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Food as a Conduit for Poverty Reduction in Cape Coast Metropolitan Area

Alberta Bondzi-Simpson
Department of Hospitality and tourism Management
Faculty of Social Sciences
University of Cape Coast

Abstract

The concept of the School Feeding Programme as instituted by the Government of Ghana was to provide caterers in deprived communities with money, who in turn will purchase locally grown foodstuff, prepare it and feed them to kindergarten and primary school children in the community. A major requirement was for the caterers to spend 80% of the monies given them in the communities that accommodated the schools. The primary goal was to reduce hunger and malnutrition in the children, increase school enrolment and increase food production in the communities. This paper investigates and discusses the extent to which these objectives are being carried out by the caterers employed to do so with respect to the use of locally produced food and labour and the reasons behind their choices. Using a qualitative approach, an in-depth interview was conducted for eight caterers out of the eleven engaged in the school feeding programme in the Cape Coast Metropolitan Area. The results from the study revealed that, even though all the caterers were aware of the 80% clause, a bulk of the purchases and labour was acquired outside the communities that housed the schools. Availability and affordability were some of the reasons given for this pattern.

Introduction

As part of the Millennium Development Goals (MDGs), Nations belonging to the United Nations have given considerable attention to programmes aimed at reducing extreme hunger and poverty with mixed results (Blanchfeild & Lawson, 2010). One of the seven recommendations made by the United Nations Hanger Task Force (UNHTF) concerning the achievement of the first MDGs, which is to eradicate extreme hanger and poverty, is to implement school feeding programmes that will utilise locally produced food rather than imported food (UNHTF 2004). The African Union – New Partnership for Africa's Development (AU-NEPAD) also emphasised that the use of home-grown foods, where possible, is one of the "quick impact initiatives" to achieve the same goals of poverty and extreme hunger mitigation especially in rural areas that face dual challenges of chronic malnutrition and low agricultural production (Afoakwa, 2011). It is in this vein that the Ghana School Feeding Programme was launched in September 2005 as part of the efforts of the Ghana Government to achieve the sub goal of the MDGs (2000) to half the number of people who suffer from extreme hanger by 2015 (Martens, 2007).

Features of the SFP were that, a menu was planned nationally and administered regionally through the Regional Coordinating councils. One hot meal per day was to be provided to the pupils in the schools selected for the programme. The caterer was required to spend at least 80% of the resources provided by the government in the community that hosts the school. The use of local labour was also recommended (GSFP, 2005). Thereby, this was to achieve the three- fold objectives of feeding the pupils (healthy pupils), creating demand for local produce (increase production and sales - commerce) and creating employment (job creation) in the SFP associated sectors. These three were intended to converge in reducing poverty in the host communities. Seven years down the line, the SFP is still officially in place. How effectively it has been run and whether it has achieved its objectives, are questions to be considered. This paper attempts to address some of these concerns from the caterers' perspective.

The main objective of this paper therefore is to assess the effectiveness of the SFP in reducing poverty in the local communities that house the schools. Specific objectives that were pursued are to:
Establish the nutritional composition of the SFP menu
Determine the source of supply of the ingredients used in the preparation of the SFP menu
Ascertain the employment opportunities that have been created for the people in the community that hosts the schools.

Literature

Poverty reduction

"Poverty" refers to the state or condition where a person lacks money, goods or means of support relative to food, shelter, clothing, health care and basic education (Oxford Dictionary.com, 2012). In 2003, Ghana adopted a poverty reduction strategy, called "Ghana Poverty Reduction Strategy" (GPRS) (GPRS, 2003). And the GPRS has a global context.

By 1965, most colonial countries, and much of Africa, had attained independence. Development was a key item on the post-colonial agenda. In 1987, the World Commission on Environment and Development released its influential report, *Our Common Future*, which pointed out the necessity for sustainable development. In 1992, at the popularly-dubbed "Earth Summit" held at Rio de Janeiro, Brazil, sustainable, inclusive and participatory development, and pro-poor growth were emphasised (Grindle, 2004; Cornwall and Brock, 2005). Again, at the turn of the millennium, in 2000, the community of nations, under the auspices of the UN, set for itself targets to achieve, called the Millennium Development Goals (MDGs), aimed at poverty reduction, sustainable development and good governance

(Wikipedia, 2011). In July 2012, twenty years after the Earth Summit at Rio de Janeiro, a follow up summit, dubbed "Rio+20", has been held at the same venue and has affirmed the same theme.

In Ghana, in 2003, following on the heels of the Highly Indebted Poor Country (HIPC) and Enhanced HIPC facilities of the World Bank and International Monetary Fund (IMF) – and noting global trends that favoured promoting inclusive, pro-poor growth and sustainable development) and meeting the MDGs – Ghana adopted the GPRS. The GPRS had five pillars (GPRS, 2003), namely:
Macroeconomic stability
Production and employment
Human resource development
Special programmes for vulnerable and excluded persons
Governance
Ghana's School Feeding Programme (SFP) is a programme under the GPRS.

School feeding programmes

World Food Programme (2004) defines "school feeding programme" as the provision of meals or snacks at school to reduce children's hunger during the school day. The World Bank (2011) on the other hand, simply defines school feeding programme as the provision of food to school children. According to Del Rosso (1999), good nutrition and health play a major role in education and learning. Children who lack nutrients such as iron and iodine in their diet or suffer from protein-energy malnutrition, hunger, parasitic infection or other diseases, do not have the same potential for learning as healthy and well-nourished children. School feeding programmes are one of such programmes that seek to address some of the nutritional and health problems of school going children. World Food Programme (2012) also posits that school feeding programmes provide vital nourishment to school children and in addition act as a safety net for poor families. It also helps in keeping the children at school by motivating parents to send their children to school daily. They argue that school feeding programmes have a long term effect of reducing poverty and can be a platform for other social interventions that seek to reduce diseases such as de-worming.

School feeding programmes have been broadly classified into two main groups by the World Bank (2011). These are: (1) in-school feeding, where children are fed in schools; and (2) take-home rations, where families are given food if their children attend school. In-school feeding can take the form of the provision of meals or high energy biscuits or snacks. The modalities of the programme however vary from country to country. Amongst other things, school feeding can alleviate short term hunger, improve school enrolment, attendance and reduce drop-out rate, improve

students' learning, cognitive functions, in-class behaviour, academic performance, and ability to concentrate. It can also provide a vehicle for micro-nutrient supplementation, improve household food security and reduce the cost of children's schooling (World Food Programme, 2004). Del Rosso (1999) adds that the programme can also promote community participation in the education and health of their children.

Indictors

As previously noted, this paper addresses three specific objectives. In respect of the first, namely assessing the nutritional value of the menu, it undertakes the assessment by examining the menu against the five main food groups namely carbohydrates, proteins, fats and oils, vitamins and minerals. Food according to the Oxford dictionary.com (2012) is "a material consisting essentially of carbohydrates, fat, proteins, vitamins or minerals which is ingested and assimilated by an organism to produce energy, stimulate growth, and maintain life". A balanced meal on the other hand is defined by the New York Times Health Guide (2008) as "the right types and amounts of foods and drinks to supply nutrition and energy for maintaining body cells, tissues, and organs, and for supporting normal growth and development". In view of this definition, what are the nutritional components of the GSFP menu?

Concerning purchasing trends, it is proposed to ascertain the immediate sources from which the caterers purchase or obtain the ingredients and other resources for preparation of the SFP meals. Where the suppliers of those items obtain their supplies is however not of direct interest to this paper. Leakage according to Evans & Evans (2007) is a measure of real sales lost by a community to a competitive market. They posit that this is an indication of the need for more retail or commercial development of an area.

In tourism, financial leakages is defined by Hemmati (2000) as an occurrence that is occasioned by the situation where revenues arising from tourism-related economic activities in destination countries are not available for re-investment or consumption of goods and services in the same countries. This mostly occurs when the tourism company is based outside the destination country. Financial leakages for the purposes of this paper is therefore defined as the situation where monies provided for social interventions in a community does not remain in the communities but is spent in communities outside the communities that host the intervention.

In respect of employment of local staff, the researcher proposes to determine the number of job opportunities that have been created as a result of the introduction of the programme. And ascertain the percentage of these number that benefited members of the local communities that host the schools.

Methodology

A qualitative approach was adopted for the study, first, because of the small size of the target population and second, it supported the exploratory nature of the research and allowed the researcher to probe further. The purposive sampling technique which is normally employed when dealing with a sample that has persons with special knowledge or characteristics (Babbie, 2003) was used to select eight out of the eleven caterers employed in the SFP in the Cape Coast Metropolitan area. This is because, the study sought an in-depth understanding of the operations of the caterers with respect to the menu offered, their purchasing trends and their sources of employing their staff.

Semi-structured interviews were conducted to collect primary data from the respondents. The interview guide employed is found in the appendices. The study focused on all the caterers who were in charge of providing food for the kindergarten and primary schools in the Cape Coast Metropolitan area that are involved in the School Feeding Programme. Out of the sixty-six (66) public primary schools in the Metro area, thirteen (13) were involved in the School Feeding Programme. Some of the caterers were in charge of providing food for more than one school.

Study Area

The description of the Municipal area as given by the Cape Coast Metropolitan Assembly is as follows: The Cape Coast Municipality is bounded on the South by the Gulf of Guinea, on the West by the Komenda/Edina/Aguafo/Arem District, East by the Abura-/Asebu/Kwamankese District and the North by the Twifo Hemang Lower Denkyira District. The Municipality occupies an area of 122sq. km, with Cape Coast as its Capital and that of Central Region.

Demography: The population of the Metropolis is 118, 106 (2000 population Census), with a population Growth Rate of 2.0%. The percentage Distribution of male and female is 48.6% and 51.4% respectively. There are 59 settlements with 3 Urban Centres. The main economic activities are farming and fishing. Farming thrives in the northern part of the district where it is the main source of livelihood. Major crops cultivated include maize, cassava, cocoyam and yam. Fishing on the other hand is a major economic activity along the southern coast. The coast of the Gulf of Guinea has important fishing communities including Ekon and Cape Coast. The Metropolis also has a large proportion of self-employed businesses without employees. 27.9% of the population are in the employee category, mainly, employed in public service, educational, service and industrial sectors. About 29.3% of the population are also engaged in commerce.

Primary Education: There are one hundred and one (101) primary schools in the Municipality and twenty thousand seven hundred and ninety three (20793) pupils in the schools. Out of this number, ten thousand three hundred and thirty three (10333) are males and ten thousand four hundred and sixty (10460) are females (CCMA, 2012). From Table 1, three thousand three hundred and seventy seven (3377) pupils are fed one hot meal a day in the School Feeding Programme.

Table 1: Particulars of schools in the SFP

Name of School	Location	Number of pupils Enrolled
Amamoma Presbetarian Primary School	Amamoma	332
St Andrews Primary School	Bremso	228
Ebubonko Primary School	Ebubonko	409
Kube Ase MA Primary School	Asenadzi	259
Amanfo Catholic Primary School	Amanfo	270
Philip Kwaku Boys Primary School	Abom	373
Jacob Wilson Sey Primary School	Bakano	359
Police Experimental Primary School	Bakano	182
Okyeso Catholic Primary School	Duakor	317
Cran Presbyterian Primary School	Abakam	239
Cherubim and Seraphim / Special Needs School	Brookfield	171
Efutu Mampong LA Primary School	Efutu	208
		Total: 3377

Source: Fieldwork (2012)

Ghana's School Feeding Programme in Perspective

GSFP and poverty reduction

The Ghana School feeding programme (GSFP) is an initiative of the Comprehensive African Agriculture Development Programme (CAADP), Pillar 3 of the New Partnership for Africa's Development (NEPAD) (GSFP, 2011). The concept adopted for the programme as stated in the GSFP Annual Operating Plan (2011) was for the Government to provide Kindergarten and Primary school children in selected public schools in the poorest areas of the country with one nutritious meal per day using food stuff grown in the locality. Some of the goals set for the programme are: to achieve a real increase of 8% in income at national and community levels, an 8% increase in employment at community levels and a greater availability, access, and utilization and stability of food crops at community level (Martens, 2008). The objectives set to achieve these goals were to:

Reduce hunger and malnutrition

Increase school enrolment, attendance and retention

To boost domestic food production

It is also expected that, for the achievement of these goals, 80% of the feeding cost should be spent in the local community that accommodates the school (GSFP,2011). The programme therefore was initiated to have multiple effects on the economy and address some social problems.

The expectation that 80% of the feeding cost should be spent in the community that is hosting the school (GSFP 2011), will provide income to the workers employed in the community to cook the meals and perform other functions in connection to the provision of the meals. The farmers and sellers who will be supplying the food stuffs needed for the production of the meals will gain demand for their produce. They may also be a cheaper source of supply, not forgetting that their children may also be beneficiaries of the programme. All of these were intended to facilitate wealth creation and retention at the community level. But, Hoddinott, Adato and Haddad (2006) argue that, although beneficiary participation has the potential to lower the cost of the implementation of an intervention, it does not follow that, beneficiaries are always the lowest cost providers.

The meals served according to the project objective is to be nutritionally adequate thereby reducing the incidents of extreme malnutrition among children of primary and kindergarten levels. This objective therefore seeks to reduce poverty by reducing the number of children suffering from malnutrition induced illnesses such as mental disabilities, physical deterioration and associated costs of reversing or living with the condition. The future repercussions of raising an unhealthy or un-trainable workforce will therefore be nipped in the bud to prevent further poverty. However, Martens (2008) cautions that, school feeding programmes on their own may not be sufficient to improve the nutritional status of Kindergarten and primary school children. They will require additional home based interventions.

Results and discussions

Analysis of the menu

The menu of the GSFP as presented by the Government to the schools is to be repeated week after week without much altering. The pupils are served one fruit desert a week. The caterers are given forty pesewas per pupil per meal. There are however, no directions given as to the portion size to be served per body weight therefore, the portion sizes from school to school and day to day may differ depending on the cost of the ingredients at a specific point in time or place (Martens, 2007). Below is the menu supplied to the caterers for the school feeding programme.

Table 2: GSFP Menu

Day	Main Meal	Accompaniment	Dessert
Monday	Beans Stew	Gari	
Tuesday	Fish stew/ egg stew	Plain rice or jollof	
Wednesday	Kontombre/ garden -eggs s tew/ Gravy with fish	Gari balls	Orange
Thursday	Tomato stew/ okro stew with fish	Banku	-
Friday	Beans stew	Rice	-

Source: Fieldwork (2012)

The ingredients in the menu according to the nutritional classification of their main components are as follows:

Table 3: Nutritional Composition of the Monday Menu

Day	Ingredients	Protein	Carbo.	Fat	Vitamins	Minerals
Mon	Beans (Boiled Black eye pea)	Yes (27.87%)	Yes (69.71%)	Yes (2.42%)	Vitamin A, C, B1, B2, B3, B5, B6, B9, B12,	Calcium, Iron, Manesium Phosphorus, Potassium Sodium, Zinc
	Gari (Fried Cassava granules)	Yes (2%)	yes (97%)	yes (1%)	Vitamin A, B 1, B 2, B3, B5, B6, B9, B12, C, E, K,	Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper, Manganese, Selenium
	Red oil	No	No	Yes (100)	Vitamin A, E	No
	Onions	Yes (5.89)	Yes (94.11)	No	Vitamin B 1, B2, B3, B6, C,	Calcium, Zinc, Iron, Phosphorus, Potassium
	Salt	No	No	No	No	Sodium,

Source: Author's construct

Black eye beans, which is a popular feature on the menu is a good source of carbohydrate, protein, Vitamin A, B1, B2, B3, B5, B6, B9, B12 and vitamin C. It also contains Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc and Foliate (Jegtvig, 2012).

Table 4: Nutritional Composition of the Tuesday Menu

Day	Ingredients	Protein	Carbo	Fat	Vitamins	Minerals
Tue	Smoked tuna	Yes 53%	No	Yes 47%	Vitamin C	Calcium Iron
	Eggs	Yes 35%	Yes 3%	Yes 62%	Vitamin A, B 1, B 2, B3, B5, B6, B9, B12, E, K, Choline, Betaine	Calcium Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Selenium, Fluoride
	Tomatoes	Yes 12%	Yes 79%	Yes 9%	Vitamin A, C, E, K, B1, B 3, B 5, B 6, B 9, Choline, Betaine	Calcium Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Fluoride Manganese
	Onions	Yes 5.89%	Yes 94.11%	No	Vitamin B 1, B2, B3, B6, C,	Calcium, Iron, Phosphorus, Potassium, Zinc
	Pepper	Yes 10%	Yes 86%	Yes 4%	Vitamin A, B 3, B 6, B12, C, E, K, Choline	Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper, Manganese
	White Rice	Yes 8%	Yes 90%	Yes 2%	Vitamin B3, B5, B9 Choline	Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper, Manganese, Selenium
	Vegetable cooking oil	No	No	Yes (100%)	No	No
	Salt	No	No	No	No	Sodium,

Source: Author's construct (2012)

Even though, nutritionists place brown rice higher than white rice in terms of its nutritional value, white rice is a good source of carbohydrate, Vitamin B3, B5, B9, Choline, Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper, Manganese and Selenium (Wasserman, 2011). Some of the caterers interviewed did not use iodated salt because, according to them, iodated salt was more expensive compared to ordinary sea salt. The use of iodated salt will also increase the iodine content of the menu.

Table 5: Nutritional composition of the Wednesday Menu

Day	Ingredients	Protein	Carbo	Fat	Vitamins	Minerals
Wed	Smoked tuna	Yes 53%	No	Yes 47%	Vitamin C	Calcium Iron
	Kontombre	Yes 31.76%	Yes 46.45%	Yes 21.79%	Vitamin A, C, B 1, B2, B3, B6, B9, E, K, Betaine	Calcium, Copper, Iron, Magnesium, Manganese Phosphorus, Potassium, Sodium, Zinc, Fluonde
	Tomatoes	Yes 12%	Yes 79%	Yes 9%	Vitamin A, C, E, K, B1, B3, B5, B6, B9, Choline, Betaine	Calcium, Iron, Magnesium, Manganese Phosphorus, Potassium, Sodium, Zinc, Fluoride
	Onions	Yes (5.89%)	Yes (94.11%)	No	Vitamin B1, B2, B3, B6, C,	Calcium, Zinc, Iron, Phosphorus, Potassium,
	Pepper	Yes 10%	Yes 86%	Yes 4%	Vitamin A, B 3, B 6, B12, C, E, K, Choline	Calcium Copper,, Iron, Magnesium, Manganese Phosphorus, Potas sium, Sodium, Zinc, Copper,
	Gari	yes (2%)	yes (97%)	yes (1%)	Vitamin A, B 1, B 2, B3, B5, B6, B9, B12, C, E, K	Calcium, Selenium, Iron, Magnesium, Manganese, Phosphorus, Potassium, Sodium, Zinc, Copper,
	Palm oil	No	No	Yes (100%)	Vitamin A, E	No
	Salt	No	No	No	No	Sodium,
	Orange	Yes (7%)	Yes (91%)	Yes (2%)	Vitamin A, B 1, B 2, B3, B5, B6, B9, C, E, Choline	Calcium Iron, Magnesium, Phosphorus, Potassium, Zinc, Copper

Source: Author's construct (2012)

Cassava is a common local crop. In the SFP menu, it is used in the processed form of gari (fried cassava granules) and cassava dough (a paste of blended cassava). According to NutritionData (2012), carbohydrate, forms 97% of cassava whiles 2% is protein and 1% fat. Vitamins found in cassava are: Vitamin A, B1, B2, B3, B5, B6, B9, B12, C, E and K. It also contains minerals such as Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper, Manganese and Selenium.

Table 6: Nutritional composition of the Thursday Menu

Day	Ingredients	Protein	Carbo	Fat	Vitamins	Minerals
Thur	Corn dough	Yes (10%)	Yes (76%)	Yes (14%)	Vitamin E, K, B1, B3, B5, B6, B9	Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper Manganese, Selenium
	Cassava dough	yes (2%)	yes (97%)	yes (1%)	Vitamin A,B1, B2, B3, B5, B6, B9, B12, C, E, K	Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper, Manganese, Selenium
	Tomatoes	Yes 12%	Yes 79%	Yes 9%	Vitamin A, B5, B9, C, E, K, B1, B3, B6, Choline, Betaine	Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Fluoride Manganese
	Onions	Yes (5.89)	Yes (94.11)	No	Vitamin B1, B2, B3, B6, C,	Calcium, Iron, Phosphorus, Potassium, Zinc
	Pepper	Yes 10%	Yes 86%	Yes 4%	Vitamin A, B3, B6, B12, C, E, K, Choline	Calcium, Iron, Copper, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Manganese
	Okro	Yes (18%)	Yes (73%)	Yes (9%)	Vitamin A, B1, B2, B3, B6, B9, C, E, K, Choline	Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper Manganese
	Smoked Tuna	Yes 53%	No	Yes 47%	Vitamin C	Calcium Iron
	Palm oil	No	No	Yes (100)	Vitamin A, E	No
	Salt	No	No	No	No	Sodium,

Source: Author's construct (2012)

Palm oil is 100% fat and a rich source of vitamin A (Khosla, 2006), is one of the oils used in the cooking of the SFP meals. Tomato, a fruit vegetable, is the base for all the sauces provided in the SFP menu. It is rich in Vitamin A, C, E, K, B1, B3, B5, B6, B9, Choline, and Betaine. It also contains Calcium, Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Fluoride and Manganese. It is a good source of carbohydrate (NutritionData, 2012).

Table 7: Nutritional composition of the Friday Menu

Day	Ingredients	Protein	Carbo	Fat	Vitamins	Minerals
Friday	Beans	Yes (27.87%)	Yes 69.71%)	Yes (2.42%)	Vitamin C, B1. B2. B5, B6,B9, B12,	Calcium. Iron Magnesium, Zinc Phosphorus Potassium, Sodium
	Tomatoes	Yes 12%	Yes 79%	Yes 9%	Vitamin A. C. E, K. B1. B3, B5, B6. B9. Choline, Betaine	Calcium, Manganese Iron, Magnesium, Phosphorus, Potassium, Sodium. Zinc. Fluoride
	Onions	Yes (5.89)	Yes (94.11)	No	Vitamin B1, B2, B3, B6. C.	Calcium, Iron, Phosphorus, Potassium, Zinc
	Pepper	Yes 10%	Yes 86%	Yes 4%	Vitamin A, B3, B6. B12, C. E, K. Choline	Calcium Iron, Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper. Manganese
	White Rice	Yes 8%	Yes 90%	Yes 2%	Vitamin B3. B5. B9, Choline	Calcium Iron. Magnesium, Phosphorus, Potassium, Sodium, Zinc, Copper, Manganese. Selenium
	Palm oil	No	No	Yes (100)	Vitamin A, E	No
	Salt	No	No	No	No	Sodium.

Source: Author's construct (2012)

From the tables above, the menu as presented to the caterers have all five major nutritional components daily namely, carbohydrates, proteins, fats, vitamins and minerals. All the essential minerals and vitamins have been represented. These are calcium, iron, zinc, potassium, sodium, phosphorus, magnesium, manganese, copper, iodine and selenium. Vitamins identified in the daily menu are: Vitamin A, B1, B2, B3, B5, B6, B9, B12, vitamin D, E, and K. Some of the main crops that were identified in the ingredients of the menu are: black eye beans, corn, cassava, tomatoes, and white rice. The SFP menu therefore, has the necessary components to supply nutrition and energy for maintaining body cells, tissues, and organs, and for supporting normal growth and development.

Purchasing trend of the caterers

Table 8: Purchasing trend of the caterers

Name of School	Locality	Metropolitan Area	Outside Metropolitan Area
Amamoma Presbyterian Primary School	12.5%	75.0%	12.5%
Ebubonko Primary School	5.6%	66.7%	27.8%
Kube Ase MA Primary School	5.6%	44.4%	50.0%
Amanfo Catholic Primary School	0%	76.5%	23.5%
Philip Quaquo Boys Primary School	0%	75.0%	25.0%
Jacob Wilson Sey Primary School/ Police Experimental Primary School	0%	50.0%	50.0%
Okyeso Catholic Primary School	23.5%	58.8%	17.6%
Cherubim and Seraphim / Special Needs School	0%	61.5%	38.5%
Total	5.9%	63.5%	30.6%

Source: Fieldwork 2012

The table presented above suggests that 5.9% of the purchases made by the caterers are done in the locality where the school is located whiles 63.5% is outside the locality but in the Cape Coast metropolitan area and 30.6% outside the Metropolitan area. Four out of the eight caterers did not do any of the purchases in their locality. Even though all the caterers said they knew about the "80% purchases in the locality clause", only two of them said they took the clause into consideration when selecting a supplier or doing the purchases. According to one of the caterers, "the payment of the funds for the programme is always delayed. Sometimes, we have to wait till the end of the term before payment is made. Therefore, the only consideration I make in choosing a supplier is, whether the supplier is ready to sell on credit. The sellers here do not have enough capital to make such commitments". The view of another caterer concerning the purchasing trend was, "we are given only 40 pesewas per child per meal, therefore I look for the cheapest supplier and buy from her irrespective of her location. That is why I buy some of the ingredients from Mankessim and Techiman". This confirms the views of Hoddinott, Adato and Haddad (2006) that, beneficiaries of interventions are not always the lowest cost providers.

The researcher observed that almost all of the items that were purchased in the locality were imported products such as vegetable oil, tin tomatoes and rice. Surprisingly, considering the fact that Cape Coast has a sizeable fishing activity, items like smoked tuna was bought mainly from Mankesim which is a land locked town. The reason given for this was that the fish mongers in Mankesim buy the smoked fish in bulk from the fisher women in Cape Coast

and Elmina to sell in Mankesim. Therefore, because of this trade, there is always an abundance of smoked fish in Mankesim thereby making the prices far cheaper there than the prices in Cape Coast. Items like corn and beans were mainly sourced from Tachiman because according to the caterers, the prices there are cheaper and direct purchase eliminates middle women who will also add their profit margin. According to one of the caterers, "there isn't much farming in Cape Coast Metropolitan area so the quantities of the items we look for is not available here". This is quit ironic since farming and fishing are listed by the Metropolitan Assembly as the major economic activities in the Metropolitan area. The perception of the caterer may be because there is a weak link between the farmers and the caterers. A research in 2009 by Ecumenical Association for Sustainable Agriculture and Rural Development (ECASARD) confirmed that farmers in the Greater Accra Region were willing to sell sizeable quantities of their produce to the SFP. Even though it was established that 21% of the farmers in that region benefited from the SFP, their benefits were limited only to their children being fed at school.

Interestingly, when the caterers were asked the purpose for introducing the SFP, none of the respondents mentioned "to increase local food production". Responses given included, "increase school enrolment through feeding the children", "provide healthy and nutritious meals for children", and "eradicate poverty by giving free meals to the children and reducing the burden on parents". This means that even though majority of the caterers knew that 80% of the purchases should be done in the local communities, they did not have a good understanding of the reasons behind that clause. Del Rosso (1999) suggests community participation in such community based interventions. He posits that schools that depend on community participation to organise and implement SFPs gain the advantage of increased communication between members of the community, parents and the school authorities and heightened interest of members of the communities in the activities of the school.

Employment opportunity created by SFP

As documented in the Table 9, the SFP programme in the Cape Coast Metropolis currently employs 22 persons. Since 2011, the programme has provided jobs for 27 persons. It was reported that the staff employed are paid between 30 to 40 Ghana cedis per month. For comparable jobs in the metropolis in traditional catering establishments, remuneration is between 80 and 90 Ghana cedis per month. This disparity therefore results in high labour turnover. As one of the caterers explained, "our workers do not stay for long so we have to keep employing new people." It must however be observed that the caterers are given a gross sum of 40 pesewas per child per

meal. From these funds, ingredients must be purchased, overheads covered, staff paid, and profits made!

Table 9: Employment trend of SFP catering staff

Name of school	No. of current SFP staff	No. Employed from locality	Total no. Of persons employed in the last year
Amamoma Presbetarian Primary School	1	Non	1
Ebubonko Primary School	3	Non	4
Kube Ase MA Primary School	3	2	3
Amanfo Catholic Primary School	2	Non	2
Philip Kwaku Boys Primary School	3	Non	3
Jacob Wilson Sey Primary School/ Police Experimental Primary School	4	Non	8
Okyeso Catholic Primary School	2	Non	2
Cherubim and Seraphim / Special Needs School	4	Non	4
Total	22	2	27

Source: Fieldwork, 2012

Out of the 22 persons presently employed, only 2 are from the locality where the school is situated. The explanation given for this occurrence was that most of the caterers are not from the communities and most of the schools do not have their own kitchens. Therefore, the meals are prepared outside the communities and transported to the schools. Again, selection of caterers is not based on their location; rather caterers who are politically connected are given the contracts. This explains why some caterers have more than one school to cater for.

When asked whether the SFP was beneficial to the communities, 87.5% of the respondents answered affirmatively. Some of the benefits they ascribed to the programme were "students depend on the food for nourishment", "the feeding improves the health of the children" and, "the programme reduces the burden on parents". The minority of respondents (12.5 %) however thought that the programme was not really beneficial because, "the food fed to the children is not enough". With regards to job creation and increased food production in the locality, the programme was thought to be less beneficial to the communities that host the schools.

Conclusions and recommendations

Conclusions drawn from this research therefore are:

The SFP menu provided by the Regional Coordinating Council has all the needed nutrients to promote growth, repair and maintenance of body tissues

and provide the needed energy for proper body function. Thus it can reduce malnutrition in the pupils.

Most of the purchases are made outside the communities that host the schools but inside the Metropolitan area.

Job creation in the local communities is negligible but employment benefits are within the Metropolitan area.

Based on the conclusions draw, it is thus recommended that:
standard portion sizes should be provided per body weight or age of pupils so that nutritional benefits can be ensured irrespective of which caterer provides the service.

just as caterers are recruited for the provision of the meals, it is suggested that farmers should be recruited from the communities to supply the caterers with various crops such as corn, tomatoes and so on.

Training programmes should be organised for the unemployed youth in the communities in the various sectors connected to the SFP such as farming and catering so that they will be employable. It is further recommended that the schools should build their own kitchens through community participation and allow the trained locals to run the kitchens.

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