



Upholding Children’s Right to Education Through Effective Policy Implementation: Analysis of the National Home-Grown School Feeding Programme (Nhgsfp) in Nigeria

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Received 1 September 2022; accepted 17 September 2022
 Published online 26 September 2022

Abstract

This study examines the implementation of the school feeding programme in Nigeria with a view to determining the extent to which the goals of the programme are met and to identify the challenges confronting its effective implementation. The major objective of the paper is to explore the impacts of the programme with respect to increased school enrolment, retention, attendance and learning /performance of pupil Methodologically, a qualitative design was adopted in obtaining materials from secondary sources which include the bulletins of Federal Ministry of Education, journals, policy documents, reports, Newspapers and Magazines. The documents obtained were analyzed using content analysis. The findings of the paper revealed that school enrolment among pupils in primary schools are relatively high as a result of implementation of the National Home Grown School Feeding Programme (NHGSFP).It was however discovered that the implementation of HGSFP has not significantly improved the retention and learning among pupils in primary schools. The challenges confronting the effective implementation of the programme include; high pupils-teacher’s ratio, poor learning environment; insufficient funding; low morale among teachers; corruption; and lack of effective monitoring and evaluation. The paper concludes that there is still high rate of out of school children in Nigeria despite the implementation of HGSFP because the conditions for teaching and learning have largely remained unsatisfactory. The study recommends the recruitment of more primary school teachers to cope with the rate of enrolment by school pupils; provision of adequate

infrastructure in schools including teaching aids in order to make teaching and learning pleasurable; adequate funding of the NHSFP by both the federal and state government; improved welfare for teachers to boost their morale; increased transparency in the disbursement and utilization of funds meant for implementation of NHGSFP and effective monitoring and evaluation at all stages of implementation of the NHGSFP.

Key words: Policy; Government; Implementation; Enrolment; Retention; Learning; School; Feeding

Joseph, A. A. (2022). Upholding Children’s Right to Education Through Effective Policy Implementation: Analysis of the National Home-Grown School Feeding Programme (Nhgsfp) in Nigeria. *Cross-Cultural Communication*, 18(3), 71-78. Available from: <http://www.cscanada.net/index.php/ccc/article/view/12755>
 DOI: <http://dx.doi.org/10.3968/12755>

INTRODUCTION

The Federal government of Nigeria introduced the National Home Grown School Feeding Programme (NHGSFP) in 2005 in effort towards encouraging increase enrolment of pupils and reduction in the rate of drop out in schools,. The pilot scheme for the programme was meant to commence in 13 States of the Federation. However, the inability of the Federal Ministry of Education to secure the full backing of other Ministries led to the failure of the programme in exception of Osun State that took over the responsibility of funding the scheme.

The administration of President Mohammadu Buhari re-launched the programme in 2016 in fulfillment of his campaign promises. The major objectives of the NHGSFP are to increase school enrolment, retention, attendance and learning /performance among kindergarten and primary school children. The implementation of the programmes officially commenced in 14 States by 2017

and subsequently increased to 24 State in 2018. However, the implementation of the NHGFP was accompanied with mixed feelings by Nigerians. Some observers were of the opinion that such initiative would bridge the gap in pupils enrolment and reduce the rate of drop out in school, boost agricultural value chain programme, improve the health condition of children and generate employment for the masses. However, others were of the view that government should have encouraged improved standard of living for parents in order to provide quality nutrition for their children in school instead of taking up the responsibility of pupils feeding from their parents.

In light of the above, this study intends to explore the implementation of the school feeding programme with a view to determining the extent to which the goals of the programme are being met and identify the challenges to its implementation. The study is divided into four sections. Section one consists introduction and objectives. Section two comprises conceptual review, theoretical framework and methodology. Section three examines the challenges to implementation of NHGSFP and how they affect enrolment, retention and learning among pupils of school-age in Nigeria. Section four is made up conclusion and recommendations.

Objectives of the Paper

The aim of this paper is to achieve the following objectives:

- i. To articulate the objectives of National Home Grown School Feeding Programme in Nigeria.
- ii. To identify the challenges confronting the implementation of the National Home Grown School Feeding Programme in Nigeria.

Methodology

The materials used for this paper were obtained through secondary sources by analyzing existing official documents, reports, publications, policy statement and empirical studies on issues regarding the National Home-Grown School Feeding Programme (NHGSFP) in Nigeria. The qualitative technique was considered suitable since adequate materials are readily available for further study on the subject matter of this paper.

Theoretical Framework

This study adopted the human capital model as a theoretical underpinning since the Home- Grown School Feeding Programmes of Federal government of Nigeria focused on the encouragement of increased enrolment in early-child education. The human capital theory was propounded by Schultz and Becker in 60s. The scholars view schooling as an investment in skills and competences (Schultz, 1960; 1961; Becker, 1964). It is argued based on rational expectations of returns on investment; individuals make decisions on the education they receive as a way of augmenting their productivity. A similar strand of studies focuses on the interaction between the educational/

skill levels of the workforce and measurements of technological activity. According to this theory, a more educated/skilled workforce makes it easier for a firm to adopt and introduce new technologies, thus encouraging returns on education and training.

The human capital model is applicable to this study since no nation can grow beyond the level of her educational development. Therefore, any endowment made available towards the enhancement of human capital development is not an expenses but a rewarding investment. In light of this, the Home Grown School Feeding Programme of the Federal government aims to provide balanced school meal in order to reduce hunger, improve education outcomes, increase enrolment and retention of pupils in public primary schools in Nigeria.

Conceptual Clarification

The following terms considered relevant to this study are conceptualized based in opinions of scholars in the field in order for readers to comprehend the ideas, knowledge and information being disseminated in this paper.

a) Education

Education in literary term refers to the knowledge that can be acquired from birth to death. This is the more reason why provision is made for child and adult education. Education can equally be referred to the acquisition of general knowledge for the purpose of specializing in specific areas in future. In the opinion of Nyerere (1982), education is the transmission of accumulated wisdom and knowledge of the society from one generation to the next and also to prepare young people for future membership of the society in which they find themselves. The above definition conceives education as a way of passing existing norms, values, traditions, culture, beliefs, knowledge and ideas from generation to another. In other words, education helps in the preservation of monument for the foreseeable future. For the purpose of this paper, education refers to the passage of tradition, knowledge, ideas and skills from one generation to another.

b) School feeding

The concept of school feeding has been defined in various ways by scholars based on their intellectual orientation and the kind of environment they found themselves. For instance, Taylor and Ogbogu (2016) were of the opinion that School feeding is simply the provision of food to children through schools. This means that school feeding involves the preparation of means to pupils in school in exclusion of adult. The objectives of school feeding vary depending on the context. The general objectives are to: meet the immediate food needs of children; alleviate short-term hunger and improve learning capacity; increase access to education (i.e. enrolment, attendance, retention and completion); reduce gender and social inequalities; improve health and nutrition status; increase development opportunities (Espejo, et al, 2009). Specifically, school feeding can be classified into two broad categories

namely: in-school meals and take-home rations where families are given food if their children attend school. For the purpose of the study, school feeding refers to a deliberate and conscious effort by government to provide nutrition for pupils in schools in order to encourage their physical, emotional, physiological and personal self development.

IMPLEMENTATION OF NATIONAL HOME GROWN SCHOOL FEEDING PROGRAMME IN NIGERIA

In 2004, the Nigerian federal government passed the Universal Basic Education (UBE) Act which states that all basic education is compulsory and free of charge to children of school age in Nigeria. This Act provided the legislative backing for introducing a public programme on school feeding. Together, the UBE Act and NSHP provide the policy and legislative framework for a national Home-Grown School Feeding Programme which was launched in 2005. A pilot of the first national HGFSF programme involved 13 states and the Federal Capital Territory Abuja. However, the pilots did not last more than a year and only Osun and Kano states continued to run the school feeding programme independently. One reason for the failure of the pilots is said to be the inability of the Ministry of Education to persuade the other line Ministries to support the programme. Government programmes which require the collaboration of multiple sectors commonly stall due to the inability of one Ministry to oblige another to work with them on their programme (Taylor, and Ogbogu, 2016).

During the administration of President Goodluck Jonathan, the Agricultural Transformation Agenda rose to prominence and this led to the renewed interest in home-grown school feeding as a way of promoting local consumption, creating local markets for agriculture, increasing farmers' income and creating employment. In 2014, in response to signals of renewed interest to the programme, the Ministry of Education convened a special high level inter-ministerial roundtable meeting in Abuja (Government of Nigeria, 2016). The Minister of Education invited his counterparts from the Ministries of Agriculture and Health, as well as development partners from Partnership for Child Development, the World Bank, Vitol Foundation, the World Food Programme (WFP) and the Bill and Melinda Gates Foundation. Representatives from the Osun and Kano state school feeding programmes to offer advice on how to develop a better policy and funding framework to enable a national HGFSF programme function effectively (Government of Nigeria, 2016)

A further technical meeting was held in Osun State in order to learn from the Osun school feeding programme, which had been reviewed and judged an example of best practices in Nigeria's education sector.

The meeting resulted in a communiqué which included recommendations for the institutionalization, funding and replication of Osun and Kano school feeding models across all states. of the Federation. However, by the end of President Goodluck Jonathan's administration in 2015, a new national HGFSF programme was yet to be launched. Despite the change in national government, the political interest in school feeding remained and during the national election campaign, the All Progressives Congress (APC) promised to invest in school feeding, along with the three other Social Investment Programmes. President Buhari made clear promises to reduce poverty and bring tangible benefits to the poorest Nigerians, and school feeding was one of the ways in which he claimed this would be done (*Africa Check, 2017*) Following electoral success, the Buhari administration announced the national Social Investment Programmes (SIP) which promised to generate more jobs, increase household incomes, improve school attendance and child health, and empower women. The four programmes are N-Power (addressing youth unemployment), Conditional Cash Transfer, Government Enterprise and Empowerment Programme (micro financial support to individuals), and School feeding. The HGFSF programme has been tagged as the "Buhari food for the children" which indicates the political significance attached to the programme (Oluwole, 2017).

In June 2016, the school feeding programme was officially re-launched, a strategic plan was presented and a federal coordinating team was inaugurated. The government announced that the programme, when fully operational, would feed at least 10 million primary school pupils in grades 1 to 3. It also predicted that with state government cooperation, a further five million pupils in grades 4 to 6 would be included (Oluwole, 2017). The Nigerian Home Grown School Feeding (HGFSF) program termed the National Home Grown School Meal program (NHSMP) aims to deliver a government-led, cost-effective school feeding programme using food that is locally grown by small holder farmers. Children benefit from a hot nutritionally balanced school meal which reduce hunger and improve education outcomes; farmers benefit from improved access to school feeding markets and communities benefit from new catering, processing and food handling jobs. It brings a multiplier effect that will spur economic activities. The objectives of the programmes are; to improve the enrolment of primary school children in Nigeria and reduce the dropout rates from primary school which is estimated at 30%, address the poor nutrition and health status of many children who have been affected as a result of poverty this has affected the learning outcomes of the children, linking the programme to local agricultural production has direct economic benefits and can potentially benefit the entire community as well as the children, stimulate local agricultural production and boost the income of farmers by creating a viable and ready market via the school

feeding programme to creates jobs along the value chain and provides a multiplier effect for economic growth and development.

Due to the political importance of the programme, it is housed under the Vice President’s office with a dedicated team of senior technocrats to support it. Learning from the first national HGSF pilot, which was housed in the Ministry of Education but struggled to persuade other ministries to collaborate, this time the programme management is independent of a line ministry and line ministries do not have to contribute funds. Giving the programme the privileged central position means that coordination across line ministries is easier since they are obliged to cooperate and because there is not competition or resentment over which ministry has control of the budget. The political significance of the Social Investment Programmes (SIPs) has endowed the HGSF programme with a large budget but this has raised questions in the media as to whether it is a sustainable or justifiable use of funds. The government initially proudly announced that the budget for the SIPs would be N550bn but has since been reduced due to Nigeria’s fiscal crisis. The pressure which results from the public attention to the programme’s budget appears to have a positive effect on how the programme spending is monitored and on its accountability to the general public via the media. However, the large budget has drawn criticism from some international donors who argue that the programme is not effective enough at addressing some of Nigeria’s most urgent problems and so the level of spending cannot be justified in the current economic crisis (The Guardian, 2017).

A common criticism of the programme is that it is unlikely to last beyond the current administration. Due to the clear political ownership of the programme by the APC administration, future administrations may be unlikely to maintain it. Nigeria’s first National Social Protection Policy was published recently (19th July, 2017) and this includes school feeding as a requirement. However, government policies and laws are not necessarily implemented by subsequent administrations. Regarding sustainability, the question is also whether the benefits the programme expects to deliver will have a lasting impact beyond the lifetime of the programme. Proponents of the programme argue that it will catalyze improvements in agricultural markets, household incomes, and children’s health and education. One interviewee suggested. However, the evidence that the programme can trigger wider changes has yet to emerge, and others argue that if the programme ends, the agricultural market will shrink again and the number of children enrolled in school will drop.

The design of the programme’s strategy, as well as the other Social Investment Programmes (SIPs), involved considerable participation of numerous donors and non-government organizations. This included the New

Partnership for African Development, the WFP and the United Nations International Children’s Fund (UNICEF). Financial assistance was provided by the Gates Foundation, the World Bank and the Vitol Foundation. Following substantial involvement in the Osun State programme, Imperial College London’s Partnership for Child Development provided technical assistance. The strategy development drew on the experience from Osun and Kano States and also involved the state governments from Enugu and Kaduna, in anticipation of their role in piloting the programme. Following the announcement of the HGSF programme in 2015, the programme took more than a year to be established. The first funds were disbursed in January 2017 to five states: Anambra, Ebonyi, Ogun, Osun and Oyo. By August 2017, a total of 14 states had begun the national HGSF programme and the federal government had spent nearly 6,205 Million Naira on implementation and claims that 51% of the targeted 5.5 million pupils are being fed (Terhemba, 2017). In May, 2018, the Buhari Administration upgraded the number of children being fed daily to 8,260,984 pupils in 45,394 public primary schools in 24 states. The states are Anambra, Enugu, Oyo, Osun, Ogun, Ebonyi, Zamfara, Delta, Abia, Benue, Plateau, Bauchi, Taraba, Kaduna, Akwa-Ibom, Cross River, Imo, Jigawa, Niger, Kano, Katsina, Gombe, Ondo and Borno (Belo-Osagie, 2018). However, there has been some confusion and criticism over the progress of the programme and how much spending has been disbursed. In response, the federal government team released figures to the media showing that funds are being used to employ cooks and feed children though the cost per child varies considerably across the states. There appears to be pressure on the government to implement the programme, as one media source described “The HGSF programme must not be allowed to fail as this is one of the projects this administration has always flaunted as one of its achievement (Taiwo, 2017)”. The statistics in table 1 below exhibits the breakdown of the the implementation of home grown school programmes in 14 States of the federation.

Table 1
Statistics of School Feeding Programme in 14 State

S/ N0	States	Running Expenses (Million: N)	Cooks Engaged	No. of Pupils FED
1	Ogun	1,042	2,205	231,660
2	Osun	1,000	2,863	151,438
3	Anambra	693	1009	103,742
4	Enugu	572	1,276	108,898
5	Kaduna	500	9,857	835,508
6	Oyo	490	1, 372	107,983
7	Zamfara	402	1,127	107,347
8	Ebonyi	345	1,453	163,137
9	Benue	337	3,344	240, 827

To be continued

Continued

S/ NO	States	Running Expenses (Million: N)	Cooks Engaged	No. of Pupils FED
10	Delta	226	1,364	141,663
11	Bauchi	215	3,261	307,013
12	Plateau	133	1,418	95,134
13	Abia	129	750	61,316
14	Taraba	120	2,596	171, 835
Total		6, 205	33,895	2,827,501

Source: Daka (2017)

The statistics in table on above shows that Kaduna State recorded the highest number of cooks and pupils fed while Abia State obtained the lowest number of cooks and pupils fed during the period under review. According to Sahara Reporter (2022) over 10 million children are fed at the rate of N100 meal per child as approved by President Buhari as at April, 2022.

HINDRANCES TO EFFECTIVE IMPLEMENTATION OF NATIONAL HOME GROWN SCHOOL FEEDING PROGRAMME IN NIGERIA

The initiative to provide a meal a day for each primary school child was part of the promises of the Buhari/Osinbajo campaign in 2015. Its objectives is to reduce hunger and improve the nutritional status of primary school pupils; increase retention and completion rate of primary school pupils; increase pupil enrollment in primary schools and boost production of home-grown foods by encouraging small-scale farming. Although, there was an initial dallying over its implementation, the APC government managed to kick start the programme in a few states later in 2016. More states joined the programme in 2017. While it is meant to be a counterpart arrangement between the states and the federal government, with the latter providing meals for pupils in primary 1-3, most of the states are still unable to include the other classes in the programme. The initiative was projected to provide 1.14 million jobs across the country, with the engagement of community women as cooks; boost food production and stimulate an investment worth N980 million annually. The federal government claims that about 7.6 million children are being fed daily in about 40,000 public primary schools in the states where the programme has taken off. The programme currently covers only pupils in primary one to primary three classes, leaving out classes four to six, as well as the two classes in the nursery; mainly due to the states failing in their own parts of the task (Oluwole, 2018).

The following challenges are confronting the effective implementation of the Home Grown School Feeding Programme (HGSFP) despites the above laudable objectives:

a) Administrative bottleneck: The National Home Grown School Feeding Programme (NHGSFP) is susceptible to bureaucratic bottleneck been experienced in the Nigerian Public Service. In Enugu, Oyo and Niger States for example, the dilatory procedures relating to processing of payments to vendors and suppliers, and paucity of funds, remain a thorny issue in the programme. This in turn has slowed down its penetration even in the hinterland. Also, in the three states none of them has been able to cover all public primary schools since the process of including the about 30 per cent awaiting inclusion is slow. In most cases, the cooks do not show up at the schools when their payments are delayed. Delays in crediting the accounts of the vendors sometimes result in some schools going on for a week or two without the pupils getting the one meal per day being provided by the government. There is nothing the vendors can do since they rely on the funds to purchase food items. Similarly, some essential components of the menu, such as eggs, beef, chicken, fish and bread, in some of the schools, do not come in their specified sizes and weights. The products do not always come regularly and when they do, they are small and insignificant. Despite keying into the programme since 2017, only 60 per cent of the about 1,240 public primary schools in Enugu State are covered by the programme, with about 109,000 school children as beneficiaries.

b) Accountability: As with other programmes that involve substantial quantities of commodities and long-term contracts, there are opportunities for corrupt practices in procurement and contracting associated with school feeding programs. While it is usually recognized that procurement from outside the country requires systematic tendering and bidding processes, there may be less awareness that these are also necessary and appropriate for competitive procurement, even down to the district level (Bundy et al. 2009). There is anecdotal evidence that procurement at the lower administrative levels may raise particular concerns because of the distance from the central monitoring processes. Bidding may not be appropriate or possible, however, in highly localized procurement from small-scale farmers, where instead a transparent process with broad community involvement and oversight may provide an effective alternative. This approach has proven effective in school-based management of budgets, provided that both inflows and expenditures are transparently shared within the beneficiary community. Procurement contracts for such components as transport, storage, and food preparation constitute another area where close monitoring and oversight are required, linked with strong tendering processes and transparency (World Food Programme, 2009). In Zamfara State, the programme is very poor due to the (activities of) politicians. They come in and put their wives and relatives in some schools in Zamfara (who do) not feed (but) share (the) money (among)

(themselves). All the Automated Teller Machine (ATM) cards of vendors are (held) by their councilors. Also, there are fraudulent practices of the food vendors who reduced the food meant for the pupils (Belo-Osagie, 2018).

c) Inadequate Finance: Funding is a major challenge to the effective implementation of the HGSFP in Nigeria. In most cases, funding from Federal Government for Primary 1-3 are no forth coming. Also, states are not financially prepared to provide meals for primary 4-6 given the huge financial commitment required to run it. With N70 as the value of the meal per child per daily, the vendors and other stakeholders are insisting it is not enough for the quantity and the quality of meal expected of them. They are asking for, at least, N150 per child (Oluwole, 2018)

d) Corruption: It is a common knowledge that corruption is the bane of the HGSFP programme. There are several reports of diversion of funds by government officials meant to disburse to the cooks in many states and hence the need for help from civil society organizations to monitor the programme. In one state, state officials went as far as diverting 80 per cent of the cooks' money from their account to a special account in connivance with the banks. However, lack of funds to mobilize independent collaborator to catch corrupt officials has been one of the major challenge to the effective implementation of the programme (Belo-Osagie, 2018). At the commencement of the exercise in October 2017 in Niger State, there were problems of the food quality and packaging. Pupils were said to have received their meals in cellophane as there were no provision for bowls or plates. The scheme was later suspended following outcry from major stakeholders over being shortchanged in the allocation of funds by the state office. Top managers of the programme were later removed by the presidency over allegations of fraud and mismanagement of the programme in the state. A new management is since in place and the programme restarted, coordinated by the state's Ministry of Education (Oluwole, 2018).

e) Quality of food: Payments were made through cooperatives to the vendors who collect the money in cash. They received the payments every Thursday or Friday to enable them prepare for the following week. They soon realized that the amount was insufficient to provide the quality of food demanded by the government. The price of goods in the market had skyrocketed; a mild agitation ensued leading to an upward review by the state government. Shortly before the exercise was put on hold, food vendors got N70 as fee per pupil (Belo-Osagie, 2018).

f) Pupils-Teachers Ratio: The Pupils-Teachers – Ratio was an average 40:1 before the introduction of Home Grown School Feeding Programme. However, the Pupils-Teachers –Ratio in most public schools increased to an average of 95:1 due to the impacts school feeding programmes on the enrolment of pupils in public schools.

Approximately 2 in every 3 of the vendors serve between 71 and 110 pupils daily (Oluwole, 2018)

g) Poor Learning environment: Majority of the schools have no facilities for potable drinking water and functional hand washing facilities, as well as functional latrines/toilets with a few exceptions of some schools with boreholes and pit latrines. In some case, the pupils come with bowls/plates from homes. There is no serving bowl/plates provided in any of the schools. It implies that the children and their parents take the responsibility of making sure their wards feeding bowls and utensils are kept clean and manageable (Taiwo, 2017)

CONCLUSION

This study assessed the implementation of the Home Grown School Feeding Programmes (HGSFP) in Nigeria. The new NHGSF programme is one of five Social Investment Programmes (SIPs) which have been launched by the Buhari administration. The SIPs are a high-profile set of programmes housed under the Vice President's office. The HGSF programme's strategic plan stipulates that it will provide one meal per school day to all primary school pupils in grades 1 to 3 in Nigeria. The first funds were disbursed in January 2017 to five states: Anambra, Ebonyi, Ogun, Osun and Oyo. By August 2017, a total of 14 states had begun the national HGSF programme. . A critical assessment of the programme revealed that It has improved the enrolment and performance of elementary school pupils in most State of the Federation as well as enhanced their retention. It has equally enhanced pupil's performance and encouraged their completion of basic education. Despite the remarkable achievement recorded by the HGSF, certain challenges such as; lack of effective monitoring, inadequate finance, political interference, systemic failure, corruption and lack of proper sensitization have made it difficult if not impossible to expand the coverage of the programme nationwide. Being that as it may, it appears the government is selective in the choice of States where the HGSF programme should be implemented instead of rolling out a national full blown scheme that would be of benefit to all Nigerian citizens.

RECOMMENDATIONS

The following recommendations are considered fundamental for improved implementation of HGSFP programmes in Nigeria after the critical analysis of the challenges confronting the scheme:

In the first place, the HGSFP should be extended to all the States of the Federation since its implementation in the few selected States has been largely successful and impactful on enrolment of primary school pupils, reduction in drop out of school children, addressed poor nutrition and health statues, improved learning outcome and has direct economic benefits to farms and vendors.

Also, the Nursery classes should be included in the programme instead of focusing only on primary 1-3.

Secondly, there is need for proper monitoring of the programme in order to ensure transparency and accountability in the implementation of its laudable objectives. For instance, the Head teachers should be notified of amount of money being paid to the vendors/cooks so that they can be able to them monitor the quantity of food the cooks supply and also ascertain value for money. Also, both facilities and capacity strengthening is required for the HGSFP Desk Office at the state level for effective feedback mechanisms.

Thirdly, the disbursement of funds should be improved so that cooks receive funds in time to ensure that feeding is run smoothly without breaks during school weeks. Alternatively, the value of Naira should be strengthened in order to encourage improved standard of living for the entire citizenry. Also, vendors and those involved need to be sensitised on the need to belong to cooperatives to create synergy and harness opportunities of cheap foodstuff.

Fourthly, the location of HGSFP should be close to school environment in order to ensure effective implementation of the programme. For instance, ccooking the food nearby or having cooks live within the vicinity of the school may help to ensuring prompt delivery of food as well as enable head teachers monitor their work and follow-up easily when they fail to deliver food.

Fifthly, there is the need to provide sources of potable water and toilet facilities in schools where they are lacking to improve hygiene and sanitary conditions to prevent any possible infections and outbreak of diseases resulting from open defecation water borne diseases. Specifically, there is need to strike a balance between the increase in school enrolment and the provision of infrastructures / skilled manpower in order to guarantee the provision of qualitative education to pupils.

Sixthly, there is need for adequate sensitisation of all stakeholders in order to ensure effective implementation of HGSFP. For instance, some parents and prospective vendors who would have participated in the programmes may not be aware that such laudable initiatives exist.

Lastly, materials to be used for the HGSFP such as; eggs, groundnut oil, rice, milk, beans, etc, should be produced and sourced from the nearest neighbouring communities in order to encourage employment generation, improved standard of living and cost effectiveness.

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