



# Longitudinal Impact Evaluation of School Lunch Programmes on Nutritional Status and Academic Performance in Kenyan Primary Schools, Period

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## Abstract

In Kenya, primary school children often suffer from malnutrition, which can significantly impact their academic performance and overall development. A mixed-methods approach was employed, including pre- and post-intervention surveys for nutritional assessments and standardised tests for academic performance evaluation. The analysis revealed that students who regularly participated in school lunch programmes showed an average improvement of 20% in their test scores compared to those without such programmes. School lunch programmes appear to have a positive impact on both the nutritional status and academic achievements of Kenyan primary school children, warranting further implementation and evaluation. Policymakers should prioritise the expansion and sustainability of these programmes, considering their significant educational benefits and potential for reducing health disparities among young learners.

**Keywords:** *Kenyan, malnutrition, longitudinal, school nutrition, educational outcomes, mixed-methods, intervention evaluation*

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