



Evaluation of School-based Nutrition Programmes in Senegalese Primary Schools within Libya's Educational Context,

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Abstract

This study examines school-based nutrition programmes implemented in Senegalese primary schools within the educational context of Libya. A mixed-methods approach was employed, including surveys administered to school administrators, teachers, and parents, as well as biochemical tests conducted on a sample of children for nutrition indicators. The findings indicate that while the programmes were generally well-received by stakeholders, there was a significant improvement in students' serum zinc levels (proportion increased from 20% to 45%) following the implementation. Although the programmes showed promise, further research is needed to determine their long-term effectiveness and cost-efficiency within Libyan educational settings. Future studies should explore sustainability strategies for these programmes in Libya's diverse socio-economic environment, with a focus on community engagement and resource allocation.

Keywords: *African geography, Senegalese education, mixed methods, dietary habits, nutrition intervention, primary schools, cultural anthropology*

ABSTRACT-ONLY PUBLICATION

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