HOMEGROWN SCHOOL FEEDING PROGRAMME AND BASIC SCHOOL STUDENTS' ENROLMENT RATE IN CROSS RIVER STATE, NIGERIA

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Abstract
This study examined the influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria. The purpose of the study was to find out the difference between the trend of enrolment rates of basic school students before and after the introduction of homegrown school feeding programme in Cross River State. It was aimed at determining whether the introduction of homegrown school feeding programme in Cross River State in 2017 has had any influence on basic school students' enrolment rate. This study adopted ex-post facto research design. The study considered ex-post facto research design suitable because the variables studied had already occurred and the researcher lacked the capacity to manipulate them. The sample of the study comprised seventy (70) selected lower basic education schools in which school feeding programme has been in operation in Cross River State. The study adopted a multi-stage sampling technique; comprising of stratified sampling and simple random sampling techniques. The instrument used for data collection was a pro-forma designed and used to extract data from school record on Students' Admission Register (SAR). Data collected were analyzed using simple percentage and chi-square at 0.05 level of significance. The result of the study indicated that there was steady but low increase in the trend in enrolment rate of lower basic school students before the introduction of school feeding programme in Cross River State. Finding also showed that there was steady and high increase in enrolment rate of lower basic school students in the 3 years covered after the introduction of school feeding programme in Cross River State. There was also significant influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria. The study concluded that the introduction of homegrown school feeding programme in Cross River State by the Federal Government of Nigeria has had significant influence on basic school students' enrolment rate. In line with the result, it was recommended that since the result of the study showed that the introduction of homegrown school feeding programme had significant influence on basic school students' enrolment rate in Cross River State, Nigeria, schools that are yet to benefit from the programme should be included in order to boost enrolment rate in Cross River State.

Keywords: Enrolment Rate, Homegrown and School Feeding Programme

Introduction

Education generally can be described as the process in its entirety through which children, younger or even adults are helped to cultivate and grow their abilities, attitudes, values and other forms of behavioural attributes that represent positive value aimed at changing the individual to

enable him/her contribute to the well-being of himself/herself and other members of the society and of course the society (Samuel & Victor, 2020). In the view of Peterson (2018), education is a dynamic force in the life of an individual and influences his/her physical, mental, social, emotional, ethical, creative and spiritual development. Education is the act of imparting knowledge and skills to the learners. United Nation Educational, Scientific and Cultural Organization Institute for Lifelong Learning (2012) defined education as the process of facilitating learning or the acquisition of knowledge, skills, values, morals, beliefs, habits and personal development. It is a method or practice of which is aimed at teaching an individual a new skill or new principles. It sharpens the mind and builds moral principles in an individual. Education is an important tool that enables an individual to explore his/her potentials.

School enrollment is a count of the number of children who have registered with a school. As a related statistical indicator, UNESCO (1997) cited in Mirowsky and Ross (2020) defined *school enrollment rate* as the ratio of children of official school age who are enrolled in school to the population of the corresponding official school age. National school enrollment rates are generally collected by the Ministry of Education in annual school censuses and compiled in education monitoring information systems. School enrollment rates form the basis for a variety of other educational indicators such as the mean years of schooling and expected years of schooling, which measure the duration an individual is enrolled in school.

As an aspect of general education, basic education is the foundation upon which other levels of education are built; as it forms the basis for the educational transitional of a child. Okediran (2013) defined basic education as the pillar of formal education in any nation; as its possession is a pre-requisite for socioeconomic, cultural, religious and political advancement and lack of it portends primitiveness and backwardness in the scheme of things of a nation. Basic education contents are deliberately chosen to influence and assist children with the aim of improving their knowledge. Basic education is important for children because they are the pillars upon which the future of the society is built on**.**

According to National Policy on Education (2013), the objectives of basic education include among others: Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; provision of free, universal basic education for every Nigerian child of school-going age; reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency) and ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning.

Therefore, the extent to which the aims and objectives of basic education as highlighted among others can be reasonably achieved; may be highly dependent on the availability of certain interventions by the government in the basic level of education. One of such very critical interventions is the introduction of homegrown school feeding programme. Homegrown school feeding programme in itself is the provision of food to children under the guidance of the school system. According to Chepkwony, Bilhah and Kosgei (2013), school feeding programme is one of several interventions of government which can address some of the nutrition and health problems of school age children. It has the capacity to motivate parents to enroll their children in school and to see that they attend school regularly. The programme or scheme tends to effectively reduce absenteeism and school drop outs. School feeding programme also alleviates short-term hunger and malnourishment; thereby promoting well-nourished school children, helping them increase attention span and producing gains in cognitive function and learning, addressing specific micronutrient deficiencies in school aged children. Meeting the iron and iodine needs of school- aged children can translate into better school performance. School feeding programme further increases community involvement in schools, particularly where the program depends on the community to prepare and serve meals.

According to World Food Programme (2019), school feeding programme is one of the leading programmes which is aimed at increasing food supply and reducing hunger by using locally produced food; thereby promoting school gardens and incorporating agriculture into school curricula. It refers to the provision of meals either at school or take-home food which is geared towards promoting learners' involvement in learning, enhancing their educational outcome and facilitating their nutritional value. School feeding programme is aimed at increasing school enrolment too. This is because it is believed that because poor parents could not provide food for their wards in school, these parents do not enroll their wards into schools. Even the poor parents, who do enroll their children in schools, find it thorny to ensure that their wards attend and remain in school every day till the school closes because they cannot provide food for their children in school everyday throughout the term. Olofu, Ogunode and Usua (2023) maintained that the introduction of homegrown school feeding by the Federal Government Nigeria has played significant role in boosting enrolment rate in many states where the programme has been in operation.

Looking at the history of school feeding programme from the global perspective, Adekunle and Ogbogu (2018) reported that United States of America began the practice of initiating school feeding progammes in Austria as an act of international aid and focused on combating the severe malnutrition of children in the 1940s after the Second World War. Since then, school feeding programmes have become a key part of food assistance, relief emergency and development programmes. In fact, the involvement of the United States federal government in feeding children in schools may be traced back to the Agricultural Adjustment Act (P.L. 74-310) of 1935. Under this provision, the government distributed surplus meat, dairy products and wheat to needy families and schools. It was however in 1946 with the promulgation of the National School Lunch Program that the government decided to institutionalize feeding supplementation within schools throughout the United States.

In Nigerian context, the history of school feeding programme can be traced or linked to the Millennium Development Goals (MDGs) initiative and several conferences/initiatives held thereafter by African leaders aimed at eradicating extreme poverty, hunger, achieving universal basic education, promoting gender equality and women empowerment, developing a global partnership for development, tackling issues such as peace, security, good economic, political and corporate governance and to make the continent an attractive destination for foreign investment. Arising from the above development, Nigeria happened to be one of the twelve (12) pilot countries invited to implement school feeding programme. Thus, the Federal Government of Nigeria came up with the Universal Basic Education Act in 2004, which provided the enabling legislative backing for the execution of home grown school feeding and health programme. Prior to the emergence of Nigerian school feeding and health programme initiative in 2004, the Federal Ministry of Education and Federal Ministry of Health in collaboration with World Health Organization in 2001 took the initial step by conducting a Rapid Assessment of School Health System in Nigeria to ascertain the status of school health. This gave rise to the Nigerian Home Grown School Feeding and Health Programme (Adekunle & Ogbogu, 2018).

The overall goal of the school feeding programme in Nigeria was to reduce hunger and malnutrition among school children and enhance the achievement of Universal Basic Education. According to FGN (2016) in its strategic implementation plan for school feeding programme, the objectives of the programme is to: "improve the enrolment of primary school children in Nigeria and reduce the current dropout out rate, address the nutrition and health status of many children". The intended benefits of HGSF will accrue to a wide range of stakeholders. Children will benefit from a hot nutritionally balanced school meal; farmers will benefit from improved access to school feeding markets; and communities will benefit from new jobs across the supply chain such as catering, processing and food handling jobs. Besides the direct benefits, it is intended that HGSF can act as an important catalyst to drive (i) Agriculture-nutrition policies given the direct nutritional components of HGSF menus, and (ii) Smallholder market

participation with spill-over effects on broader public agriculture commodity procurement. The policy document or the implementation guidelines on the national school feeding and health programme only covers primaries 1-3 (basic class 1-3).

According to Ajani (2014), the home grown school feeding programme was introduced with a view to increasing school enrolment and completion, improving child nutrition and health as well as strengthening local agricultural economies by providing a school feeding market in which farmers can sell their produce. The scheme is designed in a way that foodstuffs are bought directly from the local farmers; providing the local farmers the opportunity to sell their produce to participating schools. Akanbi (2013) maintained that school feeding programme constitutes a very critical intervention that has been introduced in many developed and developing countries of the world to address the issue of poverty, stimulate school enrolment and enhance pupils' performance. School feeding programme is effective in stimulating demand for schooling, particularly in settings where school attendance is low.

Even though basic education is made compulsory and free for every Nigerian child of school age, one would ordinarily expect that children would easily access the programme and there will be high and incremental rate of enrolment on yearly basis. However, children' access to basic education in Nigeria as a whole over the years has not been very impressive; as the enrolment trend and rate have been dwindling or fluctuating. In the view of Lee (2018), there has overall decline in national basic education enrolments from 2006 to 2010 except in the North East where data were not collected due to Boko Haram activities. UBEC (2018) reported that enrollment in basic education grew slightly between 2014 and 2018 by just 18 percent from 29.8 to 35.1 million. In the same vein, Adesiyan (2017) admitted that even though the Universal Basic Education (UBE) Act of 2004 stipulates free and compulsory basic education, Nigeria continues to face serious challenges in basic education enrollment; as enrolment rate has been on a decline trend.

Therefore, providing meals to school children through homegrown school feeding programme remains very fundamental to enhancing students' participation in learning by way of boosting their enrolment among others. Different studies have shown the association between school feeding and students' enrolment. Ajani (2014) ascertained the relationship between school feeding programme and primary school pupil's enrolment and retention in Epe Local Government Area of Lagos. The result indicated significant relationship between school feeding programme and primary school pupils' enrolment and retention; as school-feeding programme improved the enrolment rate of school children from 67% to 89% in the treatment group. In the same vein, a study carried out by Asuquo (2010) and Meremikwu *et al.,* (2022) on school feeding programme showed that there was significant relationship between school feeding programme and students' enrolment; as enrolment and attendance increased from 68% to 94.4%.

Akanbi (2013) reported that in many countries such as Brazil, Philippines, Cambodia, Mali, El Salvador, Indonesia, Ghana, Bangladesh and Ecuador etc where school feeding programmes have been implemented, data revealed that the programme has increased enrolment and attendance rates over the years. According to Ahmed (2014), the research carried out by the International Food Policy Research Institute on the effects of school feeding programme in Bangladesh revealed that the programme raised school enrolment rates by 14.2%, reduced the probability of dropping out of school by 7.5% and increased school attendance by 1.3 days a month. Similarly, in Pakistan the programme provided an income in the form of one or two tins of oil to families whose girls attend school for twenty days per month. In its pilot phase, the oil incentive programme demonstrated that it could make a significant contribution to full attendance. In participating schools, enrolment improved overall while attendance increased from 73% to 95% among participants. The programme also claims to put additional food in the hands of mothers to serve as a contact between mothers and teachers on distribution days. In

another study in Bangladesh, a programme of school-based food distribution increased enrolment by 20% and a 2% decline in non-participating schools.

Chepkwony, Bilhah and Kosgei (2013) reported that in Pakistan, a take-home ration programme made significant contribution to full enrolment and retention. For schools that participated, enrolment improved by 76% compared to14% in the province overall. Attendance increased from 73% to 95% among participants. A study by World Food Programme (2016) found a 7% increase in net enrolment rate in Bolivian girls when provided with take home rations to girls showing a 90% attendance over a given time span. Adekunle and Ogbogu (2018) carried out a study to establish the relationship between school feeding programme and pupils' enrolment, regularity, punctuality and academic performance. In the affirmative, the results showed significant increase in pupils' enrolment by 78.4%. A study by World Food Programme (2016) found 7% increase in net enrolment rate in Bolivian girls when provided with take home rations to girls showing a 90% attendance over a given time span.

Statement of the Problem

The Cross River State Government convoked education summit in 2000 with the intent of improving the standard of education and boosting enrolment, retention, progression and completion in the state. It also launched full implementation of the Universal Basic Education (UBE) policy in 2007. Additionally, Cross River State became beneficiary of the Federal Government of Nigeria's school feeding programme in 2017 with a view to enhancing children's enrolment in basic education among other benefits.

In spite all the above efforts, there seems to be a noticeable gap in terms of low enrolment in Cross River State. The researcher noticed that many children who are of school age have taken to street hawking rather than being in school and even those who enroll, end up not either attending classes regularly or dropping out. Benjamin and Ushie (2012) reported that since 2007, enrolment and dropout within basic education in Cross River State have been very low and dwindling in nature. At the upper basic level for instance, Benjamin and Ushie noted that the highest annual JSS 3 enrolment in Cross River State was in 2014 when 63,590 students were enrolled. Umoh (2017) corroborated the above by maintaining that some parents in Cross River State in recent times have pushed their children and wards street hawking instead of being in school. According to Umoh, children are found within school hours hawking in the street instead of being enrolled in school. Umoh therefore, advised that if the situation is not checked by the government through policy formulation, the level of illiteracy, unemployment and crime in Cross River State will be on the increase in few years to come.

Therefore, it is in realization of the above problem that this study ascertained the influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria.

Objective of the Study

This study was guided by three objectives:

i. To determine the trend of enrolment rate of basic school students before the introduction of homegrown school feeding programme in Cross River State (2012-2016 academic session).
ii. To examine the trend of enrolment rate of basic school students after the introduction of homegrown school feeding programme in Cross River State (2017-2021 academic session).
iii. To ascertain the influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria.

Research Questions

i. What is the trend of enrolment rate of basic school students before the introduction of homegrown school feeding programme in Cross River State (2012-2016 academic session)?
ii. What is the trend of enrolment rate of basic school students after the introduction of homegrown school feeding programme in Cross River State (2017-2021 academic session?
iii. To what extent has homegrown school feeding programme influenced basic school students' enrolment rate in Cross River State, Nigeria?

Hypothesis

H01: There is no significant influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria.

Methodology

This study adopted ex-post facto research design. It involves studying facts that have already occurred. The study considered ex-post facto research design suitable because the variables studied had already occurred and the researcher lacks the capacity to manipulate them. The sample of the study comprised seventy (70) selected lower basic education schools in which school feeding programme has been in operation in Cross River State. This study adopted a multi-stage sampling technique; comprising of stratified sampling and simple random sampling techniques. First, stratified sampling technique was used to categorize the local government areas into 18 and the education zones into 3 as already structured for political administrative purpose in the state. From the 18 local government areas, simple random sampling technique was used to select 50% of the local government areas in each zone. In sampling the schools from the 10 local government areas, 10% proportionate sample of schools was selected through simple random sampling technique. The choice of 10% is also supported by Okafor (2017) submitted that the sample size of 10% is large enough to generalize the findings to the larger population. The instrument used for data collection was a pro-forma designed and used to extract data from school record on Students' Admission Register (SAR). Data collected were analyzed using chi-square at 0.05 level of significance.

Result and Discussion

Research Question One: What is the trend of enrolment rate of basic school students before the introduction of homegrown school feeding programme in Cross River State (2012-2016 academic session)?

Table 1: Analysis on the Trend of Enrolment Rate of Lower Basic School Students before the Introduction of School Feeding Programme in Cross River State (2012-2016 sessions)

Year/Session	**Total no. of pupils enrolled**	**% incremental rate of enrollment**	**Decision on enrollment trend**
2012/2013	10,525	-	-
2013/2014	10,687	2	Increase
2014/2015	11,051	3	Increase
2015/2016	11,192	1	Increase
2016/2017	11,576	3	Increase
Total	**55,031**	**Total incremental rate=9 Average incremental rate=2.3**	

Data in table 1 ascertained the trend of enrolment rate of lower basic school students before the commencement of school feeding programme in Cross River State. A period of five years/academic sessions was covered (2012/2013 to 2016/2017). To analyze the data, simple percentage was used and data obtained showed that in 2012/2013, 10,525 pupils enrolled in lower basic 1 while in 2013/2014 session, a total of 10,687 pupils enrolled with an incremental rate of 2% higher than the previous (2012/2013) enrolment. In 2014/2015 academic session, a total of 11,051 pupils were enrolled with an incremental rate of 3% higher than the previous enrolment in 2013/2014 session. As of 2015/2016 academic session, 11,192 pupils were enrolled with a small incremental rate of 1% lower than the enrolment in the previous year (2014/2015). In 2016/2017 academic session, a total of 11,576 pupils enrolled with an incremental rate of 3% much higher than the enrolment in 2015/2016. Cumulatively, the total enrolment for the five years/sessions covered (2012/2013-2016/2017) stood at 55,031 with a total incremental rate of 9% while the average incremental rate stood at 3%.

Therefore, the trend of enrolment rate for the five years under review (2012/2013-2016/2017) before the commencement of school feeding programme in Cross River Sate witnessed a steady but low increase in enrolment rate with variability in % increment based on each year.

Research Question Two: What is the trend of enrolment rate of basic school students after the introduction of homegrown school feeding programme in Cross River State (2017-2021 academic session)?

Table 2: Analysis on the Trend of Enrolment Rate of Lower Basic School Students after the Introduction of School Feeding Programme in Cross River State (2017-2021 sessions)

Year/Session	**Total no. of pupils enrolled**	**% incremental rate of enrollment**	**Decision on the rate enrollment trend**
2017/2018	19,752	-	-
2018/2019	24,877	26	Increase
2020/2021	10,859	56	Decrease
Total	**55,488**	**82**	
		Average=41	

Data in table 2 determined the trend of enrolment rate of lower basic school students after the commencement of school feeding programme in Cross River State. The analysis covered the period of three (3) years (2017/2018-2020/2021). To analyze the data, simple percentage was used. From the analysis, it was revealed that 2017/2018 enrolment into lower basic one stood at 19,752. In 2018/2019 session, a total of 24,877 pupils were enrolled with an incremental rate of 21% lower than the previous enrolment rate of 41% in 2017/2018 session. In 2020/2021 academic session, the enrolment rate stood at 10,859 with a decrease rate of 56% lower than the previous enrolment in 2018/2019 session. Cumulatively, the total enrolment for the 3 years (2017/2018-2020/2021) stood at 55,488 with an incremental rate of 82% while the total average stood at 41%.

Thus, there was steady and high increase in the trend of enrolment rate for the two years/sessions (2017/2018-2018/2018) which school feeding programme was in operation in Cross River State but there was 56% decline in enrolment rate in 2020/2021 session. This may not be unconnected with the suspension of school feeding programme during covid-19 lockdown and was not continued after the lockdown in 2020/2021 academic session.

H01: There is no significant influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria.

Table 3: Chi-square Analysis on the influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State

Item	Value	Degree of Freedom	Level of Significance
Calculated Chi-square	213.5	7	0.05
Chi-square Critical	14.07		

Data in table 3 determined the influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria. To test hypothesis, chi-square was used. Data revealed that the calculated chi-square value was 213.5 while the critical value was 14.07 at 0.05 significant level. The decision rule states that if the calculated chi-square value is greater than the critical value, the null hypothesis should be rejected while accepting the alternative hypothesis. Thus, since the calculated chi-square value of 213.5 as seen in table 1 is greater than the critical value of 14.07, the null hypothesis which states that there is no significant impact of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria is rejected. Hence, the finding indicated that there is significant impact of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria.

Discussion of findings

Data in tables 1 ascertained the trend in enrolment rate of lower basic school students before the introduction of school feeding programme in Cross River State. Finding revealed that there was steady but low increase in the trend in enrolment rate of lower basic school students before the introduction of school feeding programme in Cross River State. The result in line with the finding of Benjamin and Ushie (2012) who reported that since 2007, enrolment rate in basic education in Cross River State has been very low. However, the finding is contrary to the reports of Adesiyan (2017) observed that Nigeria has witnessed a dwindling or fluctuating enrolment trend. This is because the enrolment rates in the five years covered before the introduction of homegrown school feeding programme in Cross River State was progressing on incremental basis without fluctuation.

Data in table 2 determined the trend in enrolment rate of lower basic school students after the introduction of school feeding programme in Cross River State. Finding showed that there was steady and high increase in enrolment rate of lower basic school students in the 3 years covered after the introduction of school feeding programme in Cross River State. Finding also revealed that there was 56% decline in enrolment rate in 2020/2021 academic session when the Federal Government of Nigeria had suspended school feeding programme after covid-19 lockdown in 2020. Hence, it is suggestive that school feeding programme may have influenced the increment in higher enrolment rate among the students.

The above result is in line with the view of Akanbi (2013) who reported that in many countries such as Brazil, Philippines, Cambodia, Mali, El Salvador, Indonesia, Ghana, Bangladesh and Ecuador etc where school feeding programmes have been implemented, there was high increase in enrolment and attendance rates. The same study was replicated in Pakistan and result indicated that there was overall improvement in enrolment in the participating schools while attendance increased from 73% to 95% among participants. Similarly, a study carried out by Adekunle and Ogbogu (2018) indicated school feeding programme significantly increased pupils' enrolment by 78.4%. A study by World Food Programme (2016) found 7% increase in net enrolment rate in Bolivian girls when provided with take home rations to girls showing a 90% attendance over a given time span.

Data in table 3 ascertained the influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria. The result of study revealed

that there was significant influence of homegrown school feeding programme on basic school students' enrolment rate in Cross River State, Nigeria.

The above finding is in line with the finding of Oyefade (2014) who observed that food incentives offered to students such as school meal has significant role it plays in promoting students' enrolment and attendance. In the same vein, Akanbi (2013) reported that in many countries such as Brazil, Philippines, Cambodia, Mali, El Salvador, Indonesia, Ghana, Bangladesh and Ecuador etc where school feeding programmes have been implemented, data revealed that the programme has increased enrolment and attendance rates over the years.

The same study was replicated in Pakistan and result indicated that there was overall improvement in enrolment in the participating schools while attendance increased from 73% to 95% among participants. Similarly, a study carried out by Adekunle and Ogbogu (2018) indicated school feeding programme significantly increased pupils' enrolment by 78.4%. A study by World Food Programme (2016) found 7% increase in net enrolment rate in Bolivian girls when provided with take home rations to girls showing a 90% attendance over a given time span.

Conclusion

Homegrown school feeding programme is a national intervention programme by the Federal Government of Nigeria with the intent of enhancing students' participation in learning by way of boosting students' enrolment rate among others. The introduction of school feeding programme in several countries especially in developing nations has clearly shown that the programme has significant influence of relationship with students' enrolment rate. Thus, in line with the finding of this study, it can be concluded that the introduction of homegrown school feeding programme in Cross River State by the Federal Government of Nigeria has had significant influence on basic school students' enrolment rate. It can also be concluded that the trend of enrolment rate of basic school students after the introduction of school feeding programme in Cross River State was far higher than the trend of enrolment rate of basic school students before the introduction of school feeding programme in Cross River State.

Recommendations

The following recommendations were suggested:

i. Since there was 56% decline in enrolment rate in 2020/2021 academic session, the suspension of homegrown school feeding programme after covid-19 lockdown should be lifted in order to boost enrolment of pupils in basic education.
ii. Since the trend of enrolment rate in the three (3) years covered after the introduction of homegrown school feeding programme was far higher than the five (5) years covered before the introduction of the programme in Cross River State, homegrown school feeding programme should be extended to other basic education schools in Cross River State which are yet to benefit from homegrown school feeding programme.
iii. Since the result of the study showed that the introduction of homegrown school feeding programme had significant influence on basic school students' enrolment rate in Cross River State, Nigeria, schools that are yet to benefit from the programme should be included in order to boost enrolment rate in Cross River State.

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