**APPENDIX 1: FIRST SURVEY**

**Questionnaire on the School Feeding Programme for Head teachers, Class teachers and Parents**

This questionnaire is designed purely for academic work and data collected will be strictly confidential. Under no circumstances will information identifying the respondent or school be disclosed.

Please name all the factors you think are responsible for the reasons why parents are now more willing to take their children to school than before

**1.**

**2.**

**3.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

**APPENDIX 2: SECOND SURVEY**

**INSTRUCTION:**

To what extent do you strongly agree, agree, disagree, strongly disagree to, or are indifferent (neutral) to each of the following statements about School Feeding Programme. Please tick one choice for each item that best represents your opinion on the issue.

**The extent of the influence of the SFP on school enrolment in the Basic Schools in the Bawku West District**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Statement** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly****Agree** |
| 1 | The SFP helps only needy children to enrol in basic education |  |  |  |  |  |
| 2 | Since the inception of the SFP school admission seeking has been rising |  |  |  |  |  |
| 3 | With the introduction of the SFP many parents are now more willing to send their wards to school than before |  |  |  |  |  |
| 4 | An abolishment of the SFP will reduce school admission seeking |  |  |  |  |  |
| 5. | The SFP needs improvement to attract more children to school |  |  |  |  |  |
| 6. | The SFP should be extended to all communities in Ghana to increase school enrolments |  |  |  |  |  |
| 7. | The SFP should be scrapped when basic school enrolment figures in deprived communities show appreciable increases |  |  |  |  |  |

The items in this section are not exhaustive, please provide other relevant information not captured…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..