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Paper review

A HOLISTIC REVIEW OF HOME-GROWN SCHOOL FEEDING PROGRAMME FOR PRIMARY SCHOOL PUPILS' IN AFRICA

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ABSTRACT: School feeding programme is an important aspect of child's cognitive development. Home-grown school feeding is an intervention programme designed for school aged children in order to eradicate hunger, increase enrolment, improve pupils' nutritional value and pupils' cognitive development whereas these objectives have not been achieved. Therefore, aim of the study is to holistically review the challenges faced in the implementation of home-grown school feeding programme among primary school pupils in Africa (Nigeria, Ghana, Kenya & Mali) and ways of solving these challenges. The paper also reviewed the concept of home-grown school feeding and its challenges. A qualitative research design of systematic search strategy type was used to gather information in different databases and journals. In the course of the study, the researchers discovered that the programme is faced with the issues of corruption due to non-remittance of regular fund to the school vendors and underfunding of the programmes. Other pertinent issues include: low and inadequate storage facilities, political interferences, inadequate nutritional meals and low level of implementation. The researchers recommended that caterers should be trained by dietitians on the type of food to prepare for pupils' and also government should set up a monitoring team to supervise the home-grown school feeding programme for proper implementation in Nigeria, Ghana, Kenya, Mali and other Sub-Saharan Africa Countries.

Keywords: Holistic, Feeding Programme, Pupils', Africa, Sustainable Development Goals.

INTRODUCTION

Food is one of the basic needs of life and an individual child needs food and adequate nutrition in order to develop cognitively, physically, emotionally, and socially. A Hungry child cannot comprehend and concentrate in his or her academic work. Home Grown School Feeding Programme is a programme that was conceived by world leaders in order to reduce hunger, improve the nutritional status and increase children enrolment in schools. Home grown school feeding programme is specified in Sustainable Development Goal (SDGs 2) which stipulates eradication of hunger, food insecurity and malnutrition by the year 2030.

However, Kwabla, Gyan and Zotor (2018) maintains that malnutrition exposes children to health-related complications. Malnutrition is prevalent in developing countries like Nigeria, Ghana, Kenya, Mali among others. Agbozo, Atitto, and Abubakar (2017) and Bundy, Burbano, Grosh, Gelli, Jukes, and Drake (2009) asserts that school feeding programmes started in United State of America in the 20th century with the aim of promoting welfare interventions and fostering agricultural market. The School feeding comprises of hot meals and various kind of snacks, and take-home food which were eaten at schools. Chabite, Garrine, Ferrao and Fernandes (2018) affirms that malnutrition is one of the major causes of under-five deaths especially in developing countries and young children are the most vulnerable in developing and under-developed countries.

Hence, Neeser (2012) asserts that 60 million children go to school hungry daily in developing countries. Orodho (2014) maintains that children in developing world suffer from poor health, malnutri-

tion which have adversely affected pupils' academic performance in schools. The introduction of the Home Grown School Programme paved way for the rapid expansion of the programme across the Sub-Saharan African regions (GCNF, 2014). Chabite, Garrine, Ferrao and Fernandes (2018) advocates that African continent adopted Home Grown School Feeding (HGSF) as a means of promoting pupils cognitive development and improving farmers' income. Rae (2010) postulates that homegrown school feeding will aid parents and farmers to know the relevance of proper nutrition for school age children and their families. Jones, Shrinvas and Bezner- Kerr (2014) agrees that gender has played a vital role in the cultivation of legumes and vegetables as women participation has led to the increase of non-staple foods.

CONCEPT OF HOME GROWN FEEDING

Home grown school feeding can be view as intervention programme designed for school aged children in order to eradicate hunger, increase enrolment, improve pupils' nutritional value and pupils' cognitive development .The above assertion aligns with Ecker and Quaim (2011) opines that home grown school feeding is an intervention programme through which locally sourced meals are provided to pupils' on a daily bases. In addition, Samrat and Meenaksh (2018) defines home grown school feeding as the production of agricultural produce and different types dietary food for local market intervention used in feeding pupils' in school. Gelli, Masset, Folso, Kusi, Asante and Drake (2016) describes home grown school feeding as a vehicle that facilitate local economies. Cole (2013) asserts that School Feeding Programme is seen as a vehicle used to alleviate short- term hunger and also improves nutrition and family's income.

Otsuki (2011) describes home grown school feeding programme initiative as an institutional experiment used in promoting a green economy through collaborating with public sector food procurement in order to achieve a sustainable agriculture and food surplus. Azubuiké and Mbah (2019) postulates that school feeding programme is relevance in the enhancement of pupils' participation, and cognitive development. Neeser (2014) opines that school feeding is practiced in countries like Haiti, Liberia, Pakistan and Senegal in order to solve global economic food crisis. Ecker and Quaim (2011) asserts that 47 Sub-Saharan Africa countries adopted school feeding programme in 2014 of which 20 countries implemented Home Grown School Feeding Programme HGSF while other 27 countries had a similar related programmes.

Songa (2011) asserts that the dynamic movement from School Feeding Programme(SFP) to Home Grown School Feeding Programme (HGSF) was as a result of achieving adequate sustainable feeding programme, provision of future and consistence market for local farmers, reduction of food items, empowerment of local development and enhancement of community ownership of school meals programme. Gelli, Neeser and Drake (2010) outlines the major principles of HGSF as providing food procurement, engaging farmers in production of food crops , production of food rich in high nutrients, cultivation of diverse foods and constant production of meals to school children. Hence, Masset and Gelli (2013) agrees that one of the important aspects of HGSF is the increase in the demand for cereals and other staple foods which would enhance farmers' livelihoods and incomes.

Afridi (2013) observes that the inclusion of free meals in schools have enhanced the academic performance of pupils. Samberg and Sabates- Wheeler (2011) affirms that home grown school feeding programmes have aided agricultural development in developing counties. Alderman, Behrman, Glewwe, Fernald, and Walker (2017) asserts that adequate school feeding helps in pupils' holistic development in early years. Hawkes, Smith, Jewell, Wardle, Hammond and others (2015) agrees that school feeding programs act as an avenue for molding pupil's behaviour on the choice of food and how to eat right and adequately.

Furthermore, Bundy (2011) agrees that hunger, malnutrition, and ill health are the major challenges faced by school aged children. Bundy (2011) affirms that home grown school feeding programmes have

tremendously increased school enrolment, pupils' attendance, and pupils' academic performance in schools. Sumberg and Sabates-Wheeler (2010) argues that the combination of meals eaten in the school and at home would bring about well-fed pupils and drastically improved academic performance. This aligns with Taylor and Ogbuogu (2016); Bundy, De-Silva, Horton, Jamison and Patton (2018b) who asserts that effective implementation of Home-Grown School Feeding Programme would improve pupils' participation in the classroom. Sumberg and Sabates-Wheeler (2010) asserts that Home grown school feeding can be used to achieve immediate, long-term poverty alleviation, and income support for stabilization and social transformation of pupils.

Otsuki (2011) asserts that providing enough and quality food for school pupils would promote effective means of achieving education for all, promote school attendance and pupils' educational performance. Ruel and Alderman (2013) affirms that various call has been made to save the situation and provide remedies to scale up nutrition sensitive intervention. Kiamba (2013) opines that in 2003, NEPAD, in collaboration with World Food Programme (WFP) and the Millennium Hunger Task Force Launched the home-grown school feeding and health programme initiative and the concept was based on a proper arranged structured demand for school food production. Mumuni (2012) and Kiamba (2013) affirms that home grown school feeding programme deals with school pupils, farmers and members of the community

METHODS

A qualitative research design of systematic search strategy type was used to gathered information in different databases, including (PubMed, Web of Science, Google Scholar & Science Direct) and in different journals, such as (BMC Public Health, Nutrition Journal, Journal of Food & Nutrition Research, Journal of Nutritional Health & Food Engineering, International Journal of Humanities & Social Sciences, African Journal of Food, Agriculture, Nutrition & Development) for the study. Information related to home grown feeding, implementation of home grown feeding policies and practices in Nigeria, Ghana, Kenya and Mali were reviewed.

HOME GROWN FEEDING IN NIGERIA

The home-grown food feeding programme was launched in Nigeria in 2016 and it is being supervised by the office of the Vice President in collaboration with imperial college's partnership for child development (PCD) which provides school children with free balanced diets meals on school days. This Programme is supported by one of the goals of Millennium Development Goals of (MDGs) (2015) which stipulates the eradication of hunger and poverty in the society. National Home-Grown School Feeding Programme (NHGSFP) was designed to improve the health and educational performance of public primary school pupils at the cost of Seventy Naira (N70) per day and also to increase the food providers' income in Nigeria (NHGSFP, 2017). Samberg and Sabates-Wheeler (2010) noted that the aim of HGSF in Nigeria was to reduce hunger among poor school pupils'

In addition, Omotoye and Adesanmi (2019) asserts that about 14% of under five children in Nigeria are malnourish due to hunger and lack of adequate balanced diet in their daily meal intake. Ayogu, Afiayen, Maduekwe and Udentia (2018) affirms that school aged children in the southeastern part of Nigeria are malnourish and lack vital nutritional micronutrients that could help pupils' holistic development. Ocha (2020) maintains that there is evidence of prevalence of child stunting, and micronutrient deficiencies across Nigeria due to socio-economic issues in the country. Barkley in UNICEF (2020) affirms that there is high rate of increase of malnourished children in Nigeria since the advent of Corona Virus Pandemic (Covid 19). In other to solve the challenges of Malnutrition in Nigeria. The Federal Government of Nigeria developed two policies to tackle the issues of malnutrition and the nutrition of vulnerable children in the society. These policies include: National Policy on Infants and Young Child Feeding (2010) and National Policy on Food

and Nutrition in Nigeria (2016). The objectives of National Policy on Infants and Young Child Feeding comprises of the following:

- i. To promote the provision of adequate nutrition counseling and support for households in the prevention of malnutrition of children.
- ii. To develop and strengthen activities that will protect, promote and support appropriate infant and young child feeding practices.
- iii. To create awareness on issues affecting infant and young child feeding in Nigeria.
- iv. To promote and enhance the provision of an enabling environment without any form of discrimination for working mothers, fathers and other caregivers those in part- time and domestic occupation to practice optimal infant and young child feeding.

OBJECTIVES OF NATIONAL POLICY ON FOOD AND NUTRITION IN NIGERIA (2016) ARE AS FOLLOWS:

- i. To improve food security at the national, community and household levels.
- ii. To reduce under nutrition among infants, children, adolescents and women of reproductive age.
- iii. To significantly reduce micronutrient deficiency disorders, especially among the vulnerable group.
- iv. To increase the knowledge of nutrition among the populace and nutrition education into formal and informal trainings
- v. To ensure universal access to nutrition sensitive social protection.
- vi. To prevent and control chronic nutrition related non-communicable diseases.
- vii. To promote and strengthen research monitoring and evaluation of food and nutrition situation.
- viii. To promote optimum nutrition for people in especially difficult circumstances, including people living with HIV/AIDS (PLWHA).
- ix. To incorporate food and nutrition considerations into the Federal, State and Local Government development plans.
- x. To strengthen systems for providing early warning information on the food and nutrition situation.

HOME GROWN FEEDING IN GHANA

The Ghana School Feeding Programme is known as (GSFP). It provides daily meals for over 1.7 million children in 216 districts since its commencement in 2014 (GSFP Secretariat 2015). Kwabla, Gyan, and Zotor (2018) asserts that Ghana School Feeding Programme was launched in 2005. Konzabre (2018); Kudus ((2011) and Mahama (2017) posits that school Feeding Programme was used to increase the enrolment of a girl child education in Ghana. Mahama (2017) agrees that school feeding programme in Ghana was used to minimize the incidence of teenage pregnancy, early marriage, school dropout, truancy, sexual abuse among others. Parish and Gelli (2015) attest that weekly menus are designed by the districts in every academic session. Samrat and Meenaksh (2018) affirms that school feeding menus cuts across ten regions in Ghana during the period of 2014 to 2015.

Tagoe (2018) opines that Ghana School Feeding programme enhances primary school Completion. In Ghana, school feeding programme , the caterers are placed with the sole responsibilities of purchasing food items, providing storage facilities and also prepare the meals but they are faced with the challenges of controlling changes in food prices due to the rate of inflation and delays in payments from the Ghana School Feeding Programme (University of California Berkeley & Ghana Institute of Management and Public Administration,2013). Gyasi, Asante, Adans and Antwi-Boasiako (2018) Maintain that meals are given to pupils' in order to improve their academic performance. Osei –Fosu (2011) argues that Ghana School Feeding Programme is not fully implemented as a result of fees levied on school pupils by parents Teachers Association.

HOME GROWN SCHOOL FEEDING IN KENYA

Home Grown School Feeding Programme (HGSFP) is been practiced in Kenya. Orodho (2014) views home grown school feeding programme as a propeller drive used in underdeveloped and developing countries to improve the quality of life of school children and the socio-economic status of their parents in Kenya. Langer (2011) affirms that Kenya was one of the countries to start New Partnership for Africa's Development (NEPAD) which was supported by HGSFP in 2009 in order to gain sustainable national school feeding alternative programme.

Langer (2011); Bodo (2012) and Reche, Bundi, Riungu and Mbugua (2012) asserts that school feeding started in Kenya in 1980s with the aim of increasing school enrollment , girl child education and the implementation of the universal primary education as stipulated in the Millennium Developmental Goals of 2015 (Goal 2 & 3) and the Sustainable Development Goals of 2030 (Goal 2) .The school feeding programme was supported by foreign aid from other developed countries . The support from foreigner and other developed countries prevented the Kenya government from gaining full ownership of the programme (Langer, 2012). Finan (2010) affirms that financial constraints were one of the challenges that prevented Kenya from having full ownership of the home-grown school feeding programme.

MAIL HOME GROWN FEEDING

Mali is one of the developing countries in Africa that has implemented Home Grown School Feeding Programme. It was launched in 2009 with a total 651 public primary schools in rural areas (Masset & Gelli, 2013). Home Grown School Feeding programme was meant for pupils within the ages of five to seventeen, poor people living in rural areas and low income farmers and their families .The pupils are fed twice daily and the mayors have the sole responsibility of purchasing the food by issuing tenders to recognized service providers to buy the food from the market (Masset & Gelli, 2013). USDA Foreign Agricultural Service (2009) asserts that Mali has the lowest productivity in the world as a result of lack of credit facilities to farmers ,lack of modern farming implements, lack of irrigation facilities, inadequate and instable food supply, Poor attitude towards incentives provided for the execution of the home grown feeding programme and over production of cereals crops. Masset and Gelli (2013) affirms that a huge number of female children are excluded from schooling system especially in Koulikoro and Mopti

COMPARISON OF THE HOME-GROWN SCHOOL FEEDING

The modes of approaches differ in terms of the meals given to the children and also the mode of funding the home-grown school feeding programmes in various countries. In Ghana, Kenya and Mali meals are given to 600,000 preschool children daily using locally grown food, snacks and lunch for preschool children and over 100,000 children were fed respectively but in Nigeria the preschool pupils were excluded from the school feeding programme. In Mali the feeding programmes extent beyond primary school pupils while in Ghana and Kenya, the Feeding intervention is exclusively for primary school pupils. In Nigeria, the School Feeding Programme is meant for pupils in primary one to three.

Furthermore, Presidents of developing and underdeveloped countries such as Nigeria, Kenya, Mali, Ghana, Ivory Coast, Senegal and among others are given aid or interventions grants through partnership with New Partnership for Africa's Development (NEPAD), Food and Agriculture Organization (FAO), United State Department of Agriculture (USDA), World Bank Group (WBG), Comprehensive Africa Agriculture Development Programme (CAADP), World Food Programme (WFP), Partnership for Child Development (PCD), Catholic Relief Service feeding programme and International Committee of the Red Cross

for enhancement of effective Home Grown School Feeding Programmes in Africa and sub-Saharan African regions (Masset & Gelli, 2013).

CHALLENGES OF HOME GROWN FEEDING

Home Grown Feeding has its own bottleneck as experience by different countries of the world. Rae (2010) asserts that many children less than two years are neglected in the home-grown school feeding and school feeding does not necessarily improve the nutritional values in children unless the quality of meals given to the children are improved. This aligns Roseline and Felix (2021) who opines that home-grown school programme is faced with a major bottleneck of underfunding, non-remittance of regular and adequate fund to food vendors which could be regarded as a corrupt practice by people in authority in Nigeria. These issues have led to poor quality of meals, non-provision of meals to pupils and also inadequate feeding habits.

Buttenheim, Alderman and Friedman (2011) affirms that the school feeding programmes encountered numerous challenges because of poor road accessibility to the farm and lack of adequate infrastructure to deliver school feeding. Pingali (2015) maintains that developing countries neglect the production of vegetables and legumes crops which led to poor deficiencies in pupils' basic nutrient. Barrett (2008) maintains that farmers are faced with the challenges of combining the cultivation of non-staple food with staple food, inadequate incentives and high transaction cost of production. McKee (2012) affirms fruits and vegetables usually get spoilt because of its perishable nature and lack of adequate storage facilities which adversely affects farmer income. Gelli, Neeser and Drake (2010) postulates that the diversified food system has not achieved its purpose as it is still marred with some challenges. Chabite, Garrine, Ferrao and Fernandes (2018) affirms that the problems of HGSP are lack of adequate storage facilities, lack of finance, and wastage of academic time as a result of feeding programme. Issah and Nuradeen (2022) opines that political interferences and non-inclusion of teachers in the planning and implementation of school feeding programme has adversely affected the implementation of the home-grown school feeding programme in Ghana.

CONCLUSION

The Home Grown Programme School Programme has brought about a remarkable outcome on pupils' attendance and 'academic performance but much need to be done in order to increase the pupil's enrolment and Girl Child education in Nigeria, Ghana, Kenya and Mali. The programme is faced with the issue of corrupt practice, low storage facilities, inadequate nutritional meals and low level of implementation.

RECOMMENDATIONS

Based on the holistic review of the home-grown school feeding programme for primary school pupils' in Africa, the researchers recommend that:

1. The School Feeding in Nigeria should extend to all levels of public primary school pupils in order to increase the pupils' school attendance in the North and other parts of Nigeria.
2. The School Feeding Programme should not be limited to rural areas alone in Nigeria, Ghana, Kenya and Mali. The programme should cut across the whole state of a particular country where it is being practiced.
3. Caterers should be trained by dietitians on the type of food to prepare for the pupils.
4. Adequate and nutritious food should be given to the pupils on a daily basis.
5. Government should set up a monitoring team to supervise the school feeding programmes for proper implementation in Nigeria, Ghana, Kenya, Mali and other Sub-Saharan Africa countries.
6. Gender disparities should be avoided in the implementation of Home-Grown School Feeding

Programmes.

7. More intervention package should be given developing countries so as to effectively implement the home-grown school feeding programme.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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