



School-Linked Nutrition Interventions and Cognitive Development in Kenyan Children: A 2008 Longitudinal Study

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Abstract

School-linked nutrition interventions have been proposed as a means to address undernutrition among school-aged children in developing countries. The study employed a cross-sectional design with repeated measures over two years, collecting data from a representative sample of primary school students. Cognitive assessments were administered annually to measure changes in academic performance. Analysis revealed a positive trend in standardised test scores for children who received the intervention compared to those who did not, indicating an improvement in cognitive development associated with regular nutrition and health education provision at schools. The findings suggest that school-linked nutrition interventions can be effective in enhancing cognitive development among Kenyan primary school students. Future research should explore mechanisms underlying the observed improvements to inform policy on integrating nutritional support into educational curricula. The empirical specification follows $Y = \beta_{0+\beta} X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *African, Geographic, Longitudinal, Nutritional, Intervention, Cognitive, Development*

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