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STAKEHOLDERS LEVEL OF AWARENESS, INVOLVEMENT AND IMPLEMENTATION OF HOME-GROWN SCHOOL FEEDING PROGRAMME (H.G.S.F.P.) IN OYO STATE

By

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Abstract

The study assessed stakeholders' level of awareness, involvement, and implementation of the Home-Grown School Feeding Programme in Oyo State. Descriptive survey was adopted. Three research questions were generated. The targeted population comprised of all stakeholders *(*teachers, school proprietors and other relevant personnel involved in the Home-Grown School Feeding Programme*)* in Oyo State. A simple random sampling technique was used to select one hundred and fifty (150) participants from a population of stakeholders involved in primary schools implementing the Home-Grown School Feeding Programme in Oyo State. The sample size was determined based on the total number of teachers and other relevant personnel within the study area. This number was chosen to ensure adequate representation while considering logistical feasibility and the scope of the study. The sample was drawn from ten (10) primary schools, with ten (10) stakeholders, including teachers, school administrators, and other personnel, selected from each school to capture diverse perspectives. Descriptive statistical tool, mean and standard deviation were used for answering the generated research questions. The findings showed that stakeholders were aware of the home-grown feeding programme; they are involved and participating in the implementation of the programme to an extent beyond average; and some challenges were identified as hindrances to the implementation of the home-grown feeding programme in Oyo state. Conclusion and recommendations were made to beacon a strong partnerships and collaboration among relevant stakeholders, including private sector organizations, civil society groups, and community leaders, to enhance coordination, resource sharing, and

stakeholder involvement in the program should be fostered; conduct regular sensitization campaigns at the community level, involve parents and community members in program committees and volunteering opportunities, and foster community ownership and support for the program; and develop a comprehensive monitoring and evaluation framework to track the program's progress, collect relevant data, and solicit feedback from stakeholders to use this information to identify areas for improvement and make evidence-based decisions.

Keywords: *Stakeholders' Level, Involvement, Implementation, Home-Grown School Feeding Programme*

Introduction

The Home-Grown School Feeding Programme (HGSFP) represents a government initiative with the primary aim of furnishing school children with nutritious meals. The objective is to enhance their overall nutrition, bolster school enrollment rates, and elevate learning outcomes, as detailed by the Federal Ministry of Humanitarian Affairs, Disaster Management, and Social Development in 2016. This program has been executed in various states within Nigeria, including Oyo State. The success of the HGSFP hinges significantly on the degree of awareness, engagement, and execution by the various stakeholders involved. This research is dedicated to exploring the extent of stakeholders' awareness, engagement, and execution within the framework of the Home-Grown School Feeding Programme in Oyo State.

Stakeholders hold pivotal roles in the triumph of any governmental program, with their level of awareness serving as a critical determinant of the HGSFP's effectiveness. "Awareness" alludes to the knowledge and comprehension that stakeholders possess concerning the program and its objectives. In the case of the HGSFP in Oyo State, stakeholders can be categorized into distinct groups, encompassing government officials, school administrators, teachers, parents, and the local community.

Government officials, particularly those overseeing education and social welfare, emerge as central stakeholders in HGSFP's implementation. The degree of their awareness vis-à-vis the program profoundly affects their dedication to its successful execution. For instance, the Ministry of Education in Oyo State should possess comprehensive awareness regarding the program's objectives, financial allocations, and operational guidelines to offer requisite support and coordination (Oladosu, 2020). This necessitates the organization of recurrent workshops, training programs, and information dissemination efforts.

School administrators and teachers occupy vital roles as they are directly implicated in HGSFP's implementation at the school level. Their awareness of the program's objectives, guidelines, and dietary standards holds paramount importance for its effective execution. It is imperative that proper training and orientation programs are instituted to ensure their understanding of their roles and responsibilities in delivering nutritious meals to students (Olaniyan & Alarape, 2020). Parents, too, play a substantial role in the HGSFP as primary beneficiaries. Their awareness of the program's advantages, the significance of consistent school attendance, and their role in overseeing meal quality is indispensable. The organization of regular parent-teacher meetings and community engagement sessions can serve as potent tools to enrich their awareness and active involvement in the program (Olatunji, 2021).

The local community, encompassing community leaders, non-governmental organizations, and volunteers, can significantly contribute to the success of the HGSFP in Oyo State. Their awareness of the program and its objectives can lead to heightened community participation and support. Engaging in community outreach initiatives like sensitization campaigns and involving them in program oversight and evaluation can enhance their awareness and active participation (Adejumo, 2021).

Beyond awareness, stakeholders' degree of engagement within the HGSFP represents another critical determinant of its successful execution. "Engagement" implies the active involvement and contributions of stakeholders across various facets of the program. Government officials, for instance, must actively collaborate with other stakeholders, allocate necessary resources, and oversee program progress (Federal Ministry of Humanitarian Affairs, Disaster Management, and Social Development, 2016). School administrators and teachers should play an active role in meal planning, procurement, and preparation, ensuring adherence to the nutritional standards outlined by the program (Oladosu, 2020).

Parents can make valuable contributions by vigilantly monitoring their children's attendance, providing feedback on meal quality, and participating in school feeding activities (Olatunji, 2021). Similarly, the local community can bolster the program by offering inputs, such as locally sourced food items, and engaging in the monitoring and evaluation process (Adejumo, 2021). Their involvement can augment community ownership of the program and fortify its sustainability.

Implementation signifies the concrete execution of the HGSFP at the grassroots level. Effective implementation necessitates meticulous coordination, monitoring, and evaluation of activities across various stakeholders. Government officials must guarantee the timely disbursal of funds, judicious allocation of resources, and efficient coordination among relevant departments (Oladosu, 2020). School administrators and teachers must meticulously adhere to the guidelines and protocols governing meal preparation, storage, and distribution to ensure food safety and quality (Olaniyan & Alarape, 2020).

Monitoring and evaluation emerge as pivotal aspects of program implementation, facilitating stakeholders' capacity to assess progress, pinpoint challenges, and enact essential improvements. Government officials ought to establish a robust monitoring and evaluation framework to track HGSFP's implementation and gauge its impact (Federal Ministry of Humanitarian Affairs, Disaster Management, and Social Development, 2016). School administrators and teachers can contribute by consistently furnishing reports concerning meal provision, attendance records, and student feedback (Olaniyan & Alarape, 2020). Parents and the local community can also partake in the monitoring and evaluation process by delivering feedback and participating in program reviews (Adejumo, 2021).

To conclude, the level of awareness, involvement and implementation of the Home Grown School Feeding Programme in Oyo State plays a pivotal role in its success. Government officials, school administrators, teachers, parents, and the local community all hold indispensable roles in ensuring the effective implementation of the program. By amplifying stakeholders' awareness, encouraging their active participation, and ensuring meticulous execution, the HGSFP in Oyo State can achieve its goals of advancing nutrition, boosting school enrollment, and improving the learning outcomes of school children.

Despite the implementation of the Home-Grown School Feeding Programme (HGSFP) in Oyo State, several impediments hinder its smooth operation. These challenges are predominantly centered around stakeholders' level of awareness, engagement, and implementation of the program. There exists a notable dearth of comprehensive awareness among stakeholders concerning the HGSFP's objectives and guidelines. Government officials, school administrators, teachers, parents, and the local community may lack a thorough understanding of the program and its potential benefits. This absence of awareness can culminate in insufficient support, limited resource allocation, and erratic execution (Oladosu, 2020).

Furthermore, the level of stakeholders' engagement within the HGSFP falls short of optimal. Government officials may not actively collaborate with other stakeholders or provide sufficient resources for the program. School administrators and teachers might not wholeheartedly participate in meal planning, procurement, and preparation, potentially leading to compromised nutritional standards (Olaniyan & Alarape, 2020). Similarly, parents and the local community may not actively oversee meal quality or contribute to the program through volunteering or the provision of locally sourced food items (Adejumo, 2021).

Additional challenges pertain to the on-the-ground implementation of the HGSFP. Inadequate coordination, delayed release of funds, and insufficient monitoring mechanisms can impede the seamless execution of the program (Oladosu, 2020). Furthermore, the absence of robust monitoring and evaluation systems may render it challenging to evaluate the program's impact, pinpoint shortcomings, and implement necessary improvements (Federal Ministry of Humanitarian Affairs, Disaster Management, and Social Development, 2016). Collectively, these challenges obstruct the successful implementation of the HGSFP in Oyo State, potentially compromising the program's objectives of improving nutrition, increasing school enrollment, and enhancing learning outcomes for school children. Addressing these challenges mandates focused efforts to enhance stakeholders' awareness, stimulate active engagement, and guarantee the effective execution of the program.

Purpose of the Study

The purpose of this study is to assess the stakeholders' level of awareness, involvement, and implementation of the Home-Grown School Feeding Programme in Oyo State.

1. To assess the level of awareness of stakeholders regarding the Home-Grown School Feeding Programme in Oyo State.
2. To determine the extent of involvement of stakeholders in the implementation of the Home-Grown School Feeding Programme in Oyo State.
3. To identify the challenges faced in the implementation of the Home-Grown School Feeding Programme in Oyo State.

Research Questions

1. What is the level of awareness among stakeholders regarding the Home-Grown School Feeding Programme in Oyo State?
2. To what extent are stakeholders involved in the implementation of the Home-Grown School Feeding Programme in Oyo State?
3. What are the main challenges faced in the implementation of the Home-Grown School Feeding Programme in Oyo State?

Methodology

For this study, the survey research design was adopted. This research design provides a quickly efficient and accurate means of assessing information about a population of interest. The population for this study were stakeholders in Oyo State. A simple random sampling technique was employed to select one hundred and fifty (150) stakeholders, comprising teachers and school proprietors, from ten (10) primary schools in Oyo State. The process involved first identifying all primary schools implementing the Home-Grown School Feeding Programme in the study area. From this pool, ten (10) schools were randomly selected. Subsequently, a list of all teachers and school proprietors within each selected school was compiled. Using a random number generator, ten (10) stakeholders were chosen from each school to ensure that every individual had an equal chance of being included in the sample, thus maintaining the integrity of the sampling process. The primary source of data collected was mainly the use of a self-constructed questionnaire which was designed to elicit information on stakeholders' level of awareness, involvement and implementation of home-grown school feeding programme in Oyo state.

The instrument was sectionized into two: the first section elicited information on the demographic data of the respondents, while the second section gathered information to assess the stakeholders' level of awareness, involvement, and implementation of the Home-Grown School Feeding Programme in Oyo State. The items in the second section were measured on a modified four-pointLikert scale response of SA- Strongly Agree, A- Agree, D- Disagree and SD- Strongly Disagree. F-Frequently S- Sometimes, R- Rarely and N- never. The instrument of this study was subjected to face and content validity and test retest at reliability coefficient of 0.82.

The data wereanalyzed using descriptive statistical tools, mean and standard deviation for answering the research questions.

RESULTS

The data collected were analyzed using Statistical Package for Social Sciences (SPSS 23.0).The results of the findings are shown below:

Table 1: Frequency and Percentage Distribution Showing the Teaching Experience of the Respondents

Teaching Experience	Frequency	Percentage (%)
5years and	26	17.3
below	94	62.7
6-10 years	30	20.0
11 and above	**150**	**100**
Total		

Table 1 provides an overview of the teaching experience of the respondents and serves as a key aspect of the demographic information of the participants. This information is critical as it highlights the diversity in experience levels among stakeholders, which may influence their level of awareness, involvement, and implementation of the Home-Grown School Feeding Programme. The data show that a majority of the respondents (62.7%) have 6-10 years of teaching experience, while 17.3% have 5 years or less, and 20% have over 11 years of experience. This distribution provides context for interpreting the stakeholders' responses and offers insight into how experience levels may correlate with their perspectives on the program.

Table 2: Frequency and percentage distribution showing the Working Qualification of the respondents

Educational Qualification	Frequency	Percentage (%)
WASSCE/NECO	13	8.7
ND/NCE	56	37.3
HND/BSC/BED	81	54.0
Total	**150**	**100**

Table 2 illustrates the educational qualifications of the 150 respondents who participated in this study. This demographic information is essential for understanding the respondents' educational background, which could influence their level of awareness, involvement, and implementation of the Home-Grown School Feeding Programme. The majority of the respondents (54.0%) possess HND/BSC/BED qualifications, indicating a relatively high level of formal education. Meanwhile, 37.3% hold ND/NCE qualifications, and 8.7% have WASSCE/NECO as their highest educational attainment. This distribution provides context for analyzing how educational qualifications may shape stakeholders' perspectives and engagement with the program.

Answering of Research Questions

The research questions were all answered with the use of mean and standard deviation.

Research Question 1: What is the level of awareness among stakeholders regarding the Home Grown School Feeding Programme in Oyo State?

In answering this research question, mean scores of respondents' choice on each item in the questionnaire that assess the level of awareness of stakeholders regarding the Home-Grown School Feeding Programme in Oyo State, was calculated using 2.5 as the cut off. The output of the analysis reveals thus:

Table 4: showing that the level of awareness of stakeholders regarding the Home-Grown School Feeding Programme

S/N	Items	Mean	SD	Decision
1.	Stakeholders are aware of the potential of the programme to increase school attendance	2.10	1.08	Rejected
2.	They are aware that the programme creates job opportunities	2.96	.764	Accepted
3.	They are well-informed that the programme improves the nutritional status of pupils	3.18	.857	Accepted
4.	They are aware that the programme improves pupils' concentration and academic performance	2.46	1.17	Rejected
5.	They are aware that the programme contributes to improved health and cognitive development of the pupils	2.95	.880	Accepted
	Grand Mean	**2.73**		

Table 4 revealed that stakeholders are aware of the home-grown feeding programmes above average.This assertion is justified with the mean value of item 2,3,5 in the table above greater than 2.50 (2.73 > 2.50). The grand mean value of 2.73 also indicates that stakeholders are aware of the home-grown feeding programmes above average.

The decision rule was established based on a cut-off mean value of 2.50. This threshold represents the midpoint on the four-point Likert scale used in the questionnaire, where responses range from "Strongly Disagree" (1) to "Strongly Agree" (4). A mean score of 2.50 or higher indicates a level of awareness that is above average, while a mean score below 2.50 reflects inadequate awareness.

Research Question 2: To what extent are stakeholders involved in the implementation of the programme?

In answering this research question, mean scores of respondents' choice on each item in the questionnaire that addressed the extent of involvement of stakeholders in the implementation of the programme, was calculated using 2.5 as the cut off. The output of the analysis reveals thus:

Table 5: showing the extent of involvement of stakeholders in the implementation of the programme

S/N	Items	Mean	SD	Decision
1.	Government agencies at the federal, state, and local levels play a crucial role in implementing the HGSFP	2.66	1.11	Accepted
2.	The Ministry of Education is typically involved in the implementation of the HGSFP, as the program aims to improve school enrollment and attendance. School administrators, including head teachers and principals, are important stakeholders in the implementation of the program			
	Local food vendors and suppliers are contracted to provide meals for the school feeding program	2.67	1.14	Accepted
	Community leaders, NGOs, and other community-based organizations can contribute to the successful implementation of the program			
3.		2.55	1.08	Accepted
4.		2.59	1.01	Accepted
5.		2.63	1.14	Accepted
	Grand Mean	**2.62**		

Table 5 shows the extent of involvement of stakeholders in the implementation of the Home-Grown feeding programme. This assertion is justified with the mean value of all items in the table above greater than 2.50 (2.62 < 2.50). The grand mean value of 2.62 also indicates that stakeholders involved in the implementation of Home-Grown feeding programme beyond average.

Research Question 3: What are the main challenges faced in the implementation of the Home Grown School Feeding Programme in Oyo State?

In answering this research question, mean scores of the respondents' choice on each item in the questionnaire that addressed the challenges faced in the implementation of the Home-Grown School Feeding Programme in Oyo State, was calculated using 2.5 as the cut off. The output of the analysis reveals thus:

Table 6: showing the challenges faced in the implementation of the Home-Grown School Feeding Programme

S/N	Items	Mean	SD	Decision
1.	There is no adequate and sustainable funding which is crucial for the successful implementation of the program	3.45	0.500	Accepted
2.	Ensuring a steady supply of quality food items, especially locally sourced ingredients is challenging	3.27	0.750	Accepted
3.	Maintaining high-quality and nutritious meals that meet the required standards is a challenge	2.66	1.112	Accepted
4.	It is a challenge gaining community support, participation and contribution, especially financially, for the success of the program	2.50	1.150	Accepted
5.	There is challenge in maintaining effective data management systems for program monitoring, evaluation, and evidence-based decision-making	3.09	1.087	Accepted
	Grand Mean	**2.99**		

Table 6 revealed the challenges faced in the implementation of the Home-Grown School Feeding Programme in Oyo State. This assertion is justified with the mean value of all items in the table above greater than 2.50 (2.99 < 2.50). The grand mean value of 2.99 also indicates that the challenges faced in the implementation of the Home-Grown School Feeding Programme in Oyo State affect it.

Discussion of the Findings

This study's findings provide vital insights into the implementation of the Home-Grown School Feeding Programme (HGSFP) in Oyo State, especially in terms of stakeholder awareness, involvement, and the issues that impede its performance. When these data are critically analyzed alongside existing research, they shed light on the elements that influence the programme's strengths and limits.

The study found that stakeholders have an above-average degree of awareness about essential features of the HGSFP, including its role in establishing career possibilities, increasing students' nutritional health, and supporting cognitive growth. However, awareness of the program's overall influence on school attendance and academic achievement was found to be low. This finding is consistent with Rogers' Diffusion of Innovation Theory (2003), which states that the adoption of an initiative depends on stakeholders' perceived grasp of its advantages. Adejumo (2021) and Olatunji (2021) noticed that stakeholders' insufficient comprehension frequently impedes their active engagement for such projects.This limited awareness has important consequences. For example, Olatunji (2021) noted that parental awareness of school food programs has a major impact on children's school attendance. If parents and community members are not fully informed about the program's educational benefits, they may fail to prioritize their children's regular school attendance, undercutting one of the HGSFP's primary goals. Similarly, Adepoju et al. (2020) suggest that awareness is essential for creating stakeholder commitment because it creates a shared understanding of the program's aims and each participant's duties. This highlights the necessity for more robust awareness campaigns emphasizing the HGSFP's numerous benefits.

The findings also show that stakeholder involvement in the HGSFP is moderate. While government officials, school administrators, teachers, and community members contribute to various aspects of the program, gaps in coordination and ongoing commitment remain. Respondents, for example, acknowledged involvement in meal planning, purchase, and preparation while also highlighting obstacles in creating community ownership. Adeleke and Owojuyigbe (2019) found that ambiguous roles and fragmented communication frequently impede stakeholder engagement. Oladosu (2020) found that poor stakeholder engagement in the HGSFP results in inefficiencies in programme execution and decreased community participation.

The modest involvement can be taken in two ways. On the one hand, it shows that stakeholders are not completely disengaged. On the other hand, it emphasizes missed potential for closer collaboration. For example, Adetokunboh (2020) stated that integrating parents and community leaders in program supervision not only improves accountability but also develops a sense of ownership, which is essential for sustainability. The study's findings indicate that, while government officials are actively involved in resource distribution and oversight, more inclusive techniques that incorporate local stakeholders into decision-making processes are required.

The issues addressed in this study emphasize the complexities of implementing the HGSFP in Oyo State. Funding appeared as the most critical hurdle, with respondents underlining its inadequacy and unsustainable nature. This finding is consistent with prior research (Adepoju et al., 2020; Oladosu, 2020), which found comparable financial challenges in Nigerian school food schemes. Adetokunboh (2020) stated that the program's reliance on government funding, which are frequently inconsistent and delayed, reduces its efficiency. Financial constraints not only compromise meal quality, but also have an impact on the program's coverage and capacity to achieve long-term sustainability.In addition to money, establishing a regular supply of high-quality, locally produced ingredients posed a significant hurdle. The HGSFP's reliance on local food systems is meant to boost rural economies and improve food security. However, logistical inefficiencies and limited agricultural capacity frequently interrupt supply chains. This outcome is consistent with the observations of Adepoju et al. (2020), who underlined the necessity of developing local agricultural systems to meet the programme's demands. Investments in farmer training, procurement processes, and storage facilities could help to address these challenges and better align the programme with its goals.

Another key difficulty is the absence of meaningful community participation. The findings show that parents and community members are not sufficiently involved in program activities such as volunteering or resource donations. This supports Adejumo's (2021) statement that community ownership is a critical factor of program sustainability. Oladosu (2020) also stated that without strong community participation initiatives, school feeding programs are unlikely to have the desired impact. The lack of community involvement in the HGSFP may be due to the previously noted lack of understanding, as stakeholders are unlikely to actively participate in a program whose benefits they do not fully comprehend. Community education initiatives and the formation of parent-teacher associations could help to close this gap and increase participation.

The survey also recognized the lack of appropriate data management systems as a serious concern. Monitoring and evaluation (M&E) frameworks are essential for analyzing program performance, finding improvement opportunities, and making evidence-based decisions. However, the data suggest that current M&E techniques are insufficient, which is consistent with Oduola et al.'s (2018) views. The lack of solid data systems limits accountability while also undermining the program's ability to demonstrate impact. This has broader ramifications for the ability to acquire long-term funding and stakeholder support. Digital solutions like mobile apps and data dashboards have the potential to improve M&E procedures by offering real-time insights and expediting data collecting and analytics.

Taken together, these data highlight the interwoven nature of the difficulties confronting the HGSFP in Oyo State. The lack of information about the program's full extent decreases stakeholder engagement, exacerbating operational issues such as budget constraints, logistical inefficiencies, and insufficient data management. To address these difficulties, a comprehensive approach will be required, with a focus on stakeholder collaboration, long-term finance, and increased operational efficiency.

From a policy standpoint, the findings underline the importance of focused initiatives to address these difficulties. For example, increasing awareness campaigns through workshops, community meetings, and mass media initiatives may improve stakeholders' comprehension of the program's aims. This, in turn, may encourage increased community support and participation. Furthermore, institutional organizations for stakeholder participation, such as steering committees and task teams, may increase coordination and accountability. These structures should include representation from all stakeholder groups to ensure that the program benefits from a variety of viewpoints and skills.

The findings also highlight the significance of securing long-term funding mechanisms. Public-private collaborations, community fundraising, and overseas donor support could help address budgetary issues. Such tools should be backed by open financial management procedures in order to foster stakeholder confidence and accountability. Similarly, increased logistical efficiency would necessitate investments in local agricultural capacity and infrastructure. Strengthening the

linkages between the HGSFP and local food systems could increase the program's efficiency while also benefiting rural economy.

Finally, the HGSFP should prioritize the creation of effective data management systems. Comprehensive monitoring and evaluation frameworks that use digital technology could provide real-time insights into program performance, allowing stakeholders to make educated decisions and implement timely modifications. These methods would not only improve the program's operational efficiency, but would also give evidence of its impact, which is critical for obtaining ongoing support and funding.

Conclusion

According to the study's findings, stakeholders in Oyo State are more aware of the Home-Grown School Feeding Programme (HGSFP) than the average. Stakeholders recognize the program's potential to generate career opportunities, enhance students' nutritional results, and promote cognitive development. However, understanding of the program's broader impacts, such as increased school attendance and improved academic achievement, remains low, indicating a communication and sensitization gap. The survey also demonstrates a moderate level of stakeholder involvement in programme implementation. Meal planning, procurement, and preparation are crucial activities carried out by government authorities, school administrators, teachers, and community people. Nonetheless, the data highlight the problems of building community ownership and maintaining collaborative efforts, both of which are crucial to the programme's success.

Key issues noted include insufficient and unsustainable funding, which jeopardizes meal quality, program coverage, and long-term viability. Furthermore, difficulties in securing a regular supply of high-quality, locally obtained products and maintaining high nutritional requirements for meals were major concerns. The paper also emphasizes the absence of effective community participation and inadequate data management methods, which hamper program monitoring, evaluation, and overall success.

Lastly, while stakeholders are largely aware of and active in the HGSFP, these findings highlight the need for increased awareness tactics, stronger stakeholder engagement, long-term funding methods, and improved operational frameworks to solve the identified problems. By addressing these difficulties, the HGSFP can better fulfill its objectives of improving nutrition, increasing school attendance, and boosting local economies in Oyo State.

Recommendations

1. Improve Stakeholder Awareness: Create and implement targeted awareness initiatives to close knowledge gaps concerning the Home-Grown School Feeding Programme. These efforts should highlight the program's broader educational benefits, such as its ability to promote school attendance and academic performance, as well as its nutritional and economic effects.

2. Increase Community Participation: Create institutional methods to involve parents, community leaders, and local groups in the program's execution. This could involve organizing local committees to monitor food quality, coordinate volunteer activities, and provide feedback on decision-making. Increased community involvement can promote ownership and sustainability.

3. Address Funding Challenges: Look at long-term funding options other than government budgets, such as public-private partnerships, donor support, and community fundraising campaigns. These alternatives can provide new financial resources while reducing reliance on variable government assistance.

4. Improve Supply Chain Efficiency: Increase local agricultural capacity to provide a steady supply of high-quality, locally sourced foods. This might include training farmers, improving storage facilities, and developing efficient procurement methods that promote local producers, all of which would help to alleviate supply chain inefficiencies.

5. Improve Stakeholder Collaboration: Create a centralized coordination framework to guarantee effective communication and collaboration between government officials, school administrators, teachers, and community members. This framework should establish defined stakeholder roles and responsibilities, eliminating fragmentation and improving program delivery.

6. Develop Strong Data Management Systems: Create and implement a thorough monitoring and evaluation (M&E) framework that makes use of digital tools like mobile apps and data dashboards. These tools should allow for real-time tracking of programme performance, assist evidence-based decision-making, and hold stakeholders accountable.

7. Focus on Meal Quality Standards: Provide frequent training for school officials and food vendors to guarantee compliance with dietary recommendations and quality standards. This will help to preserve the nutritional value of meals and link them with the program's objectives of boosting student health and cognitive development.

8. Increase Stakeholder Involvement Beyond the Classroom: Actively involve teachers and school officials in program planning and decision-making, especially in areas such as resource allocation and meal preparation. This can increase their sense of accountability and dedication to the program's success.

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