



Theoretical Foundations for Evaluating School-Based Nutrition Programmes on Cognitive Development in Senegalese Secondary Schools: An African Contextual Analysis

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Abstract

Theoretical Foundations for Evaluating School-Based Nutrition Programmes on Cognitive Development in Senegalese Secondary Schools: An African Contextual Analysis Not applicable as this is a theoretical framework article focusing on conceptual development rather than empirical research. This theoretical framework provides a robust conceptual basis for future empirical studies on the intersection of nutrition and education in African contexts. Future research should incorporate longitudinal data collection and culturally-specific assessments to enhance the validity and applicability of findings across different regions in Africa.

Keywords: *Sub-Saharan, Senegalese, Developmental Psychology, Feeding Practices, Nutritional Status, Cognitive Testing, Cross-Cultural Studies*

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