

School Feeding Programme and Pupil's Enrolment in Public Primary Schools in Ogoja Education Zone of Cross River State, Nigeria

By

Unimna, Fidelis Abunimye; Ugwu, Peter Ifeanyi.
[abunimye23@gmail.com/](mailto:abunimye23@gmail.com) ugwupeter9@gmail.com
Department of Social Science Education
Faculty of Arts & Social Science Education
University of Calabar

And

Uguru, Anthony. Inyang
Department of Marketing
Faculty of management Sciences
University of Calabar, Calabar

Abstract

The study examined the extent to which the National Home-Grown School Feeding Programme influenced enrolment in public primary schools in Ogoja education zone of Cross River State, Nigeria. The main objective of the study was to determine the extent to which the programme has improved the enrolment of pupils in public primary schools in the zone between 2017 to 2020. The study adopted expo-facto research design and obtained its data from secondary sources. Two research questions were generated to guide the study. The total study population is 98,722 pupils from the zone. Descriptive statistics were employed to determine the extent to which the National Home-Grown Feeding Programme has influenced enrolment in the zone. The findings showed that the Home-Grown School Feeding Programme increased enrolment by 32.5% within the period under review in Ogoja Education Zone of Cross River State, Nigeria. The study revealed that the aim of the school feeding programme for Public Primary Schools in Ogoja Education Zone is achieved. However, the study recommended that the programme be sustained, and there should be strict supervision of all those involved in the implementation for efficiency.

KEY WORDS: School, Feeding, Programme, Primary School, Pupil

Background to the Study

School feeding programme has been a concerned initiative before now to many developed countries of the world and later was adopted by some developing countries to reduce the state of hunger, mal-nutrition, and suffering among school children and to encourage parents to send their wards to school. The programme served as a measure of enticement to capture the interest of the children to love education, to increase the rate of school enrolment, to reduce absenteeism and school drop-out and to enhance pupils' academic performance. The need for home grown school feeding programme became more pertinent in the world at this period where (FAO, IFAD, UNICEF, WFP and WHO. 2021:8) reports that nearly 2.37 billion people

30% lack food, while UNICEF Child Alert (1 April, 2021:3) reports that more than 14 million children are chronically malnourished and over 2.7 million children wasted in Nigeria as a result of malnutrition. Therefore providing school meal to children is necessary and this initiative can be traced back to the United Nations Millennium Development Goals 2000 (MDGs), which was later superseded by the Sustainable Development Goals with the sole aim to eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality, empower women, reduce child mortality, improve maternal health, combat HIV/AIDs, malaria, and other diseases, ensure environmental sustainability, and develop a global partnership for development. In other to achieve food sufficiency, African leaders came up with the initiative of a comprehensive Africa Agricultural Development Programme, and the Millennium Hunger Task Force formed to link school feeding to agricultural development through the purchase and use of locally produced food. (Bundy as cited in Taylor and Ogbogu, 2016).

According to Taylor and Ogbogu, (2016:40) school feeding is simply the provision of food to children through schools. This work will rather say that school feeding initiative is a well thought idea of providing cooked food for pupils or students as a meal during school hours to quench their hunger.

Primary School enrollment is the ratio of the number of children of school age who are enrolled in primary education as against the percentage of the total children of the official school age population of a place at a given period of time.

Tomlinson in Tijjani, Amina and Hussaini (2017), stated that school feeding is premeditated to provide food to school children in order to ensure that physical, mental and psychosocial health of school children are improved. Similarly, it is also regarded as a critical intervention introduced to address the issue of poverty, stimulate school enrolment and enhance pupils' performance (Adekunle and Ogbogu, 2016).

School feeding initiative has been in existence since the late 1700s and originated as a project donor in Europe (Taylor and Ogbogu, (2016). While Gleasan and Suitar as cited in Inusah, Boateng and Salifu (2018) opine that School feeding programme dates back to 1930s in the United Kingdom and United States.

The programme was implemented as subsidized milk for children in the United Kingdom between 1934 to 1944, and was reviewed between 1960 and 1970 to provide for only needy children (Alderman and Bundy 2011; Gelli and Daryanani 2006).

In Africa documentary evidence by Buttenheim, Alderman and Friedman in Inusah and Salifu (2018), revealed that school feeding was first introduced in South Africa in 1940 with similar implementation of supplying free milk but exclusively to white children in the white schools. The programme was later expanded to include provision of biscuits or full meals but only to white children in white schools.

In 1940s after the Second World War the United States initiated school feeding programme in Australia as an act of international aid focused on combating severe malnutrition among children (Taylor and Ogbogu 2016). In 1990 according to Tomlinson as cited in Taylor and Ogbogu (2016), Netherlands became the first country to incorporate school feeding meals into national legislation.

Today school feeding programme has been embraced by African countries such as Malawi, Uganda, Ghana, Nigeria etc. This could be traced to the Millennium Development Goals (MDGs) initiative 2000, and several conferences held thereafter by African leaders which aimed at tackling issues such as: peace, security, good economy, political and corporate governance and to make the continent an attractive foreign investment. And other agencies were initiated which were desired to link school feeding to agricultural development through the purchase and use of locally produced food (Bundy et al 2009).

In a bid to start the implementation of the (MDGs) goals the Federal government of Nigeria came up with the Universal Basic Education(UBE) act in 2004 which provided the enabling legislative backing for the execution of the Home-Grown School feeding and health programme. Unimna, Unimke, Adie and Ushie (2021) asserted that in 2005, the Federal government piloted the implementation of home-grown school feeding in twelve states selected from the six geo-political zones with the aim of providing pupils with adequate meal during school days (FME,2007).

It became worrisome that till 2015 the MDGs agenda could not be achieved in Nigeria most specially to eradicate extreme poverty and hunger, achieve universal primary education. By 2016 National Home-Grown School Feeding Programme (NHGSFP) was reinforced by President Muhammadu Buhari's administration with the objective to provide nutritious balance meal once each day to pupils in public primary school lower basic class 1-3 across the country. On the 9th of June 2016 in Abuja, the Home-Grown school feeding programme (HGSFP) was launched by the Vice President, Prof. Yemi Osibanjo at a special meeting of the Federal Ministers and school feeding stakeholders. At the meeting, the vice President stated that 'the home-grown school feeding programme is part of a 500 billion naira funded social investment programme announced by President Muhammadu Buhari's administration to tackle poverty and improve the health and education of children and other vulnerable groups' (Ndifon and Basse 2018).

The (NHGSFP) commenced in November 2017 in Cross River State, and Ogoja Education Zone became one of the first zones used as a pilot study of the programme among other states of the federation. The Cross River State coordinator on National Home-Grown School Feeding Programme Mr. Gabriel Okulaja, reported that about 81% of public primary schools of the state have benefitted from the programme, and that head teachers are part of the monitoring unit who ensures that the meal is enough for each child, they also check the quality and the type of food served. The school-based management committee is an independent team which ensures that whatever the government is supposed to do is done to ensure that the feeding goes on. The

Federal government has her independent monitors also, which oversees the activities of food vendors. State managers of the programme supply food items and condiments for them (The Nation, 4 March 2020).

Simona, (2020) reveals that, as at 2018, the drop-out rate of school children in Nigeria was slightly higher among primary school pupils. Ayeni (2020) observed that over 200million children from least developed countries in Africa under age of five are often at risk of falling behind from reaching their optimum development of full potential and almost 60million children go to school hungry as a result of poverty leading to malnutrition. While UNICEF (April, 2020) stated that, 'one in every five drop-out school children of the world is a Nigerian'.

The story is not different with Ogoja education zone, Cross River State where there has been a decrease in school enrollment as a result of school dropout, absenteeism by pupils in public primary schools. Report from the State Ministry of Quality Education 2021 revealed that in 2016/2017 the total attendance of enrolment was 74, 488 representing 74.5%. In 2017/2018, when the feeding programme started in Ogoja education zone, it recorded a total attendance of 69,212 signifying 7.1% decrease, (Ministry of Education, Cross River State 2021). This decrease in enrolment has been attributed to so many factors which include: poverty, cultural practices, (Akanbi, 2013), high cost of school fees and other charges even when it is on record that primary school education is free and compulsory but in practice the reverse is the case resulting to about 10. 5million of the Nigeria children between 5-14 years not being in school due to poverty and marginalized group (unicef.org/topic/e April 2021).

Oyefade in Taylor and Ogbogu (2016) pointed out that 'different countries adopt one or a combination of two types of feeding modalities put in place for different purposes', he identified school meal and take-home meal whereby households whose children attend school are given food. The method motivated not only the children but parents too to send their children to school. Akanbi (2013), stated that the provision of school meals, energy biscuits or snacks have been the most common model of pupils' feeding interventions that has great impact on school enrolment.

Statement of the problem:

School drop-out and absenteeism which is responsible for the decrease in pupil's enrolment among public primary schools in Africa and Nigeria in particular is a serious concern. Children of school age rather than being in school during school hours are rather found playing on the streets, in creeks fishing, playing snooker, playing Niger-Whots, some working in farms, and hawking on the streets, while some are at home taking care of their siblings or engaged in different activities at the expense of education.

The Federal, State, Local government and other stakeholders have been making concerted effort to remedy the situation by way of free and compulsory basic education which is never sustained and just recently the introduction of the National Home-Grown School Feeding Programme with the major aim of encouraging parents to send back their children to school

and to motivate children to return back to school, reduce the rate of drop-out and absenteeism in schools.

It is on this note that the researchers were spurred to ask, is there an increase in the enrolment of pupils in public primary schools in Ogoja zone of Cross River State, Nigeria generally, and based on gender as a result of the Home-Grown School Feeding Programme?

Objectives of the study:

The major objective of the study is to determine the extent to which the National Home-Grown School Feeding Programme (NHGSFP) has influenced the enrolment of pupils in public primary schools from 2017 to 2020, while the specific objective was:

to determine the extent to which the introduction of National Home-Grown School Feeding Programme (NHGSFP) has improved school enrolment in Public Primary Schools in Ogoja Education Zone, Cross River State, Nigeria based on gender.

Research questions:

1. To what extent does the National Home-Grown Feeding programme influence Public Primary Schools enrolment in Ogoja Education Zone, Cross River State, Nigeria?
2. To what extent does the National Home-Grown Feeding programme influence enrolment in Public Primary Schools based on gender in Ogoja Education Zone, Cross River State, Nigeria?

Home Grown School Feeding Programme and School Enrolment

Tomlinson in Tijjani, Amina and Hussaini, (2017), Adekunle and Ogbogu, (2016). observed that the purpose of the introduction of home-grown school feeding programme in primary school is to address poverty and hunger among school children and to boost school enrollment, reduce the rate of school dropout and enhance pupils' performance.

Magreta-Nyongani (2012) stated that school feeding programme enhanced the efficiency of education system by improving enrolment, reducing school drop-out and increasing perseverance and have the potential to reach the poor directly. According to World Food Programme (WFP 2020), one in every two school children or 388million children receive school meal every day in at least 161 countries from all income globally and 36% in low-income countries.

Furthermore, the News Agency of Nigeria (NAN), reported that stakeholders interviewed in Ibadan, Abeokuta, Oshogbo, said the programme has enhanced the health status, reduced absenteeism, increased enrolment and academic rate of retention of pupils in schools and called for its sustenance. While in Ekiti State, the enrolment of pupils in public primary schools rose from 711 in 2014 to 810 in 2017. The enrolment of pupils in schools also increased from 378,000 to 463,863 in 2017. Although other factors that helped to boast enrolment includes: good learning environment, near- zero fees as well as welfare packages for teachers. (Premium Times, 2018).

In a study conducted by Igboji; Umoke, Umoke, and Uwazunku (2017), on the perception of pupils on the Home-Grown School Feeding Programme in Ebonyi State, Nigeria. The researchers used a cross – sectional survey design, with a sample size of 500 pupils. The result showed that home grown school feeding programme makes the pupils to enroll, attend and remain in school. Iddrisu, (2016) reported that a study conducted in Tamale, the capital town of northern region of Ghana, to find out the importance of school feeding programme revealed that school's enrolment and retention increased in the area.

Kiilu and Mugambi (2019) conducted a comparative study in Kenya and found that school feeding reduced drop-out in schools by a quarter and one fifth in the country. Osei Fuso's (2011) and Akanbi (2014), also affirmed that school feeding has increased enrolment in many implemented countries such as: Brazil, Mali, El Salvador, Indonesia, Ghana, Cambodia, Philipines, Bangladesh, Ecuador etc.,

In Bangladesh, a study was carried out by the International Food Policy Research Institute on the effect of School Feeding Programme and it was found that the programme raised school enrolment rate by 14.2%, reduced the probability drop-out of school by 7.5% and increased school attendance by 1.3days a month (Ahmed, 2014).

In kano state Nigeria, Ajiya Amina Umar, Director social mobilization, State Universal Education Board (SUBEB) said," Kano state presently has about 3.2million pupils in its 6333 primary school across 44 local government areas. 1.7million of the pupils are boys and 1.5million are girls. She attributed the increase in enrolment especially in rural areas to the introduction of the free feeding programme (The News, February 11, 2018).

Similarly, in Zamfara state, the Permanent Secretary Ministry of Education, Alhaji Lawal Abubakar stated that the enrolment of pupils has been on the increase in the state. He noted that in 2017 after conducting an annual school censor (ASC) survey, they recorded a total number of 638,150 pupils in which 404,215 were males and 233,935 were female. He attributed it to school feeding programme (The News, February 11 2018). The News Agency of Nigeria (NAN) further revealed that no fewer than 10.27million children have been enrolled into public primary schools in the North West and North Central states of Nigeria in the last one year.

In Cross River state according to Mr. Okulaja, in 2017, when the programme commenced, about 117,000 pupils were involved, and pupils grew to 158,000. Some schools recorded 30% and some recorded 20% increments (Eagle online, August 2019).

Table 1.

Public Primary school enrolment in Ogoja Education Zone 2017-2020

Year	2016/2017	2017/2018	2018/2019	2019/2020
1.Bekwara	14,351	10,146	10,472	12,766
2.Obudu	12,015	14,890	16,714	22,148
3.Obanliku	11,015	5,339	10,550	15,277
4.Ogoja	15,175	16,651	16,413	20,985
5.Yala	21,432	22,186	19,060	27,546
Total	74,488	69,212	73,209	98,722

Source: Ministry of Quality Education ,2021

Taylor and Ogbogu (2016) conducted a study on the effect of school feeding programme on enrolment and performance of public primary school pupils in Osun state - Nigeria. The study adopted the survey design and obtained data from primary and secondary sources; 116 respondents were randomly selected from 10 public schools. The result showed that the school feeding programme resulted to an increase of pupils' enrolment (75%) retention (40%) as well as regularity (58.6%).

Tijjani et al (2017) appraised the government feeding programme and increased school enrolment, attendance, retention and completion among secondary school students in Maiduguri Borno state Nigeria, using simple and stratified random sampling, the researcher drew a population of 934 students who responded to a six item self- developed questionnaire. Chi-square test was used to analyze the hypothesis at 0.05 level of significance, the result revealed that school feeding programme improved nutritional health of the students and increase enrolment.

Based on the need to understand the effect of the Home-Grown School Feeding Programme in Ogoja education zone in Cross River State the researchers discovered scanty related works from South- South region of Nigeria and non from Ogoja Education Zone in cross river state. So, the researchers were spurred to fill the gap by studying to see if the Home-Grown School Feeding Programme has any significant influence on pupil's enrolment generally and also based on gender in public primary schools in the zone.

Methodology

The study adopted expo facto research and obtained secondary data of school enrolment record from the Ministry of Quality Education.

The research area is Northern Senatorial District. Cross River State. The area is made up five Local Government Areas namely: Bekwarra, Obanliku, Obudu, Ogoja and Yala. Ogoja is the district Headquarters, it lies at latitude 6⁰39'30.24" North and longitude 8⁰47'57.23" East. The district has a population of 6,267,756 by 2020 projection estimate of 2.9% annually. The zone is the traditional home of the following ethnic groups: Mbube, Ishibori, Ekajuk. Yala,Ukelle, Igede, Bette, Utugwang, Alege, Ukpe, Ubang. Bekwarra, Afrike, Bendi, Obanliku, Utanga and

Becheve. There is no significant difference in their origin and linguistic plurality. They have cultural similarities due to geographical contiguity and they all belong to the Niger – Congo group of languages.

The people of the Northern zone are hardworking and agrarian in nature. Major crops and fruits grown in substantial quantity include: yam, cassava, cocoa, rice, maize, okra, oil palm, groundnut, orange, mango, honey, palm wine, pear etc. new yam festival is an important celebration in the zone which is held every 1st September. Economically, the zone is blessed with the following markets which takes place every five days: Okuku market, Ishibori and Abakpa markets, Abouchiche, Sankwala, Utanga and Obudu markets. These markets are a major supplier of the above agricultural crops in large quantities to various parts of the country weekly.

The people of Northern cross river are very sociable, accommodating and caring, as a lot of various ethnic groups in Nigeria resides and involved in different economic activities. They have elaborate marriage and have great attachment to family ties, highly religious, majority are Christian with various religious bodies such as churches, ATR and even Moslems in good number in the area.

The area is blessed with the following attraction sites: the famous Obudu Mountain Resort, Bebi Air Strip, Ukwel-Obudu Dam. Animal junction, Ayade Park and St Benedict Cathedral Ogoja. Hotels includes: Mega Hilton, All Star, Gomara Hotel, Gakuna, Ojays Suites, Vintage Hotel, Galilli Hoel, Obudu tourist Hotel, Springs Hotel Etc the zone is highly blessed with educational Institutions such as Cross River University, Abakpa and Okuku Campuses, Federal College of Education and Canadian High School all in Obudu, Mary knoll and Mount camel colleges, Boys and Girls Secondary schools Obudu. Handmaid Girls school, St Joseph center for the virtually handicap and host of others. etc.

The target population of the study consists of all public primary schools in Ogoja zone with a total population of ninety-eight thousand, seven hundred and twenty-two pupils (98,722).

Description of the variables

The two main variables in the study are Home Grown School Feeding Programme (independent variable) and primary school enrolment (dependent variable). The study population was public primary school pupils in Ogoja education zone, Cross River State- Nigeria. The sub-variable of the independent variable is school enrolment in primary schools.

Influence of Home-Grown School Feeding Programme on School Enrolment

Presentation of result

Research question one; To what extent does NHGFP influenced enrolment in Ogoja Education zone?

Table 1

Simple percentage analysis of the NHGFP influence School enrolment in public primary school in Ogoja Education Zone

Local government /years	2016/2017	2017/2018	2018/2019	2019/2020
Bekwarra	14351	10146	10472	12766
Obanliku	11515	5339	10550	15277
Obudu	12015	14890	16714	22148
Ogoja	15175	16651	16415	20985
Yala	21432	22186	19060	27546
Gross total	74488	69212	73201	98702

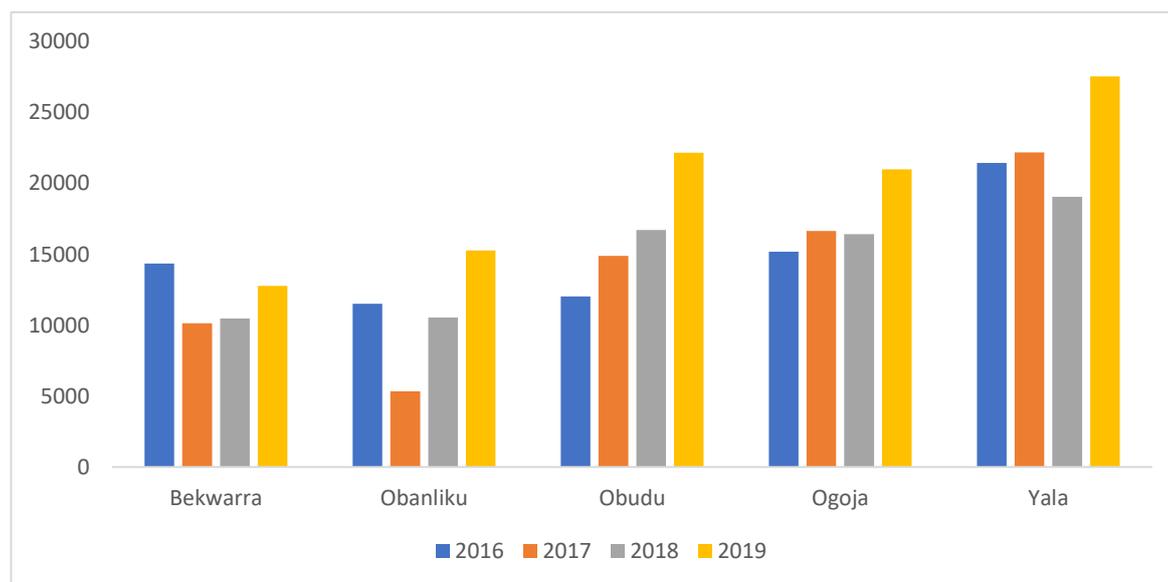


Fig1.Bar graph showing enrolment rate by years and local government

To answer this research question, simple percentages and graphs were used and the result as presented in Table 1 showed that for pupils in Bekwarra, there was an initial decrease of 4% in 2017/2018 but a sharp increase of 3.21% and 21.9% in 2018/2019 and 2019/2020 respectively. In Obanliku, the result showed that enrolment decreased in 2017/2018 session by 53.6%, increased by 97.6% in 2018/2019 and increased again by 44.8% in 2019/2020. In Obudu, the enrolment rate grew steadily without a decline by 21.5% in 2017/2018, 22.9% in 2018/2019 and 22.4% in 2019/2020. In Yala, there was an initial increase by 32.1% in 2017/2018, but experienced a fall in 2018/2019 by 14.1% after which there was an increase by 44.5% 2019/2020. For Ogoja, there was an increase by 9.7% in 2017/2018, decreased by 1.4% in 2018/2019 and increased by 27.8% in 2019/2020. However, on gross total of enrolment in these areas, the result showed that there was a decrease in enrolment in 2017/2018 by 7.1%, increased by 5.8% in 2018/2019 and increased by 34.8% in 2019/2020. This implies that NHGFP activities in Ogoja Education Zone has helped in increase in enrolment rate. Obudu and Yala local government performed better as revealed by the result. Obudu maintained a steady increase without a decline, the reason for this could be attributed to the fact that it is the local government of the State Governor, as such the implementers of the programme there were more careful. Also, Yala is the home town of the SUBEB chairman and same situation applies. For the other Local governments that did not maintain a steady increase, corruption and other variables may be responsible.

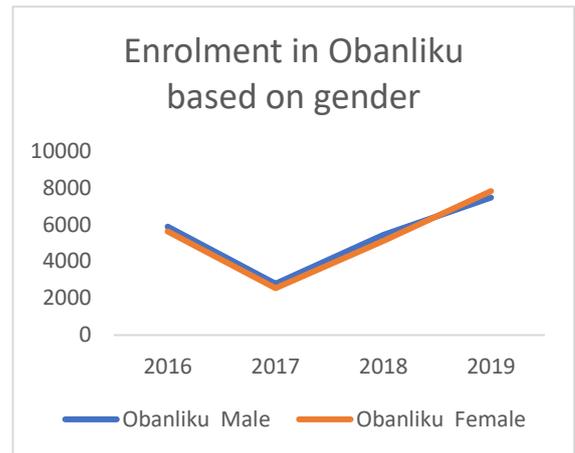
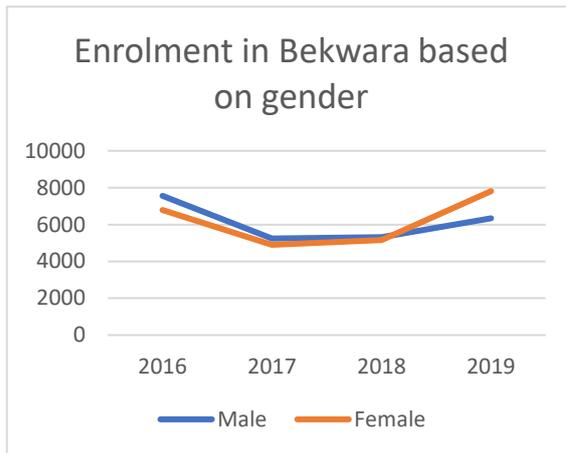
Research question two: To what extent does the NHGFP influence School enrolment in public primary school base on gender?

Table 2

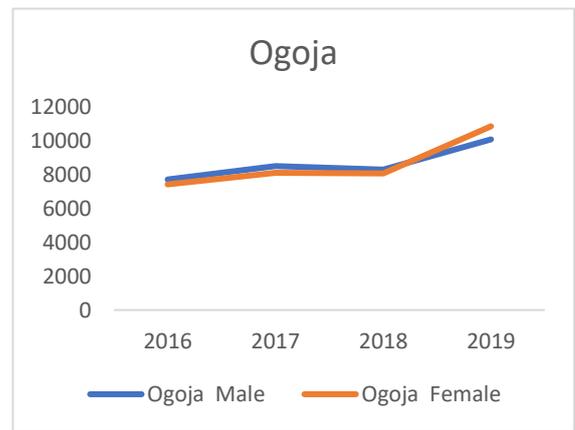
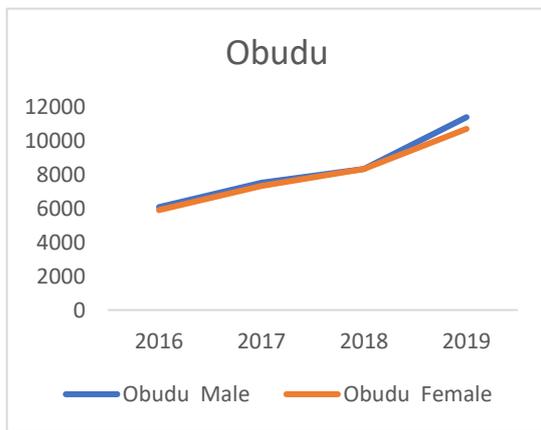
Simple percentage analysis of the NHGFP influence School enrolment in public primary school based on gender

L.G.A.	Gender	2016	2017	2018	2019
	Male	7559	5244	5319	6345
Bekwarra	Female	6792	4902	5153	7813
	Male	5895	2790	5437	7464
	Female	5620	2549	5113	7813
Obudu	Male	6095	7533	8351	11420

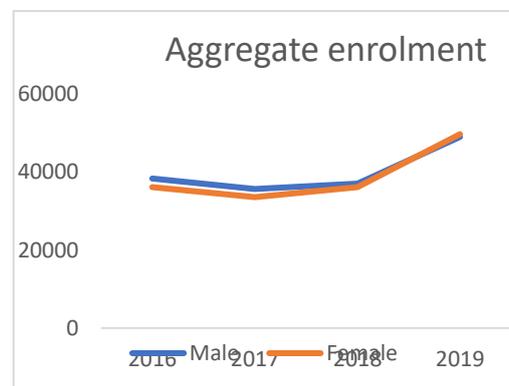
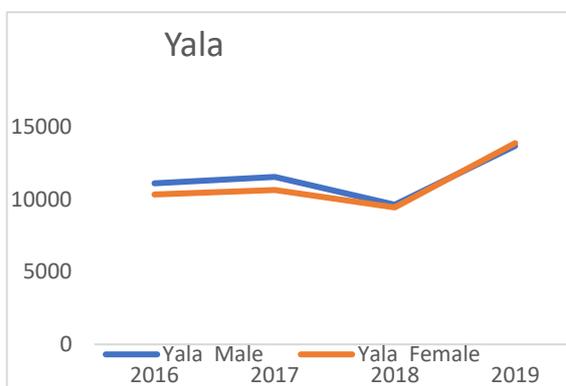
	Female	5920	7357	8363	10728
Ogoja	Male	7733	8533	8316	10105
	Female	7442	8118	8097	10880
Yala	Male	11095	11549	9624	13676
	Female	10337	10637	9436	13870
Aggregate	Male	38377	35649	37047	49010
	Female	36111	33560	36162	49712



To answer this research question, simple percentages and graphs were used and the result as



presented in Table 2 showed that in Bekwarra there was a decrease for both genders. Male



decreased by 30.6%, and female by 25% in 2017/2018, in 2018/2019, there was an increase of 1.4% by male and 4.8% by female in 2019/2020. Obanliku's enrolment for males decreased in 2017/2018 by 52.7% and, females by 54.6%. in 2018/2019 there was a high increase of 94.9% for males and 100.6% by females. 2019/2020, male increased by 37% and females by 52.8%. For Obudu enrolment, there was a steady increase. Males increased by 23.5%, 10.9% and 36.2% for 2017/2018, 2018/2019 and 2019/2020 respectively. The females on the other hand

increased by 29.9%, 10.7% and 28.3% respectively during the same period. For Ogoja, there was an increase of 10.3% for males and 9.1% for 2017/2018, a decrease of 2.5% for males and 0.3% for females in 2018/2019, in 2019/2020 the enrolment increased by 21.5% for males and 34.4% for females', the result showed that in 2017/2018 there was an increase by 4.1% for males and 2.9 for females, in 2018/2019 there was a decrease of 16.7% for males and 11.3% for female. For 2019/2020, increase was 42.1% for males and 47.1% for females. On the zonal aggregate, male enrolment decreased in 2017/2018 by 7.1% increase in 2018/2019 by 3.9% and 32.3% in 2019/2020 respectively. The female's enrolment equally decreased in 2017/2018 by 7.1%, increased in 2018/2019 and 2019/2020 by 7.8% and 37.5% respectively.

Discussion of result

National Home-Grown School Feeding and School Enrolment

The result of the first research question revealed that the National Home-Grown School Feeding Programme has increased school enrolment to a reasonable extent. This result is in agreement with the results of the following researchers: Magreta- Nyongani (2012), Igboji et al (2017), Osei Fuso (2011), Akanbi (2014), Ahmed (2014) and Tijjani et al (2017) who all were unanimous in their findings that school feeding increases school enrolment.

National Home-Grown School Feeding and School Enrolment base on Gender

The result of the second research question shows that there is a linear relationship between the male and female enrolment. Both decreases or increases at the same time though not at the same extent. In Obanliku, the decrease and increase were more intense among the females. In general, national home-grown school feeding programme enhances school enrolment.

Conclusion and Recommendations

The home-grown school feeding programme has increased school enrolment in Ogoja Education Zone of Cross River State it is therefore a laudable project that will not only increase school enrolment and reduce school dropout among children but will likewise give the children hope and courage to work hard to achieve their dreams. The programme capacity and function will require a continuous reinforcement and genuine monitoring by honest agencies having in mind that the children whom the programme is meant for are the future of the nation.

The study therefore recommends that the programme be sustained for greater achievement, and that there should be strict supervision of all those involved in the implementation process for greater efficiency in all the local government areas in the zone. In addition, given the fact that the programme increased enrolment based on gender, attention should be paid to the above recommendation to sustain the increase.

Institutional goal should be seen above personal considerations with a conscious accountability and security of stewardship as guidance and parents of the little kids who innocently build unconscious trust and believe upon the teachers and the agencies.

Reference

- Akanbi, G.O (2013). Home grown school feeding and health programme in Nigeria: an innovative approach to boosting enrolment in public primary schools- a case study of Osun State 2002-2010... *African Symposium* 11(2)8-12
- Alderman, H & Bundy, D. (2011). The food security and Nutrition network. *The world Bank Research Observer* 26(2)1.
- Ayeni, S. A. (2020). Free school feeding programme – an important factor for children enrolment at early childhood development centres in rural communities. A seminar presented at the department of development studies. College of Arts and Social Sciences, University of Rwanda.
- Bundy, D; Burbano, C; Grosh, M.E; Gill, A & Juke, M (2009). Rethinking school feeding: Social safety net, child development and the education sector. The World Bank. www.elibrag.worldbank.org
- Eagle online (2019). Cross River ultimate beneficiary of School feeding programme.
- FAO, IFAD, UNICEF, WFP &WHO. (2021). *The State of Food Security and Nutrition in the World 2021.Transforming food systems for food security, improved nutrition and affordable healthy diets for all*. Rome, FAO.<https://doi.org/10.4060/cb4474en>
- Federal Ministry of Education (2007). The Development of Education National Report. <http://ibe.unesco.org>archive.pdf>
- Gill, A &Danyanani, D. (2006). School feeding moving from practice to policy: Reflections on building sustainable monitoring and evaluation system. *Food and Nutrition Bulletin* 34, (3)310-317.
- Iddrisu, S. (2016). Universal basic education Policy: Impact on Enrolment and retention. *Journal of Education and Practice*, 7(17)141-148.
- Igboji, J. O; Umoke, P; Umoke, M & Nwazunku, A. A (2017). Perception of pupils on Home Grown School Feeding Programme in Ebonyi State South East Nigeria. *Global Journal of Health Sciences*, 12 (10)45.
- Inusah, I; Boating, J. & Salifu, S. (2018). Achieving free compulsory Universal basic education through school feeding programme: Evidence from deprived rural community in Northern Ghana. *Cogent Education*, 5, (1)1509429, DOI.
- Killu, R. M &Mugambi, L (2019). Status of school feeding programme policy initiatives in primary schools in Machakos County, Kenya. *African Educational Research Journal* 7(1) 1-7.
- Kiruga, M. C. (2013). Influence of School feeding Programme on Pupil's participation in primary schools in conflict areas. The case of Isiolo central District, Kenya. M.ed Thesis in Education, University of Nairobi, Kenya.
- Lui, M; Cui, M; Shi, Y;Chang, F; Mo, D. R & Johnson, N (2016). Who drops out from primary school in China? Evidence from minority- concentrated rural areas. *Asia Pacific Education Review*, 17(2), 235-252.
- Magreta-Nyongani, M. (2012). Mitigating negative externalities affecting access and equity of education in low resource countries: A study exploring social marketing as a potential

strategy for planning school food programme in Malawi. Doctoral Dissertation – University of Massachusetts Amherst.

Ndifon, F.O & Basse, E.O (2018). Nigeria Home Grown School Feeding Programme and the performance of Early Childhood Education for sustainable Development. *International Journal of progressive and Alternative Education*, 5(1), 30-41.

Oluwale, J. (2017). Special Report: how Buhari administration's school feeding programme increases pupil's enrolment amidst challenges. Premium Times 12th May 28.

Osei-fuso, A. K. (2011). Evaluating the impact of the capitation grant and school feeding programme. *Home Journal*, 31(1), 25-51.

Premium Times (February 12th 2018). School Feeding Programme, other factors boosting enrolment across Southern Nigeria – survey.

Taylor, A. D. & Ogbogu, C.O (2016). The Effect of School Feeding Programme on Enrolment and Performance of Public Elementary School Pupils in Osun State Nigeria. *World Journal of Education*, 6(3), 39-47.

The Nation, March 4th (2020). Cross River State, Ultimate Beneficiary of School Feeding Programme.

The News, February 11th (2018). School feeding boosts enrolment in North East and North Central.

Tijani, S. A; Kaidal, A and Garba, H (2017). Appraisal of Government Feeding Programme on Increased School Enrolment, Attendance, Retention and completion among Secondary School Students in Maiduguri Borno State. *International Journal of Education and Practice*. 5 (9) 138-145.

Tomlinson, M. (2007). School Feeding in East and Southern Africa: Improving food Sovereignty of photo opportunity. *Equity paper* No 46.

Unicef child alert (1 April, 2021:3). Sub- Saharan Africa. Growing up in crisis in a world of opportunities.

UNICEF. For every child (April 2020), all children, no matter where they live or what their circumstances, have the right to quality education. [Unicef.org/Nigeria/education](https://www.unicef.org/Nigeria/education)

Unimna, F.A, Unimke, S. A, Adie, R. U and Ushie, T. L (20221).

Library Education Services and Academic performance of upper Basic III Students in social studies in calabar. Education zone of Cross River State, Nigeria. Turkish online journal of quantitative inquiry, 12 (7), 2021

WFP (World Food Programme) 2020. State of School Feeding Worldwide 2020. [Wfp.org/publication/s](https://www.wfp.org/publications/s).

National Population Commission of Nigeria (2020), The population Development in Cross River. [https://.www.citypopulation.de/php/nigeria admin.php?%20adminlid=NGA009](https://www.citypopulation.de/php/nigeria_admin.php?%20adminlid=NGA009)