcare and energy.

In other to improve upon the livelihoods of Ghanaians, the government of Ghana over the last decade has designed several development strategies with the aim of poverty reduction and livelihood improvement just like the previous social interventions. These are the Ghana Poverty Reduction Strategy (GPRSI), 2003 – 2005, the Growth and Poverty Reduction Strategy (GPRS II), 2006 - 2009 and the Ghana Shared Growth and Development Agenda (GSGDA), 2010 – 2013.

Although the already implemented interventions have achieved most or all their objectives, Ghana is still a developing country and is struggling with poverty, hunger, diseases and unemployment. It can therefore be said that the country will continue to explore all avenues possible to embrace more social protection programmes to better the lives of its citizens.

Ghana as a country just like many others faces some challenges with the implementation of social interventions. They are grouped under political, financial, institutional, social, selection of beneficiaries, linking Formal and Informal Social Protection Programmes and sustainability challenges. For instance the NHIS which is

mostly funded by government taxes and monthly contributions of employees in the formal sector is struggling with funding because of the fewer number of regular contributors. Annual premiums paid by the employees in the informal sector contribute the minor part of funding to the scheme (Oye Lithur, 2013)

2.5 Indicators for Assessing the Performance of Social Interventions

The indicators for assessing the performance of social interventions vary from one intervention to the other but even at that there are common indicators for all social interventions which are the objectives. These objectives are set to serve as a reminder of what the project/programme is set to achieve so that those in charge of implementing, monitoring and evaluating the outcome of that project would have standards to compare it to and make the necessary corrections if the need be (Birkmann, 2007).

2.6 Implementation of Social Interventions

The way a social intervention is implemented depends on the goal of the intervention. Studies have found, in many cases, that the implementation of an intervention is extremely important; this is because any minor changes in implementation can make a major difference in the effectiveness of the intervention. The framework for implementing an intervention defer from country to country and is sometimes dependent on the sponsoring agency.

According to Gorman-Smith (2006), the procedure for implementing a social intervention can follow a well-designed order like the one below;

After a problem is identified and described, the next step is to identify the intended participants and how they can be properly addressed for a solution or an intervention

to the problem. Then a well-defined set goals and objectives are formulated. Also an evidence-based intervention or multiple is/are then selected to address the goals and objectives and meet the needs of the intended participants. Resources are then located and mobilized preferably with the effort of the beneficiaries and the needed human resources are hired or trained. Finally, a supervisor or project manager and his team monitor the progress to ensure that things are done as they ought to and if not they make the necessary changes.

2.7 The School Feeding Programme

The programme is to provide pupils in public primary schools in the country with one hot, nutritious meal per school day, using locally produced food stuffs.

2.7.1 Goal and Objectives

According to the GSFP 2011 Annual Operating Plan, the program was launched in 2005 with the goal of contributing to poverty reduction and increased food security in Ghana. The three key objectives of the program are to reduce hunger and malnutrition by providing all primary and kindergarten pupils in beneficiary schools a nutritious meal each school day, increase school enrollment, attendance, and retention and boost domestic food production by sourcing GSFP meals locally, and providing a sustainable market for local food producers in the community. These objectives were drawn from the United Nations' Millennium Development Goals (MDGs) now Sustainable Development Goals (SDGs) surrounding hunger, poverty, and primary education and to Pillar 3 of the Comprehensive African Agriculture Development Programme (CAADP) of the New Partnership for Africa's Development (NEPAD)

2.7.2 Coverage

The programme started in September 2005, with 1,984 pupils, in 10 pilot schools, one in each region of Ghana. Currently the programme covers 656,624 pupils; in 1,698 selected public primary schools in all 170 districts of the country. By 2010, it was projected that the program will serve 2,900 schools and approximately 1.04 million primary school children. (GSFP Annual Operating Plan, 2011)

2.7.3 Institutional Structure and Participation

The Programme Steering Committee (PSC) which provides policy guidance, direction and policy decisions was chaired by the Ministry of Local Government and Rural Development (MLGRD) which had oversight responsibility for GSFP, and was later changed in 20th July, 2015, it is now chaired by the Ministry of Gender and Social Protection, with Ministry of Food and Agriculture, Ministry of Education, Ministry of Health, Ministry of Finance and Economic Planning, Ministry of Local Government and Rural Development (MLGRD) providing the technical assistance on GSFP and partnership from International agencies including the World Bank, the World Food Programme, Child Development and UNICEF as well as international organizations including Canadian International Development Agency (CIDA), the US Agency for International Development (USAID) and the Dutch Embassy, SEND and other development partners. The GSFP has a National Secretariat, Regional Coordinating Office (RCO's) and District Implementation Committee's (DIC's) chaired by the Metropolitan/ Municipal/ District Chief Executives' (MMDCEs') undertake the actual implementation of GSFP on the ground using their already existing structures. The media keeps the world outside the programme informed about the programme. These

structures are in place to provide effective management, monitoring and implementation of the programme. (Oye Lithur, 2015)

2.7.4 Funding

The programme is being funded Government of Ghana, Royal Netherlands Government, and World Food Programme (WFP). The feeding cost per head is GH¢0.80p but the caterer is taxed on the total amount as her income tax. It is pre-financed by the caterers who are later paid by the ministry of Local Government and Rural Development through the budget department of every assembly. Due to the ineffective and inefficiencies of the programme the flow of funds mostly delayed for months before it gets to the caterers. Therefore, the Ministry of Gender, Children and Social Protection since 2015 was made responsible for the programme and it transferred the feeding grants to caterers electronically to ensure transparency, and accountability. The budget department is now responsible for monitoring the programme which they do every month after caterers have been paid. (Fred Agyemang Duah, 2011)

2.7.5 Performance

Although a lot of social intervention policies which have been implemented, there are perceptions that these policies have not really affected the lives of Ghanaians. Social interventions help boost the local economy in many ways.

When it comes to education, since the implementation of the school feeding, over 1.6million hungry pupils are fed with one hot nutritious meal on every school going day and as such it has increased school enrolment, attendance and retention by 80%, secured market for the farmers, provided employment opportunities for especially

women throughout the country. The School Feeding Program has also ensured an effective coordinating way of social intervention among relevant/key stakeholders to work together in the entire process of implementing social interventions, (Essuman and Bosomtwi, 2013).

2.7.6 Major Challenges

While the program has been extremely successful, there are some operational areas that need attention. Whilst some caterers are over seeing more than one school which makes daily monitoring very difficult due to the poor nature of the roads in these districts, as a result their employees mismanage resources given to them.

Due to political interference most caterers were contracted without going through the procurement processes seeing as in some cases the wife of the DIC chair is the only caterer operating in the district and no one dares to complain about how they run the programme where as in other instances influential party members would be contracted, whilst they have no experience in catering services.

Poor Monitoring and Evaluation, adequate plans were not made to ensure the effective monitoring and evaluation of the programme by the various MMDCE's and other institutions in the form of finance and logistics.

From reports of figures on monitoring done by DIC's and RCO's indicates that student population inflation for some schools under the GSPF is between 35%-45%. Government can save between GH¢47,353,379.80 - GH¢60,882,917.00 if these "ghosts" names can be removed from the list. When these savings are made more children could be added to programme at no extra cost (GSFP Annual Operating Plan, 2011).

Again, there is poor linkage of local farmers to the programme. The local agricultural development aspect of the GSFP has been ignored. The farmers have been neglected making only those who can afford to grow and increase productivity (De Carvalho and Tanaka, 2011).

CHAPTER THREE

METHODOLOGY

3.2 Introduction

This chapter seeks to explain the different methods that were used for the study and why they were chosen. It presents the research design, target population, data sources, sample size and technique, and data analysis processes.

3.2 Population

The population of the study area is about 108,506 projected based on the 2010 population and housing census report (Ghana Statistical Service, 2010). The beneficiary population is 18,086. The target population for the study was the parents, pupils and the caterers of the school feeding programme as well as officials involved in the implementation of the programme within the District. This is because they are the people who were able to impart the team with the required data for the study.

3.3 Research Design

Research designs are standard procedures that guided or directed the team to collect the most appropriate data.

The case study method aims at enabling a researcher to closely examine the data within a specific context by selecting a small geographical area or a very limited number of individuals as subjects of study (Zaidah, 2007). The case study method was used to study the school feeding programme using the district as the particular area of study.

A cross sectional method is used with the aim to obtain a representative sample by taking a portion of the population mostly a calculated size (Sedgwick, 2014). The

cross sectional method was also used because although the district is the study area, not the entire population was studied rather a cross section of it which is 7.84%. Also, not all the beneficiaries (pupils and parents) in the selected four communities but a calculated sample size was studied.

3.4 Sample size and techniques

Sample design relates to a specific plan to get a sample from a particular society with consideration for the population, sampling unit (which may be individual, group, or geographical unit), and sample size, among others.

A sample is a small group of persons, objects, or items that are a subset of a larger population for measurement. It is an illustrative subset of a sample population to ensure the generalization of findings. The sample size refers to number of elements to be included in the sample. They may be determined statistically or based on judgment depending on the nature of the survey.

There are sixty-four (64) settlements in the district. In all fifty-one (51) communities are benefiting from the programme because they have public basic schools, Four (4) of such communities representing 7.84% of the total beneficiary communities in the district were selected. Studies have proved that 6% of an entire population is enough to research (Bloemraad, 2013). The convenience sampling (non-probability) was used to select respondents because not all of them were willing to participate in the study. The total sample size for the study was 99 (99 for beneficiary parents and 99 for beneficiary pupils). This was arrived at using the method below;

$$n = \frac{N}{1 + N(\)^2}$$

N is the sample frame or population which is 18,086

n is the sample size

1 is a constant

is the margin of error . In this case the selected margin of error is 0.10. This means that, the confidence level in the results from the study is 90%.

The sample quota method was then used to calculate the sample size for each community. The sample size for the beneficiary pupils was calculated and used as a proxy for that of parents. The questionnaires were administered to both pupils and parents of the same household.

Table 3.1 Sample Size for Beneficiaries

The table below shows the selected four communities and the sample size for both beneficiary pupils and parents in each.

Table 3.1 Calculating the Sample Sizes of the Selected Communities Based on Beneficiaries

Community	Beneficiary population	Sample size of parents per community	Sample size of pupils per community
Trabuom	463	25	25
Boko	491	27	27
Brofoyedu	400	21	21
Nkoranza	471	26	26
Total	1,825	99	99

Source; Group's construct, 2017

Sampling Techniques

The sampling technique that was used is non-probability sampling (purposive and convenience sampling). The convenience sampling was used to sample individuals who readily offer to partake in the study. Teachers, parents, district officials, and pupils from the various public basic schools were questioned in the data collection process and also selecting communities with basic public schools using the purposive sampling. These techniques of sampling were used because the information needed for the study can only be made available by them.

3.5 Data Collection and Sources

The study used both primary and secondary data sources from the District. The primary sources of data were gathered during the field survey. The data from this source is very reliable since it is first-hand data gathered from people on the issues under study. The secondary data was derived from reports, journals, books, newspapers and articles.

The main instruments that were used to collect the data for the study are questionnaires, both structured and unstructured questionnaires. They were administered to the managers of the programme and beneficiaries (parents and pupils) as well the district officials. Questionnaires were administered to ninety-nine public basic school pupils and their parents as are of the same number.

3.7 Data Analysis

The data analysis involved reducing the data into a manageable size, making summaries of major findings and inferences to be able to come out with conclusions

and recommendations. The data was edited to make the necessary corrections if any, to ensure consistency across respondents.

Both quantitative and qualitative research thus mixed-method approach were used for this study. This is because it enabled us to match the approach to gathering and analyzing data with the research questions.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter, efforts were made to present and analyze data collected by the study in the Atwima Kwanwoma District in the Ashanti Region. The data was gathered through the administration of questionnaires to 198 respondents (99 basic school pupils and 99 parents) selected from different households and officials of the District Assembly. Purposive, Convenience sampling and observation methods were used for the study as already stated in the previous chapter.

4.2 Profile

The Atwima Kwanwoma district is located in the Ashanti region of Ghana.



Figure 4.1 Map of Ghana showing the Ashanti region

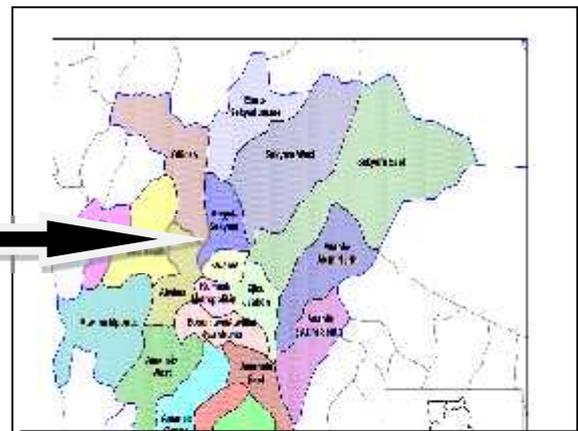


Figure 4.2 Map of Ashanti region showing the Atwima Kwanwoma

Figure 4.3 Map of Atwima Kwanwoma District



Source; Atwima Kwanwoma District Profile, 2014

4.3 Situational Analysis

Although the literatures reviewed gave a lot of information on the programme this section is to show what the impact of the programme is in the Atwima Kwanwoma district.

4.3.1 Coverage

The programme started in September 2008 in the district. Currently the programme covers 18,086 pupils; in 51 basic public primary schools in the district with 53 caterers. This is because some of the schools have large enrollment figures and as such cannot be handled by one caterer while others have small enrollment figures and a caterer can combine two of such schools.

4.3.2 Funding

The study revealed that, the programme which is being funded by donor partners such as the Netherlands government started in 2008 even though it was not in every public basic school. The programme is meant for just the basic school pupils and the head teacher. The feeding cost per head is GH¢0.80p but the caterer is taxed on the total amount as her income tax.

It is pre-financed by the caterers who were later paid by the Ministry of Local Government and Rural Development through the budget department of every district or municipal assembly. This system in some cases took up to six months before caterers were able to access their monies after the government had long released the funds to the various metropolitan, municipal and district assemblies. Therefore, the Ministry of Gender, Children and Social Protection since 2015 was made responsible for the programme and it transferred the feeding grants to caterers electronically to enable them receive their monies on time and in the right amount. The budget department is still responsible for monitoring the programme which they do every month after caterers have been paid.

4.3.3 Reduced Hunger and Malnutrition

The first objective of the programme as enshrined in the GSFP 2011 Annual Operating Plan is “to reduce hunger and malnutrition by providing all primary and kindergarten pupils in beneficiary schools a nutritious meal each school day”.

The food was assessed using these indicators; quality and quantity of the food (that is the characteristics of the food that is acceptable to the beneficiaries’ (the taste, texture and the amount of food per head) and time for serving the food.

It came to light that, the pupils are fed every day and therefore hunger can be said to have been reduced. Unfortunately, based on the fact that 90% of the respondents said the quality of the food served is poor, we cannot conclude that hunger has been reduced. Also, 76% said the quality of the food served was poor while the timing was acceptable by all beneficiaries.

Table 4.1 Rating the Food

Percentage	Description	Number of respondents for quality	Number of respondents for quantity	Number of respondents for timing
0-45	Very poor	74	79	0
45-49	Poor	76	99	0
50-59	Good	43	20	55
60-69	Very good	5	0	83
70-100	Excellent	0	0	60

Source; Field survey, 2017

The study showed that the quality of the food varies from community to community. This was due to factors such as the qualification of the caterers and the products used for cooking. The quantity was rated almost the same in each community as being very poor since it does not satisfy the pupils. There was no problem with the timing as the food was served between 12:00 pm to 1:30 pm which is lunch time for many.

It was also found out that some caterers take the food stuffs meant for the pupils for their own personal use leaving very little for the intended pupils and thereby reducing the quality and quantity of the food. While others caterers cooked under unhygienic conditions causing the pupils to fall sick after eating the food. This has discouraged

quiet a number of parents from allowing their children to eat what are being served in their various schools. This objective has partially been achieved in the district.

4.3.4 Enrolment and Attendance

The second objective of the programme as enshrined in the GSFP 2011 Annual Operating Plan is “to increase school enrollment, attendance, and retention”. There was no enrolment in 2007 nor in the previous years because the district was established in 2008. The enrolment level for the district in 2008 was 6,143 pupils in 10 public basic schools while the enrollment figure in 2017 is 18,086 in 51 public basic schools.

There is always a change in the number of beneficiaries due to promotion of students to a different class, dropout and change in school due to transfer of parents or guardians. Most of the pupils in public basic school that is 76% attend school regularly. The average dropout rate in the district is 3.25 and this is due to change in school, broken homes and transfer of parents.

Although the programme is supposed to help increase the level of attendance not all the schools are experiencing such. While Boko and Nkoranza public basic schools were experiencing increase in enrollment from the 2015/2016 academic year to the 2016/2017 academic year 476-491 and 437-471 respectively, Trabuom and Brofoyedu public basic schools were also experiencing a decrease in enrollment from the 2015/2016 academic year to the 2016/2017 academic year 485-463 and 439-400 respectively. This objective has been achieved in the district but would be improved upon once the first objective is fully achieved.

4.3.5 Food Security

The third and last objective of the programme as enshrined in the GSFP 2011 Annual Operating Plan is “to boost domestic food production by sourcing GSFP meals locally and providing a sustainable market for local food producers in the community”. Here, 60% of the food stuffs used to prepare the meals are imported from outside the district and country with 40% produced within the district. This is because most of the farmers are unable to farm on large scale due to financial and technical constraints and therefore cannot be relied on for the foodstuffs needed for the programme in the district.

Based on a study conducted in the study area by the Planning Department of Christian Service University College in 2014, it was realized that, 51% of residents were involved in agriculture (commercial and subsistence), 30% service and 19% commercial. Currently, the district which used to be predominately an agricultural zone has most of its farmers shifting to subsistence farming, the industrial, service and commercial sectors due to lack of assistance. Therefore, with the needed assistance, the district can produce all or most the food stuffs needed for the programme within the district and also sell some of the products to caterers in other districts.

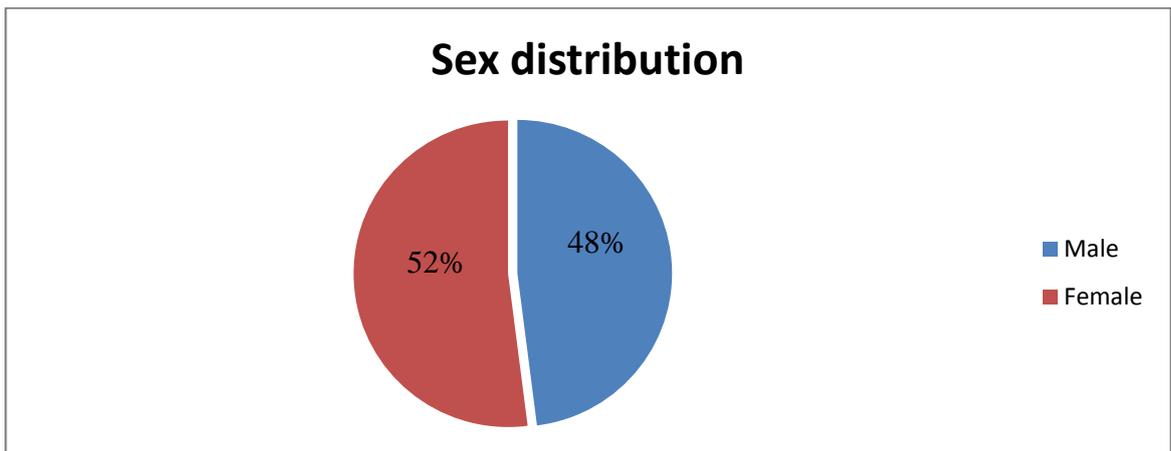
4.4 Background of Respondents

Basic information about the respondents are analyzed and discussed under this heading so that inferences and implications can be made.

4.4.1 Sex Distribution of Respondents

As shown in the figure 4.4 below, 52% respondents were female pupils, while male pupils were 48%. Therefore it implies that, girl child education at the basic level in the district is high just as that of the country as a whole.

Figure 4.4 Sex Distribution

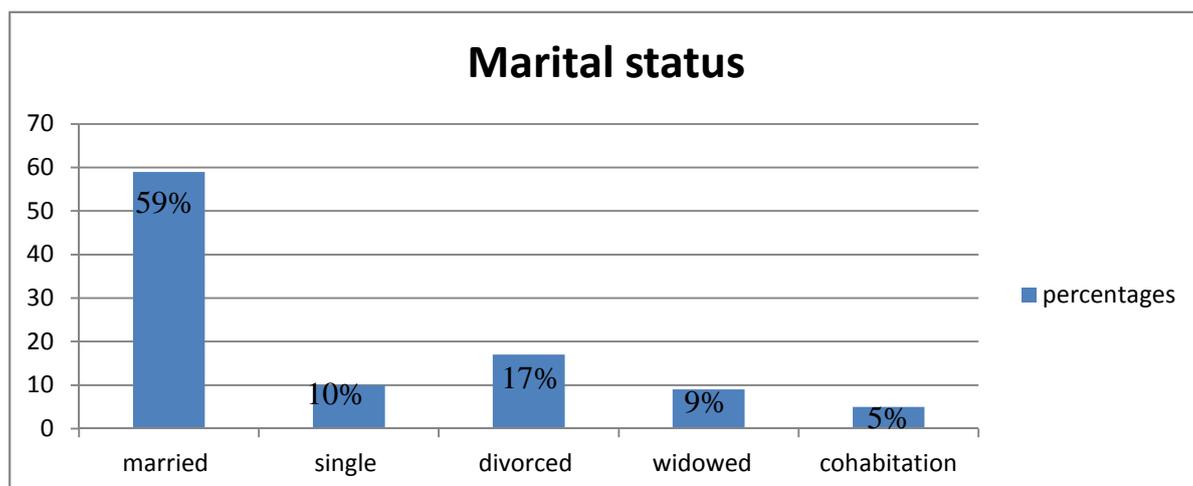


Source: Field survey, 2017

4.3.2 Marital Status of Respondent Parents

From the figure 4.5 below, 59% respondents were married and 10% were single. Those who are divorced were 17%, the widowed were 9% and the cohabitants were 5%. This shows that the most of the respondents were married and such parents are able to cater for their children's education which would reduce or prevent dropout.

Figure 4.5 Marital Status

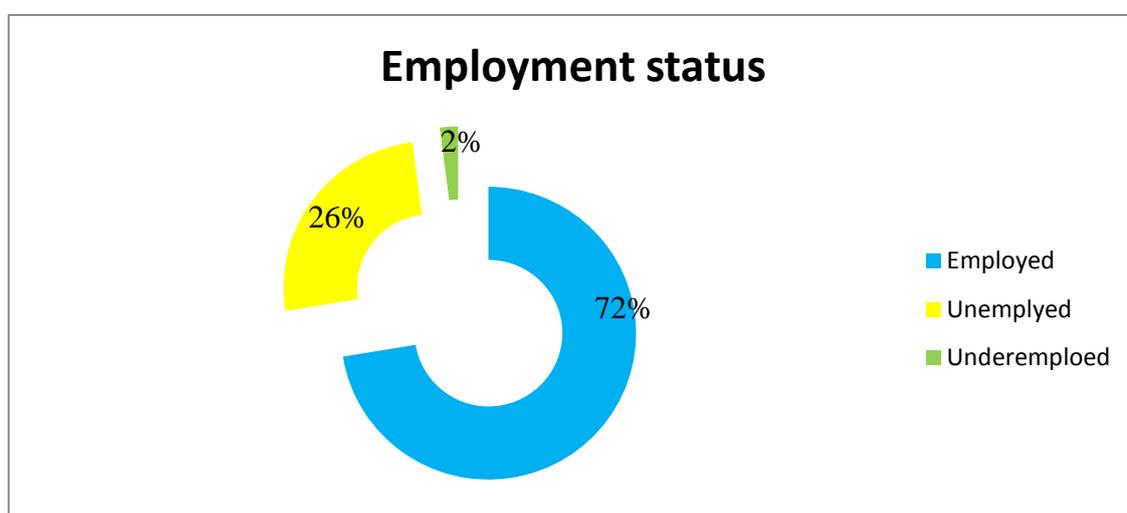


Source: Field survey, March 2017

4.4.3 Employment Status

Although pupils of public basic schools in Ghana do not pay any school fees, there is the need for their parents to have a source of income so that they can cater for other educational needs of their wards. Unfortunately, not all of the beneficiary parents in the district are employed and as such they find the programme very helpful since it reduces their financial expenditure.

Figure 4.6 Employment Status

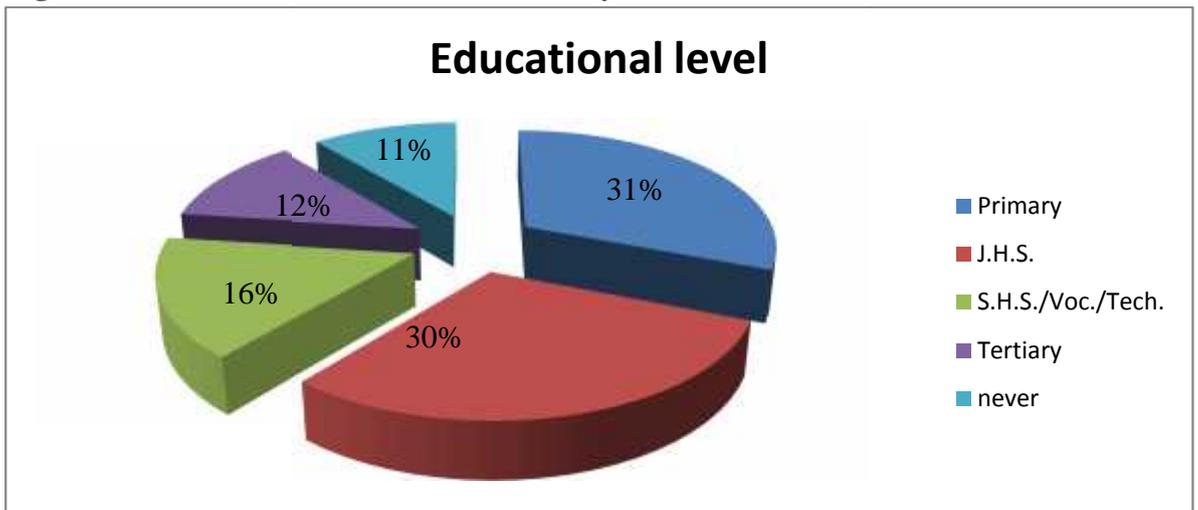


Source: Field survey, 2017

4.4.4 Educational Level for Beneficiary Parents

The educational levels of the beneficiary parents will enable the team to determine whether it has any effect on their ability to gain employment or not. It also helped us to know whether these parents understand the programme and how it seeks to help them and their families.

Figure 4.7 Educational Level for Beneficiary Parents



Source: Field survey, 2017

As indicated in Table 4.5, 31% dropped out after basic school, 11% have never been to school and are illiterates and 30% have completed JHS. Also 16% were educated up to the SHS/Vocational/Technical level. 12% have attained tertiary education.

This shows that majority of the respondents (31%) were not able to get to the JHS level and therefore lack basic education. Therefore, the percentages of basic school dropouts and those who have never been to school could be the reason for the unemployed and underemployed percentages.

4.5 Reasons Parents had for choosing A Public Basic School over A Private Basic School

In an attempt to determine the benefits of the programme the team sought to find the various reasons parents had for sending their children to public basic school and to find out if their decisions were influenced by the government policies.

Table 4.2 Reasons for Choosing Public Basic School

Reasons	Percentage
Proximity to house	11
Government policies	27
Financial	4
Better tuition	16
Proximity and government policies	17
Proximity and better tuition	6
Government policies and Better tuition	15
Proximity, government policies and better tuition	3
All the above	1
Total	100

Source; Field survey, 2017

It is observed in Table 4.3 that, 11% of parents sent their children to public basic school due to the proximity to their houses, 27% because of the benefits they will get from government policies such as school feeding, 4% due to financial constraints. Also 16% of parents sent their children to public basic schools due to better tuition whilst 17% and 6% because of both proximity and government policies and both

proximity and better tuition respectively. Then, 15% due to government policies and better tuition, 3% proximity, government policies and better tuition. Finally 1% sent their children to public basic schools for all the above reasons. This shows that majority of the respondents have their children in public basic school because of government policies and the benefits they derive from them and therefore should these policies fail to function as they are supposed to, such children might become drop outs and this would affect the country's development in the long run.

4.6 Benefits of the programme to respondents

As part of the study, efforts were made to assess the benefits derived from the programme in order to know if it is performing as it ought to.

Majority of the parents 56% have benefited from the programme in several ways such as financial (it enables them to save money and food for other needs of the child and the family), educational (it also enables them to send their children to school even when they do not have money so that they will become better people in the future) and nutritional (when the pupils are well fed they are able to concentrate on their studies). Unfortunately, 44% parents said they do not benefit from the programme in any way since the food is of a poor quality and makes their children sick whenever they eat it. Therefore, they have advised their children against eating anything served by the caterers.

Again, 53% of the pupils are of the opinion that the programme has been beneficial because it enables them to learn, encourages them to go to school regularly especially when their parents do not have money and also reduced the amount their parents give them per day for feeding. On the other hand, 47 % are not benefiting from the programme because they do not eat the food served by the caterers.

The programme is performing well but not as expected because it has not been able to achieve some of its objectives. In all 55% of the beneficiaries are benefiting while as much as 45% are not.

4.7 Major Challenges of the Programme

Every social intervention has its own challenges and the school feeding programme is not an exception. The major challenges it faces are;

Political interference; this is because most caterers are employed even though they do not qualify just because they belong to the ruling party or have friends in higher offices while there are qualified caterers in the district.

Poor monitoring and evaluation; the district officials in charge of monitoring the programme are not funded and as such they use portions of their limited internal generated funds to do their monitoring activities at the expense of other relevant projects to help develop the district. Hence, they are unable to monitor the caterers regularly.

Some of the caterers do not visit their schools to see if things are done right; therefore, their employees misuse the resources (taking the food stuffs for their own use while others sell them). They then cook substandard or less nutritious meals for the pupils or sometimes cook under unhygienic conditions and thereby cause the pupils to fall sick. Such pupils are discouraged from eating from the programme leading to surplus in some schools while there are shortages in others. The poor quality of the food is because some of the caterers do not buy quality farm produce but the low quality ones since they are relatively cheaper so that they can keep some of the money for their own use.

Beneficiary parents don't ensure that their children go to school upon reopening. This prevents the caterers from adding such pupils to the enrollment figure for their feeding to be assured. Therefore, when such students finally come to school the caterers have to make sure they are fed leading to shortages and in some cases poor quantity of food served.

The farmers within the district are unable to produce the foodstuffs needed by the programme. This is because most of the farmers are unable to farm on large scale due to lack of assistance from the MOFA and the district assembly. Therefore, they cannot be relied on for the foodstuffs needed for the programme in the district.

CHAPTER FIVE
SUMMARY OF MAJOR FINDINGS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the major findings, makes recommendations and draws conclusions based on the study to improve upon the programme and national development.

5.4 Summary of major Findings

It was found out that, although the GSFP has well-structured goals, objectives, and strategies, for numerous reasons not all of them have been achieved. The situation is not any different for the school feeding programme in the Atwima Kwanwoma District. The goal of this study was to assess the performance of the school feeding programme in the Atwima Kwanwoma District. It was found out that;

-) The pupils are fed every day but, based on the fact that 90% of respondents thought the quantity of food served is poor, we cannot conclude that hunger has been reduced. Whiles 76% said the quality of the food served was poor. The timing was acceptable by all beneficiaries. Therefore, the first key objective of the programme was not fully achieved.
-) There was no enrolment in 2007 nor in the previous years because the district was established in 2008. The enrolment level for the district in 2008 was 6,143 pupils in 10 public basic schools whiles the enrollment figure in 2017 is 18,086 in 51 public basic schools. Most of these pupils that is 76% attend school regularly. The average dropout rate in the district is 3.25 and this is due to change in school, broken homes and transfer of parents. This second key

objective has been achieved in the district but would be improved upon once the first objective is fully achieved.

) Also, 60% percent of the food stuffs used to prepare the meals is imported from outside the district and country with 40% produced within the district. This is because most of the farmers are unable to farm on large scale due to financial and technical constraints and therefore cannot be relied on for the foodstuffs needed for the programme in the district. This third and final objective has also not been achieved in the district.

) It was revealed that although the programme had a long list of beneficiaries, not all of the said beneficiaries are actually benefiting from it but just 55% of the beneficiaries are, while 45% are not benefiting in any form.

) It was also found out that the programme could not reach its objectives because it was facing some major challenges as explained in the previous chapter including, political interference, poor monitoring and evaluation, lack of coordination between farmers and the programme, misuse of resources by some caterers and their employees leading to shortages in some schools where as others cook under unhygienic conditions making some pupils sick and due to this, some of these pupils do not eat what is being served and that leads to surplus in other schools. Also others cook and serve poor quality and quantity food in an attempt to save part of the allocated money for their selfish use. Payments to the caterers are done on time with minimum delay.

) Beneficiary parents do not ensure that their children go to school upon reopening and preventing the caterers from adding such pupils to the enrollment figure for their feeding to be assured. Therefore when such students finally come to school the caterers have to make sure they are fed

leading to shortages and in some cases poor quantity and quantity of food served.

) Lastly, the farmers within the district are not well linked to the programme and as such they have been neglected leaving the caterers with the option of using more imported foodstuffs from outside the district and country which are expensive in preparing the meals.

5.5 Recommendations

To enable the programme achieve its objectives and thereby reduce poverty in the Atwima Kwanwoma district, the study makes the following recommendations to solve the major challenges of the programme.

First of all, there should be policies limiting the power of politicians with regards to the school feeding programme in the district. Also qualified caterers and officials must be employed not based on political affiliations or acquaintances.

Monitoring of the school feeding programme must be done regularly as it will keep the officials and caterers on their feet doing the right thing at all times. There must be funds allocated for monitoring & evaluation to enable the officials do what is expected of them. Rewards and severe punishments should be given to all those who are caught doing things that will negatively affect the programme and impede its success. On the job training sections should also be provided for the caterers when need be.

Again, some farmers can be selected in the district so that they will be responsible for providing caterers within the district with the needed farm produce at a reasonable cost, this will raise the quality and quantity as well as the timing of the food being provided to the pupils and also enable the farmers to get ready market for their

produce. Plans should be made by the district and the MOFA to assist its farmers (financially or technically) to enable them perform their role towards the success of the programme by achieving food security within the district and nation.

Furthermore, beneficiary students, parents and communities must be educated on the effects of ensuring that their children go to school and most importantly upon reopening so that they can be added to the enrollment figure for their feeding to be assured. If for some reason the ward cannot do so a parent should report to the school on his or her behalf as this will improve the teaching and learning process.

Lastly, All stakeholders should also be allowed to participate in decisions affecting their lives and the programme.

5.4 Conclusion

Social interventions are major poverty reduction tools worldwide and are gaining popularities among both developed and developing countries and scholars especially social scientists as the years go by. The Atwima Kwanwoma district has most of its communities being peri-urban and rural with socio-economic characteristics including agriculture, high illiteracy rate, poor water and insanitary conditions, and malnutrition. As a result, the inhabitants of the district depend on the school feeding programme and other social interventions to cope with poverty. Therefore, with these findings, measures can be put in place to straighten the course of the school feeding programme towards the achievement of its goals and objectives and reducing poverty in the district, country and world at large.

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APENDDIX A

CALULATING THE SAMPLE SIZE

In other to know the sample size for the research the formula below was used;

$$n = \frac{N}{1 + N(e)^2}$$

N is the sample frame or population which is 18,086

n is the sample size

1 is a constant

e is the margin of error . In this case the selected margin of error is 0.10. This means that, the confidence level in the results from the study is 90%.

$$n = \frac{18,086}{1 + 18,086(0.10)^2}$$

$$n = \frac{18,086}{1 + 18,086(0.01)}$$

$$n = \frac{18,086}{1 + 180.86}$$

$$n = \frac{18,086}{181.86}$$

$$n = 99.45$$

$$n = 99$$

Therefore 99 beneficiaries are supposed to be questioned for the research in the entire the district.

The sample size for the beneficiary pupils was calculated and used as a proxy for that of parents. The questionnaires were administered to both pupils and parents of the

same household. The sample quota method was then used to calculate the sample size for each community as done below;

The population used for calculating the sampling quota was 1,825 which is the sum total of each communities population. The percent of each community as against the total of all the communities is first calculated then it is used to calculate the sample size of each community as done below;

Trabuom

$$463/1825*100 = 25.36\%$$

$$25/100* 99 = 24.75 \text{ or } 25 \text{ beneficiaries}$$

Boko

$$491/1825* 100 = 26.9\% \text{ or } 27\%$$

$$27/100* 99 = 26.73 \text{ or } 27 \text{ beneficiaries}$$

Brofoyeddu

$$400/1825* 100 = 21.9\% \text{ or } 22\%$$

$$22/100* 99 = 21.78 \text{ or } 22 \text{ beneficiaries}$$

Nkoranza

$$471/1825* 100 = 25.8\% \text{ or } 26\%$$

$$25.8/100* 99 = 25.5 \text{ or } 26 \text{ beneficiaries}$$

APENDDIX B

THIS QUESTIONNAIRE IS MEANT TO GATHER INFORMATION FOR A RESEARCH WORK AS PART OF A DISERTATION TO BE SUBMITTED TO THE DEPARTMENT OF PLANNING AND SOCIAL DEVELOPMENT, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF B.A. PLANNING AND DEVELOPMENT FIRST DEGREE.

THE CONFIDENTIALITY OF ALL INFORMATION GIVEN IS THEREFORE GUARANTEED.

ASSESSING THE PERFORMANCE OF THE SCHOOL FEEDING PROGRAMME; A CASE STUDY OF THE ATWIMA KWANWOMA DISTRICT

QUESTIONNAIRE FOR BENEFICARY PARENTS

Demographic Characteristics

Household Member/ Head	Sex (M/F)	Age	Marital status	Educationa l level	Employment Status 15-60 years	Occupation
	1.Male 2.Female		1. Never 2. Married 3. Single 4. Divorced 5. Widowed 6. consensual	1. Primary 2. JHS 3. SHS 4. Voc/Tec 5. Tertiary 6. Never	1.Unemployed 2.employed	1. Agriculture (commercial /subsistent) 2. Services 3. Commercial 4. Industry

1. How many of your children are of basic school going age?
.....
2. How many of them are in school?
.....
3. How many of them attend public basic school?
.....
4. What is the reason for sending your children to public school?
 - a) Proximity to the house
 - b) Facilities available
 - c) Government policies (school feeding program, Capitation grant, free provisions of school uniform, text books, etc.)
 - d) Better tuition
5. How much do you spend per month/week on the following;

Expenditure	GH¢
Food	
Electricity	
Water	
Education	

6. What is your monthly income?
.....
7. Do you give your children money for feeding?
 - a) Yes b) No
8. How much per day?
.....

School feeding

1. Are you aware of the government school feeding programme?

a) Yes b) No

2. If yes how do your children benefit from it?

.....
.....

3. How has it being of helped you?

.....
.....

4. Kindly rate the programme?

School feeding	
Quality	
Quantity	
Timing	

5. What problems do you face with this programme?

.....
.....

6. What solutions will you suggest for these problems?

.....
.....

QUESTIONNAIRE FOR PUBLIC BASIC SCHOOL HEADS

Background

1. Name of school?

.....
.....

2. When was it established?

.....

3. Do pupils/students attend school regularly?

a) Yes b) No

4. If no what is causing this problem?

.....
.....

5. What solutions would the school propose to address the issue?

.....
.....

6. What is the level of attendance of the pupils?

a. Before the interventions

YEAR	SEX	KG/NURSERY	PRIMARY
2014	Male		
	Female		
2015	Male		
	Female		
2016	Male		
	Female		

b. After the interventions

YEAR	SEX	KG/NURSERY	PRIMARY
2014	Male		
	Female		
2015	Male		
	Female		
2016	Male		
	Female		

7. What is the Level of enrolment?

Academic Year	Gender	Number	Dropouts
2014			
2015			
2016			

8. What is the school's dropout rate?

.....

9. If there is a very high dropout rate, what is causing this problem?

.....

10. What can be done to solve this problem?

.....

School feeding

1. Do you benefit from the school feeding programme?

- a) Yes b) No

2. If yes, how long have you been benefiting from it?

.....

3. How do your students benefit from?

.....

.....

4. How has it being of helped you?

.....

.....

5. Kindly rate the programme?

School feeding	
Quality	
Quantity	
Timing	

6. What are the effects of these programmes on teaching and learning?

.....

.....

7. What problems do you face with this programme?

.....

.....

8. What solutions will you suggest for these problems?

.....

.....

QUESTIONNAIRE FOR THE BENEFICIARY PUPILS

1. Where do you stay?

.....

2. Do you benefit from the school feeding programme?

a) Yes b) No

3. If yes, how has it being of help to you?

.....

.....

4. Kindly rate the programme?

School feeding	
Quality	
Quantity	
Timing	

5. What are the effects of the programmes on teaching and learning?

.....

.....

6. What problems do you face with this programme?

.....

.....

7. What solutions will you suggest for these problems?

.....

.....

QUESTIONNAIRE FOR THE CATERERS OF THE PROGRAMMES

1. How did you get involved in this programme?

.....
.....

2. How long have you being into the provision of this service?

.....
.....

3. How do you generate funds for your services?

.....

4. How much funds to you require?

.....

5. How much is made available to you?

.....

6. Where do you get your raw materials?

a) Local market

b) Imported

c) Both

7. What is the percentage of each used?

.....
.....

8. What are your reasons for choosing those sources?

.....
.....

9. How many schools do you serve? Names.

.....
.....

8. Kindly rate the programme?

School feeding	
Quality	
Quantity	
Timing	

10. What are the challenges you face in providing the service?

.....
.....

11. What are solutions to the challenges stated above?

.....
.....