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**COLLEGE OF EDUCATION AND LANGUAGE STUDIES
DEPARTMENT OF EDEUCATIONAL PLANNING AND
MANAGEMENT**

MASTER'S THESIS

**PRACTICES AND CHALLENGES OF SCHOOL FEEDING
PROGRAM IN YEKA SUB-CITY GOVERNMENT PRIMARY
SCHOOLS, ADDIS ABABA.**

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AND MANAGEMENT**

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Approval by the board of examiners

This thesis, by Almaz Fentaw, is accepted by the board of examiners as satisfying these requirements for a Master's degree in educational planning and management.

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DECLARATION

I so certify that the work provided in this thesis, "Practice and Challenges of School Feeding Program at Addis Ababa, Yeka Sub-City Government Primary School," is entirely original with no modifications. No other university has accepted it for credit toward a degree, and all sources utilized in the thesis have been duly acknowledged.

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This attests to the accuracy of the candidate's aforementioned statement to the best of my knowledge.

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Date

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Abbreviation and Acronyms

AA-	Addis Ababa
AU-	African Union
FAO-	Food and Agriculture Organization of the United Nations
GoE-	Government of Ethiopia
MoE-	Ministry of Education
MDG-	Millennium Development Goal
FFE-	Food for Education
NGO-	Non-governmental Organization
SFP-	School Feeding Program
SPSS-	Statistical Package for Social Sciences
THR-	Take Home Rations
UNDP-	United Nations Development Program
USA-	United State of America
UNICEF-	United Nations International Children's Emergency Fund
WFP-	World Food Program
PTSA-	Parent, Teacher and Student associate

Abstract

This study aims to examine the school feeding program's implementation and challenges at Yeka Sub City Government Primary School. The information was gathered from four schools' caterers (women who prepare meals), SFP committees, teachers, students, parents, school principals, and program officers. The study used a stratified random sampling technique and a descriptive research design to gather quantitative and qualitative data on the program implementation process and its difficulties. Women's who prepare meals had a responsibility of preparing and serving the foods to the students. According to the study, every caterer had received training on how to prepare nutritious food for the program's successful implementation, and they all got health checkups twice a year. The survey also showed that the school-level feeding program is monitored at school level. The study revealed that the main challenges to program implementation are the high cost of food items and the inadequate allocated budget for a food. Additional obstacles to the program's seamless operation include inadequate cooking supplies and facilities, such as a dining room, a lack of electricity for food preparation, a shortage of fuel and water. Based on the findings, the study suggests enhancing and broadening the cooperation with stake holders in order to address issues pertaining to utilities and supplies. The school feeding agency should establish a permanent consultation period with stakeholders ((Women's who prepare meals, principals, school feeding program officers, PTSA and school feeding committee) . Additionally, it should make sure that the menu is adjusted to reflect current market inflation and need to allocate adequate budget. It required created connection with producers and major distributors to supply goods and raw materials for women's associations at discounted prices (egg. different goods and vegetable).It should make sure that the supply of electricity with the capacity to cook(three phase).

Keywords: school feeding program, SFP implementation, sfp challenges.

CHAPTER ONE

INTRODUCTION

This chapter has presented a general introduction of the research. It includes the background of the research project, statement of problem, research questions, and objectives of the study, significance of the study, scope (delimitation) of the study, and organization of the study and definition of key terms.

1.1. Background of the Study

According to Bryant (1913), the first documented school feeding was provided in Munich, Germany, in 1790 when Count Rumford established municipal soup kitchens as part of his global crusade against vagrancy. From the beginning, schools were encouraged to send groups of youngsters to the kitchens for a hot lunch at noon because they were made to accommodate individuals of all ages of students. Although this job was long unorganized, it was never stopped, and in the 1970s, the school administration was given the responsibility of serving meals. Since its inception, the school feeding program has expanded across the German Empire to a national level, with around half of the cities contributing to support wholly or in part school breakfasts or dinners. The school feeding movement continued in France and began in 1849, in London, England, in 1866, and in America in 1855, when the Children's Aid Society in New York City began to furnish free lunches for the children of the Industrial Schools.

The African context reveals that the first SFP was launched in Central Province, with certain portions of Nairobi participating by 1967. The SFP expanded between 1970 and 1978 to assist children in dry regions in accordance with the two National Development Plans that ended in 1978. The Milk Plan, introduced in 1979, had a significant contribution on schooling. Student enrollment and attendance rates improved dramatically. Nzoka, Rose K. (2022)

In Ethiopia, the School Feeding Program was started in 1994 with the collaboration of the Ethiopian Ministry of Education with the United Nations World Food Program, taking four selected zones (Amhara, Tigray, Afar, and Oromiya Regions) starting as a pilot project that covers 40 primary schools (Desalegn, et al. (2011). In Ethiopian government institutions, kids often lack basic requirements such as food, educational resources, and clothing. According to Desalegn et al. (2011), households often struggle to feed their entire family due to insufficient food output. As a result, even children must participate in some activities to support the family. This struggle of life affects children's school enrollment and educational achievement. Countries use Food for Education (FFE) programs to address short-term hunger among students and boost school engagement (Adelman et al., 2008).

In Addis Ababa, charitable societies, NGOs, and other stakeholders launched the SFP on a small scale. In February 2019, the city administration took over the program and expanded it. All of the city's government pre-primary (kg) and primary schools (grades 1–8) were previously included in the program. The program provides food twice a day breakfast and lunch. This feeding program follows a similar meal program (menu) in all city administration sub-cities. The menu was designed by Addis Ababa city

administration towards students development of mentally, physically, socially, psychologically, and health-wise well-being. This all-round wellness is the base of students learning achievement. Severe and sustained hunger can impact students' attendance, focus, behavior in class, and learning results. WFP (2015)

Generally, School Feeding Program (SFP) aims to address issues in schooling. The policy of school feeding program aims to increase enrollment through two key methods. First, it boosts the value of education. Secondly, serving foods at school promotes students learning. The issue of absenteeism, dropout, and low Students academically performance, was prompting national leaders to mobilize and address the above-mentioned challenges. (Z. Destaw, 2022)

Even if School feeding program had the above mention contributions, the program faced different challenges. The progress in school feeding has still numerous challenges that limit the efficiency and effectiveness of these programs. One of the main challenges found in different countries is the targeting of the most vulnerable students. The World Food Program (WFP, 2022) identifies different challenges in implementing of effective school feeding programs, particularly in low-income countries facing heightened vulnerability and reduced funding.

1.2. Statement of the Problem

Ethiopian school-age children face many health and nutrition issues that hinder their academic success (BoE & Bo WC, 2015). Schooling can be influenced by different factors, including household food shortages, economics, politics, social status, and health.

According to a survey conducted by the Addis Ababa Education Bureau and the Addis Ababa Women and Children Affairs Bureau, 26.5% of vulnerable primary school students only eat once a day, while 15.8% report not eating at all. (BoE & BoWC (2015) Researchers investigate how malnutrition and food insecurity impact schooling and students learning achievement. A study analyzed the impact of food insecurity on school attendance and educational attainment among 2,100 students aged 13-17 in the Jimma zone. The study used two consecutive 2009 surveys from a 5-year longitudinal family study and found that food-insecure adolescents were less likely to attend school than their food-secure students (Belachew, Hadley, (2011). The Right to Food and School Feeding Programs in Tsehay Chora and Dagmawi Minelik Kindergarten and Primary School in Addis Ababa by Helen (2014). The impact of the School Feeding Program on the academic achievement of primary school students in Arada Sub City, Addis Ababa by Abiy (2017); Misrak (2018) evaluated how the school feeding program affected the academic achievement of students at the government elementary school in Addis Ababa.

According to multiple studies, school feeding programs significantly increased school students' engagement. Research indicates that school feeding programs have a positive impact by increasing student enrollment, improving attendance, and reducing dropout rates. Abdirahman (2024)

School feeding programs have a long-term positive impact on children's academic performance, health and well-being, implementing them in a more coordinated, efficient, and sustainable way. Therefore, the researcher selected this title, believing to assess the challenges faced by primary schools and the implementation process. The study was conducted to further knowledge about the implementation and challenges of SFP in

government primary schools. Furthermore, this research promote in locating the most recent data regarding SFP. Generally, this study use to close knowledge gaps.

This study conducted only focused on Yeka sub-city government primary schools the practice and challenges of SPF.

1.3. Objective of the Study

Introduction

School feeding programs are critical projects that provide food in an academic context with the goal of improving children's health, nutrition, and educational outcomes. These initiatives help students, especially those in low-income families, attend school more frequently, grow cognitively, and suffer from less malnutrition. School feeding programs have advantages, but them also frequently fighting problems with funding, sustainability, food quality, logistics of delivery, and stakeholder involvement. For feeding programs in schools to be more effective and successful in the long run, it is essential to understand both their practices and challenges.

1.3.1. General Objective

- The main objective of this study is to assess the implementation process and identify the main challenges of school feeding program in Addis Ababa, Yeka sub-city government primary schools.

1.3.2. Specific Objectives=

- To describe what the practice of the SFP looks like in Addis Ababa, Yeka sub-city government primary schools.

- To identify the main challenges of the school feeding program (SFP) in Addis Ababa, Yeka sub-city government primary schools.
- To describe students' perception on the implementation of SFP?

1.4 Basic Research Questions

The study tries to answer the following basic questions in relation to practice challenges of school feeding program.

1. What does school feeding program practice in Yeka sub-city primary schools?
2. What are the main challenges of school feeding program at yeka sub city primary schools?
3. What is the student's perception on the implementation of SFP?

1.5. Significances of the Study

The research is expected to give constructive feedback to SFP implementer's and other concerned bodies to improve the effectiveness of the program. The study's findings will also provide directions for future researchers, educational policy developers, school feeding program implementers, woreda education offices, sub-city education offices, Addis Ababa city education bureau and school feeding program agencies to scale up or to modify the implementation approaches of School Feeding Programs. In addition to the above, the study provides a source of information for those people who are not directly or indirectly participating in the school feeding program.

Moreover, the study contributes to give recent information about the practice and challenges of school feeding program.

1.6. Delimitations of the Study

This research was geographically limited to Addis Ababa city administration and Yeka sub-city government primary schools. The focus area of this study was the practice and challenges of the school feeding program.

1.7. Organization of the Study

The research was organized into five chapters. The first chapter constituted the introduction part, which was background of the Study, Statement of the Problem, Research questions, Significance of the Study, Objective of the Study with General and Specific Objectives, delimitation and Limitation of the study. The second chapter was all about the reviews of related literature organized in thematic areas that discussed the practice and challenges of SFP in primary school. Empirical and theoretical reviews are also conducted by forming a conceptual framework. The third chapter presented research methodology that was research approach and design, data collection instruments, method and source of data collection, method of data analysis and description of the study area, and the fourth chapter composed of research findings. Finally, the last chapter presented a summary, conclusion and recommendation.

1.8 Operational Definitions of Terms

Principals – a director of primary schools

Woreda- an administrative district

Caterers- a woman's who prepared food in school

SPF Committee- a committee or group composed of teachers, parents, and school administrators is responsible for monitoring and supervising the implementation process of the program.

School feeding - it is a program that provides breakfast and lunch to students during school hours to support their health, learning, and overall well-being

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2. INTRODUCTION

The purpose of this study was to assess practice and challenges of school feeding program. A review of the literature on the practice and challenges of school feeding programs, the definitions of school feeding programs and the opinions of various academics regarding school feeding, , and parents involvement are all briefly discussed in this chapter. Lastly, it provided a summary by outlining the conceptual framework derived from the theoretical literature review.

2.1. Definition of School Feeding

School feeding programs can be defined as the availability of providing adequate food with good quality and enough quantity. According to Adelman, Gilligan, and Lehrer (2008), school feeding programs provide nutritious food for the students, which may help them to develop their cognitive level. The impact of the SFP on education will vary based on the initial nutrition states of the child. In school, meals improve their nutrition status, and avoiding hunger and the nutrition states affects their ability to learn. (Adelman, 2008) also showed that when the school meal is fortified, it helps to reduce diseases that come due to hunger and prevent the problems that lead to a deficiency that affect the cogitation and learning ability of children.

According to World Bank reports, giving kids breakfast, lunch, or both while they're in school is known as school feeding. While some programs offer full meals, others only

offer wholesome snacks or energy-boosting biscuits. According to FAO & WFP (2018) based on their methods, school feeding programs can be divided into two primary categories: take-home rations, which provide food to families whose children attend school, and in-school feeding, which feeds the children in school.

The school feeding programs have a role to help students to attend their education without absence and to make students mentally, physically, psychologically, and socially capable. Understudies with poor comfort have a higher probability of school disappointment, student performance, and dropout (Steven et al., 2015). As Isa, Y. Y. et al. (2012) stated student feeding programs are aimed at to addressing some nutrition and reducing health problems that are coming from students hunger. SFP, other school-based activities, and the health improvement programs help parents to enroll their children in school and to see the progress of students in their performance. Scholars also agreed that the experiences of well-designed and objective school feeding programs can develop the performance of students in educational achievement and lower dropout rates. Kazianga, H., (2009) School feeding programs motivate student parents to enroll their children in school and have them attend regularly. It is used to reduce absenteeism and increase students' attendance in their school with educational improvement. It used to meet the need of the children by reducing their shortage of food. It helps to increase better school performance and also providing to increase community involvement in schools.

2.2. Theoretical Review of School Feeding Program

2.2.1. Maslow's hierarchy of needs

According to Abraham Maslow's theory (Slavin, R. E. (2020)), before students can concentrate on higher-level requirements such as learning and academic achievement, their basic physiological needs—such as food and nourishment—must first be satisfied. School feeding programs play a crucial role in addressing this foundational level of need, creating an environment where students can engage fully in classroom activities. These programs not only combat hunger but also help reduce absenteeism and improve concentration, behavior, and cognitive function.

Motivation, in this context, serves to energize and sustain behavior, allowing learners to focus on goals and persist in academic tasks. As Maslow emphasized, unmet basic needs can block a child's motivation and ability to progress toward personal growth and achievement. Therefore, without regular access to nutritious meals, children may become distracted, fatigued, or emotionally distressed—hindering their capacity to learn.

Furthermore, proper nutrition is essential for physical growth, immune system strength, and brain development. Children who experience chronic hunger or undernutrition are at greater risk of stunted growth, frequent illness, and developmental delays. These effects can extend beyond physical health, leading to reduced attention span, poor memory, and low academic performance. In contrast, well-nourished students are more alert, engaged, and capable of critical thinking and problem-solving—key ingredients for academic success.

Beyond individual impacts, school feeding programs can also enhance equity in education. By supporting the nutritional needs of vulnerable children, especially in low-income communities, these programs help bridge learning gaps and promote equal opportunities. They are not merely welfare interventions, but strategic investments in human capital and national development.

2.2.2. Nutrition Theory

The Nutrition Theory posits that providing students with nutritious meals—especially through school feeding programs—can significantly improve their cognitive development, concentration, and overall brain function. Proper nutrition is foundational for optimal brain growth and activity, particularly during childhood and adolescence when the brain undergoes rapid development. Children who receive adequate nutrition are more likely to have better memory, attention span, problem-solving skills, and school readiness, all of which contribute directly to improved academic performance. Conversely, under nutrition—especially deficiencies in iron, iodine, and other essential micronutrients—have been linked to delayed cognitive development, poor academic outcomes, and increased school absenteeism. Furthermore, school feeding programs reduce short-term hunger during the school day, allowing students to focus better and participate more actively in learning. This is especially important for children from food-insecure households, where school meals may be the only consistent source of nourishment. According to the World Health Organization (WHO) and research by Grantham-McGregor et al. (2007), malnutrition affects brain structure and impairs cognitive function, which in turn reduces children's learning capacity. Thus, providing

balanced, nutritious meals at school can be seen not just as a health intervention but also as a key strategy for educational improvement.

2.3. Empirical Review

The challenges of school feeding programs have been the subject of numerous researches worldwide. Some of the problems are universal for many programs and are important factors that determine program sustainability, despite the fact that many of them are nation specific and reliant on circumstances like implementation methodologies and others, according to research conducted in various African countries. According to WFP (2013) case studies, SFP implementer face four primary problems, which are as follows: beginning the implementation of the program without adequate institutional capability in terms of the system, the resources, the number and expertise of staff required, and the infrastructure required; absence of national nutrition and quality standards to ensure uniformity in school meals across the nation, particularly when the program's execution is decentralized and schools purchase their own food; addressing accountability, oversight, and corruption prevention because SFPs entail the purchase of substantial amounts of food, which are susceptible to corruption and special interest favoritism; Establishing systems for information sharing, planning, and decision-making is necessary when coordinating with other industries, such as agriculture and health.

The availability and sufficiency of funding, the cooperation of stakeholders in managing the program, community ownership, and monitoring and evaluation methods are the most prevalent and significant program influences among the difficulties identified by numerous researches.

2.3.1. School Feeding Program and Pupils' performance in Africa

School Feeding Program and African Students' Performance 92 In many developed and developing nations across the world, school feeding programs are essential interventions that have been implemented to combat poverty, encourage school enrollment, and improve student performance. Nearly 60 million children in poor nations go to school hungry every day, with roughly 40% of them coming from Africa. For this reason, school lunches are essential to feeding kids. Instead of leaving their kids at home to work or take care of their siblings, parents are encouraged to send them to school (Akanbi, 2013). In order to address issues like peace, security, and good corporate, political, and economic governance, as well as to make the continent a desirable location for foreign investment, African leaders held a number of conferences after the Millennium Development Goals (MDGs) initiative, which is when school feeding was first implemented. Among these developments is the "New Partnership for African Development," which, according to the blueprint, is an agreement made by African leaders based on a shared vision and a strong and unwavering belief to end poverty, set their nations on the path to sustainable growth and development, and actively engages in global politics and the economy. Additionally, the "Millennium Hunger Task Force" and the "Comprehensive African Agriculture Development Program," among other programs, were created to connect school meals to agricultural development by encouraging the usage and purchase of locally grown food (Bundy et al, 2009).

2.3.2. School Feeding Program and Pupils' Performance in Nigeria

Nigeria was one of the twelve (12) pilot nations invited to carry out the initiative. Thus far, the school feeding program has been implemented in Nigeria, Cote d'Ivoire, Ghana, Kenya, and Mali. In order to provide the necessary legislative support for the implementation of the Home Grown School Feeding and Health Program, the federal government created the Universal Basic Education Act in 2004. The Federal Ministry of Education started the Home Grown School Feeding and Health Program in 2005 with the goal of achieving the Universal Basic Education program's goals and emphasizing the importance of nutrition. Reducing hunger and malnutrition among schoolchildren and improving the attainment of Universal Basic Education are the main objectives of Nigeria's School Feeding Program. Osun was one of the twelve (12) states chosen to start the program's phased-pilot rollout execution. Even though the Home Grown School Feeding and Health Program was started, it wasn't given much attention until November 2010, when the state's government changed. Following that, an education summit led by Professor Wole Soyinka was called by the new administration, which was led by Ogbeni Rauf Aregbesola. The goal of the summit was to critically analyze the issues impeding the state's educational system's development and advancement and to suggest practical solutions. Among other things, the School Feeding Program transformation was one of the suggestions given at the summit to reposition education in Osun State. A thorough evaluation of the previous school food program was then started. The program was renamed "Osun Elementary School Feeding and Health Program – O' meals" and repackaged. Students in Grades 1-3 at the State's Public Primary Schools were provided

one meal a day when it was first introduced on April 30, 2012 (Ministry of Education, 2014).

2.3.4. School Feeding Program and Pupils' Performance in Rwanda

The National Strategy for Transformation (NST1-7YGP), the Education Sector Strategic Plan, the Food Security and Nutrition policy, the School Health Policy, the Multi-sectorial Strategy to Eliminate Malnutrition, and Government of Rwanda programs all include school feeding. The social protection sector in the nation also acknowledges school feeding as an effective targeted safety net. Additionally, if necessary, the GoR attempted to expand the number of school infrastructures. It should be noted that certain schools lacked sufficient classrooms, dining areas, kitchens, libraries, and restrooms. The GoR is currently working with the World Bank to build such missing facilities (Ashimwe, 2020). Some schools use classrooms for lunchtime meals instead of dining halls (Buningwire, 2021). This practice lowers classroom hygiene and interferes with study time by cleaning the areas where food was consumed; occasionally, the first hour after lunch is wasted as a result, which could hinder SAP. However, the availability of instructional resources like computers, books, and teaching aids, as well as motivated and qualified teachers, also have an impact on students' academic success. Additionally, the abundance of science and computer labs that may be linked to the internet serves as a driving force. In accordance with SDG 4: ensure inclusive and equitable quality education and encourage lifelong learning opportunities for all, Rwanda is dedicated to achieving "Universal Education for All," as stated in Vision 2020. According to MINECOFIN (2012), the goal is for all newborns and early children to reach their maximum developmental potential. The elimination of malnutrition through improved prevention and management of all types of malnutrition is emphasized in the National Strategy for Transformation (NST1-7YGP 2017-2024) (Republic of Rwanda, 2017). Additionally, the government intends to expand school nutrition programs by leveraging community involvement and establishing a national HGSP program under the Education Sector

Strategic Plan (2018/19–2023/24). Improving food and nutrition in schools is one of the National Food and Nutrition Policy's main strategic directions. The plan suggests maintaining and growing current school feeding programs while also emphasizing the implementation of innovative school feeding strategies, such as the extensive Home Grown School Feeding program (MINALOC, MINISANTE, MINAGRI 2014). The National School Health Policy further emphasizes the necessity of bolstering the current school nutrition programs. Lastly, "establishing mechanisms

2.3.5. School Feeding Program Trend in Ethiopia

The El Nino crisis caused the country to face its worst drought in 30 years, with urgent needs in all humanitarian sectors surpassing those of the 2011 Horn of Africa drought. Seven regional states and one city administration of the nation (Afar, Somali, Oromia, Amhara, Tigray, Harari, SNNPR, and Dire Dawa) were significantly impacted by the ongoing food shortages and disruption of livelihoods, according to government and UN partners. About 3 million kids in various regions of the country were impacted by the disaster, according to a quick evaluation carried out in August 2015 by the Ministry of Education and Regional Bureau of Education Cluster (WFP, 2018). To carry out the plan, the Ministry of Education needed about USD 53 million and asked development partners for help. Nevertheless, the anticipated financial assistance did not come to pass. By devoting roughly ETB 570m (roughly USD 27.5m) of the government budget, the Ministry of Education was forced to scale down the plan and concentrate its implementation on emergency school feeding (Stephen et al., 2019). WFP has been the biggest supplier of school meals in primary schools in the research region. Vulnerable urban and rural schoolchildren receive school meals from a few national and international NGOs. However, they work independently and without central coordination. The WFP and the Federal Ministry of Education collaborate on Ethiopia's national SFP. The

program was started in the research region in 2018 G.C. The program guideline states that from Monday through Friday, pupils are served a 150 g hot lunch made from wheat, corn, or beans. Ethiopia's School Feeding Policy Framework

The multi-year Education Sector Development Program (ESDP) has been conducted in three phases by the GoE (Government of Ethiopia). The SMP, which the GoE has carried out in collaboration with the United Nations World Food Program (WFP), has been one of the primary elements of the ESDP. The ESDP's third phase extended school meals to schools in Ethiopia's vulnerable and food-insecure regions. The program specifically focused on pastoralist communities and highland regions with a persistent food shortfall in order to draw students to schools in these locations, boost enrollment, maintain attendance, and lower dropout rates. In order to achieve gender parity in school enrollment, the program also places a high priority on growing the number of girls enrolled in program regions (Robert, Markus & Getinet, 2017). Since the majority of students come from low-income homes without meals, the Ministry of Education Strategy Center (2018) suggests implementing school food programs, which may also help reduce absenteeism. One of the region's common strong points is the political commitment to school lunch programs. The majorities of nations are on the verge of achieving universal coverage at the primary school level and have embraced a rights-based approach to school meals. Nonetheless, it is still difficult for all parties to fully comply with standards and rules in a number of nations due to fragmented or inadequate regulations. Additionally, governments have shown a significant financial commitment to school meals and have worked tirelessly to increase the coverage of their programs. However, many nations still struggle to get sufficient money and provide high-quality services throughout the year (WFP, 2017).

Methods for Making Ethiopia's School Feeding Program Sustainable When there are important motivators, school feeding can be sustained. In 31 of the countries where WFP has worked over the past 45 years, school feeding programs have been transferred; these nations continue to offer some form of school feeding program. WFP phased down school feeding in the most recent nations (WFP, 2009). There is proof that Ethiopians are becoming more interested in and dedicated to creating a long-term national school feeding program. This is demonstrated by the regional government's eight-fold increase in matching funds (from 2 million to 16 million Birr) during the WFP and MoE partnership to pilot an HGSF (Homegrown School Feeding) program in the SNNPR and Oromia region in 2012. Other performers, such as Ye EnatWeg, are also in favor of school meals. Under the direction of the First Lady of Ethiopia, this nonprofit organization launched SFP with the goal of enhancing the lives of underprivileged children in Addis Ababa (WFP, 2018). The overall cost-effectiveness of school meals as an investment with substantial returns is highlighted in the 2017 Ethiopia Investment Case Report (WFP, 2017). Every dollar invested in the school meals program yields an economic return of \$3.1 over the beneficiary's lifetime, according to the study, for the in-kind school feeding modality, which is utilized in the Somali and Afar regions. The school feeding program's advantages Nutrition is critical for brain and cognitive development, according to research, and a student's academic success is greatly influenced by the foods they eat. Other research indicates that the school feeding program has the following important advantages in addition to these. Enhances Students' Academic Performance A major issue that impairs children's learning is food shortage. Providing a nutritious meal is a good way to help undernourished populations perform better academically and

cognitively. Eating breakfast may enhance performance during the morning meal, in contrast to fasting. Less clear is the long-term impact of breakfast consumption on academic achievement in schoolchildren who do not exhibit outward symptoms of acute malnutrition (FAO, 2007). **Improvement of Students' Micronutrients** A low-cost method of adding vital vitamins or minerals that could otherwise be lacking in the diet to meals, fortified biscuits, or snacks is micronutrient fortification. The primary micronutrients supplied are zinc, iron, iodine, vitamin A, and B vitamins. At the processing step, micronutrients can be added, just like with wheat, salt, oil, and other meals. The adding of vitamin powder after cooking, however, is a novel technology. By increasing micronutrient consumption, fortification improves micronutrient status, prevents damage from micronutrient deficiencies, and improves nutritional status and cognition. In situations where micronutrient deficiencies, including anemia, are very common, school health and nutrition services may offer micronutrient supplements, most frequently iron supplements (W.B. & WFP, 2007).

2.4. Successes of School Feeding Programs in Africa

1. Increased Enrollment and Attendance:

School feeding programs such as Nigeria's National Home-Grown School Feeding Programme (NHGSFP) and Ghana's School Feeding Programme (GSFP) have significantly improved school enrollment and attendance, especially among vulnerable children and girls. These programs reduce the economic burden on families and incentivize parents to send their children to school consistently.

2. Enhanced Academic Performance:

Studies conducted in Ethiopia's Sidama Region demonstrate that regular access to school

meals improves student concentration, class participation, and academic performance. By addressing short-term hunger, these programs allow learners to focus better in class, leading to improved cognitive outcomes and reduced absenteeism (Cambridge.org; PMC, 2022).

3. Community Empowerment:

In Kenya, initiatives like Food4Education have implemented a scalable model that relies on local food sourcing and community involvement. This not only supports students nutritionally but also creates employment opportunities and strengthens local economies. The program aims to serve 1 million children daily by 2027 (Time.com).

2.5. Research gaps School feeding program was practiced in many other countries.

According to Maijo's (2018) study on SFP in Tanzania, pupils who have participated in the program have seen a notable improvement in their academic performance. This effect was demonstrated by a decrease in student absences, an improvement in exam scores, and an increase in enrollment in the specified course of study (MINEDUC, 2021). In the same vein, Adroque and Orlicki (2013) showed how SFP has improved student performance in Argentina, a nation with persistent hunger issues. Amber Gove (2016) investigated how school feeding programs affect academic results. He did this by reviewing previous research evaluating the effects of school food programs on academic success, attendance, and enrollment. Carolina T. Avellaneda (2017) claims that evidence from Indore, India, supports a study on school lunches and academic performance. Her research investigates the connection between Indian school food programs and academic achievements. According to Ndayisaba (2022), since 2014, one of the most effective methods for raising

students' academic achievement in 9 and 12 YBE schools in Rwanda has been the school feeding program. The problem of students' academic performance (SAP) is a concern for nations and its educational stakeholders. In order to acquire competent human capital, the nation that wants to enhance its economy and promote sustainable development makes greater investments in its educational system (Ndayisaba, 2022). Following an examination of previous literature, the researcher found that there hasn't been enough research done on how school food programs affect children' academic performance, especially for elementary school pupils. Research on the effects of the school food program on the academic performance of primary school pupils is necessary, as they are the ones who will be ready to move on to junior and senior high school, in my opinion.

2.7. Factors That Affect School Feeding Project Implementation

School feeding programs are seen to be basic for enhancing learning results, promoting long-term health benefits, and increasing child nutrition. Increasing child nutrition not only supports their physical growth but also improves cognitive function, enabling them to perform better academically. By providing regular, nutritious meals, these programs help create a stable environment where children can thrive and focus on their education. However, a number of elements, such as operational, social, political, and economic ones, affect the success of feeding program implementation. The collaboration between schools, local governments, and community organizations is crucial in overcoming these challenges. By addressing these multifaceted issues, we can ensure that feeding programs are effectively implemented and sustained, ultimately benefiting the health and education of children. This holistic approach not only supports children's immediate nutritional needs but also fosters a culture of learning and growth. By prioritizing the well-being of

students, we pave the way for a brighter future, where every child has the opportunity to succeed academically and personally. By ensuring that every child has access to nutritious meals, we empower them to focus on their studies, develop critical thinking skills, and engage actively in their communities. This foundational support not only enhances academic performance but also builds resilience and self-confidence, equipping children to navigate the challenges of tomorrow. The main elements that affect these programs' efficacy and sustainability are identified and summarized.

Key Factors That Affect School Feeding Programs

1. Families' socioeconomic standing: The success of school food programs is seriously impacted by the socioeconomic circumstances of the communities they serve. Students from low-income families frequently receive a large portion of their nutrition from school foods (Bundy et al., 2009). According to a study by Ahmed (2004), school feeding programs have the greatest positive. The advantages of school feeding programs, however, can be less noticeable in affluent communities if families can offer sufficient nourishment at home.

2. Support and Policies of the Government; The dedication, money, and policy frameworks of the government have a significant impact on the viability and success of school feeding programs. Strong school feeding programs are more likely to be implemented by governments that place a high priority on public health and education. For instance, more than 40 million students benefit each year from the Brazilian government's school food program, which is among the biggest and most effective in the world (Schwartzman & Oliveira, 2018).

3. Social and Cultural Norms: The planning and implementation of school feeding programs can be influenced by cultural perspectives on food and nutrition. For example, significant culinary preferences may exist in some civilizations that do not correspond with the food offered for the program. Research by Tarasuk et al. (2015) emphasizes how acceptance and involvement in school feeding programs are influenced by local food culture. There may be fewer uptakes or discontent if the food offered does not live up to cultural norms.

4. Food Quality and Nutrition: A key factor in determining the success of school feeding programs is the nutritional value of the food served. Research indicates that initiatives that provide wholesome, well-balanced meals enhance kids' cognitive growth, learning capacities, and general health (Simeon et al., 2002). However, financial (budget) limitations, logistical problems, or insufficient food preparation may result in food quality being degraded (Jomaa et al., 2011).

5. Involvement of the Community and Parents: Parents' and the local community's participation in school feeding program planning and execution can have a big impact on how successful the program is. Participation from parents and community people increases the program's likelihood of reflecting local requirements, which enhances its acceptability and durability (Lynch et al., 2013). According to a study by Mwaura et al. (2017), parental involvement raises the program's chances of addressing kids' dietary needs and producing favorable educational results.

6. The Infrastructure and Logistics: Moreover, robust logistical and infrastructure systems are essential to the effectiveness of school feeding programs. In addition to

storage facilities and kitchen equipment, this also involves dependable transportation networks for food delivery. Meal provision delays, food spoilage, or inadequate quantities can result from inefficiencies in these sectors (Morduch & Sicular, 2002). Research indicates that well-established logistical systems that guarantee prompt and sufficient food delivery are a sign of successful programs, such as those in South Africa and India (Menon et al., 2014).

7. School Administration and Staff: Lynch et al. (2013) state that school administrators play a crucial role in managing the daily operations of school food programs. They make certain that meal distribution is done correctly, food supply timetables are adhered to, and any logistical issues are promptly resolved. Their participation has a direct impact on how well the program runs. "School Administration's Contribution to the Sustainability and Success of School Feeding Programs." Lynch, R., et al. (2013).

8. Promoting Cooperation and Interaction: The effectiveness of school feeding programs depends on parents, teachers, kitchen staff, and school administrators working together and communicating effectively. Administrators must create a cooperative atmosphere where everyone is on the same page regarding the objectives of the program. Issues pertaining to student engagement, meal preferences, and food shortages can be resolved with clear communication. By fostering a supportive community, parental involvement can also increase the program's success. According to Mwaura et al. (2017), school administrators who actively promote communication among staff, parents, and kids are more likely to assure the success of the school feeding program. This is because communication strengthens relationships between all parties involved. Their study

suggests that transparent communication and community involvement help resolve issues more effectively and build trust around the program.

2.7. Funds and the School Feeding Program

Funding for school feeding is not usually guaranteed or included in national frameworks or programs in many African nations. Many of them depend on funding from donors or technical partners, which can change from year to year. As a result, program implementation is limited by budget. WFP (2013) reports that, on average, school feeding accounts for 11% of the costs of education in high- and upper-middle-income nations, 24% in lower-middle-income nations, and 68% in low-income nations.

“In case of Ethiopia, stakeholders’ responsibilities include providing capacity building training’s necessary for the execution of the program to executives and implementer’s at different levels, providing the inputs needed for the program implementation; financial support for the inputs, 10 carrying out resource mobilization activities and coordinating the program’s impact study by allocating the budget. Not only institutions but the community might involve in co-financing parts of school feeding programs. In Ethiopian context, the local community will be responsible for providing cooking firewood, recruiting the cooks, or involving in the cooking, providing water and cooking areas.”(M. Lemma, 2020)

An accountable and well-coordinated financing framework is necessary to make effective use of the funds allocated and maintain the program financially. This system will be in responsible for reducing food losses from theft and spoiling.

2.8. School Feeding Program Stakeholders Involvement

Stakeholder partnerships are necessary for the sustainable implementation of SFP in order to mobilize and exchange, knowledge, technology, carry out regulations encourage, community participation and lessons learned. There are sub regional networks worldwide that strive to make school nutrition and health interventions successful. A platform for exchanging best practices and operational experience in school feeding is provided by African sub-regional school health and nutrition networks, which are composed of members formally appointed by the various education ministers. (WFP 2013)

Key Stakeholders and Their Roles

1. Governments: The main authorities in charge of the planning, financing, and supervision of SFPs are the national and municipal governments. They create regulations that include school feeding into educational frameworks and allot the funds required to keep these initiatives going. For example, government organizations in Ethiopia collaborate closely with interested parties to carry out the School Feeding (HGSF) program, highlighting the significance of regional agricultural output to in supporting school feeding programs. (FAO 2022)

2. Local Communities: Parents and local leaders are among the community members who are essential to the implementation of SFPs. Through fundraisers or donations from parents, they frequently help with food preparation, logistics, and even financing.(Robert, 2011).On the other way according to Jones et al. (2020) parental involvement in SBFPs had a positive impact on program outcomes. When parents were actively involved, there was an increase in program attendance by their children. When parents are engaged in the program, they may encourage their children to regularly participate and take advantage of

the provided meals, potentially leading to better overall attendance rates. Additionally, parental involvement was associated with improved nutrition knowledge and healthier eating behaviors among children.

3. Non-Governmental Organizations (NGOs): NGOs provide resources, technical help, and capacity-building initiatives to support SFPs. Especially in underprivileged areas; they frequently bridge gaps in administrative support, supply networks, and funding.

The World Food Program (WFP) and other organizations ensure that these programs reach the most disadvantaged communities by providing financial and logistical support.

(Christopher and Tatham, 2011).

4. Educational Institutions: Schools are essential to the implementation of SFPs and are crucial to preserving the caliber and efficacy of these programs. Through school gardens, they oversee daily feeding operations, keep an eye on program compliance, and engage kids in menu planning and food preparation.

5. Agricultural Producers: Since they provide wholesome food for school meals local farmers are crucial participants in school feeding programs. Communities can improve food security, boost local economies, and guarantee students eat fresher, healthier meals by tying SFPs to local agriculture. (FAO 2022)

Generally For school feeding programs to operate well, the participation of numerous stakeholders is essential. Through utilizing the assets and capabilities of governments, communities, non-governmental organizations, educational institutions, and agricultural producers, SFPs can successfully fight hunger, improve educational results, and support

the general development of children. For school feeding programs around the world to be sustainable and effective, these stakeholders must continue to coordinate and engage.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

To generate data, the process that directs and alters the overall research questions addressed in this chapter. This section covers the following topics: research design, target population, sample size, sampling, data collecting, and sources of data, data collection techniques, and data analysis techniques. Also, this chapter discussed about data quality assurance and dependability and discussion of ethical issues were concluded.

3.2 Research Design

The study were employed descriptive survey research design to assess the practice and challenges of school feeding program in Addis Ababa Yeka sub-city government primary schools. The study used quantitative and qualitative methodology, to collect and analyze data. Most of scholars implement the different methodologies to carry out the research depends on the purpose and type of research and information required. Quantitative methodology is important for questionnaires and surveys are uses to collect the numerical or measurable data. Also, qualitative method were used because it makes it possible to answer to the questions of why, how and in what way and an interview is conduct with caterers, school feeding program committees and parents.

For this study, quantitative design was used for measuring and analyzing variables to ascertain the practice and challenges of the SFP.

3.3. Target Population

The study is conducting in Addis Ababa city administration Yeka sub city specifically in 4 selected government primary schools 3 woreda education offices and 1 sub-city education office.

3.4. Sampling Technique

A stratified random sampling technique was used to select representatives from each group. Accordingly, the population was stratified by sub-groups. Participants from each group were selected randomly. According to Kothari (2004), a stratified random sample ensures that, all parts of the population are represented in the sample in order to increase the efficiency of the study.

3.5. Sample Size And Determination

To determine the sample size, the total number of employees at Yeka Sub-city 4 selected primary schools, woreda and subcity, 228 students, 87 teachers, 16 principals, 4 SFP officers, 12 caterers, 8 parents, 12 SFP committee and 6 woreda and sub city officers. According to Yemane (1967), formulas would apply in order to determine the sample size of the population. This formula is reliable to 90% and has only a 10% deviation factor.

$$\text{Using the formula: } n = \frac{N}{1+N(e)^2} \quad n = \frac{5487}{1+5487(0.5)^2} = \frac{5487}{1+5487(0.0025)} \quad n = \frac{5487}{1+13.71}$$

$$n=373$$

Where n = the sample size

e = the level of precision (e = 0.05)

N = population size

Accordingly, the number of sample items from the total population of 5487 employees was 373.

Thus, to determine the number of sample items from each stratum. The questionnaires and interviews with a sample size of 373 are distributed according to the following distribution.

Table 3.1. Sample Distribution

No.	School name of sample distribution	Total Population	Sample Size	Percent
1.	Miyazya 23 Primary school	1642	111	29.94%
2.	Kidus Markos Primary school	1559	104	28.41%
3.	Tigle Lenetsanet Primary School	963	65	17.55%
4.	Mekane Hiwot Primary School	1283	87	23.38%
5.	Woreda and subcity	40	6	0.72%
	Total Sampling	5487	373	100%

3.6. Data Gathering Tools

The data were gathered from primary sources, by used questionnaires and interviews.

Questionnaires: A five-point Likert scale is used to measure respondents' perceptions and opinions regarding SFP in the closed-ended questionnaire items. To guarantee a range of viewpoints on the practice and difficulties of the school food program, the target audience consists of educators, school officials, and kids. The purpose of the questionnaire is to document the program's implementation challenges as well as its advantages. We intend to better understand the general practice and difficulties of SFP by examining the replies and pinpointing important areas for development

Interviews: - Semi-structured interviews were used in this study, blending open-ended prompts with predetermined questions to provide a deeper understanding of respondents' viewpoints. This method guarantees that freedom in investigation and consistency in inquiry are balanced. [To](#) ensure a thorough grasp of participants' opinions, thorough notes were made to document responses, body language, and emotional tones. Parents from the PSTA (Parent, Student, and Teacher Association), woreda and sub-city education officers, and school caterers (women who cook in schools) are the target audience.

3.7 Data Analysis

The collected data analyzed through quantitative approach procedures by using SPSS. Quantitative data were analyzed by using statistical analysis methods, descriptive.

Descriptive statistics also helpful to summarize and present data in statistical arrangement.

In this view, statistical techniques such as mean, and frequency, used to analyzed and described the data and also to interpret the results accordingly. In addition, qualitative data were described thematically in narrative form. The findings of the qualitative data were used to triangulate and complement the findings of the quantitative data.

3.8 Ethical Considerations

To conduct the study, permission was obtained from all respondents after the necessary explanation about the objective of the study was given to each of them. Respondents would be treated with dignity and would be informed about the purpose of the questionnaire and interview and assured of the anonymity and confidentiality of the information that they supplied. They also informed that any information obtained through questionnaire and interview would purely be used for academic purposes and handled with the highest order of confidentiality and does not affect their life in any way and any time.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter deals with data presentation, analysis, and interpretation. To collect data, two different tools were used: these were questionnaires and interviews. The data obtained from the questionnaire were analyzed quantitatively by using frequency, percentage, and means. On the other hand, the data obtained from the interviews were analyzed and described thematically in narrative form.

4.2 Respondents' Demographic Information

This section provides results and discussions of the demographic characteristics of the respondents who participated in the study. It analyzes the group, gender, education level, age, and experience in years of each respondent.

4.2.1 Questionnaire Response Rate

Questionnaires were distributed to the targeted population, and the response was as indicated.

Table 4.1: Questionnaire Response Rate

S.N	Name of schools	Target	Response	Percentage
1	Miyazya 23 Primary School	113	110	97.3%
2	Kidus Markos Primary school	107	105	98.1%
3	Tigle Lenetsanet Primary School	65	63	96.9%
4	Mekane Hiwot Primary School	88	87	98.8%
5	Woreda and subcity	6	6	100%
Total Population and Sample Respondents		373	365	98.18%

Source: Developed by the researcher

Table 4.2 Demographic Information Of Respondents.

		Categories	No	%
1	Sex	Male	164	44.93%
		Female	201	55.06%
		Total	365	100%
2	Academic status	Primary school Students	220	60.27%
		Under grade 10	19	5.20%
		Diploma	37	10.13%
		Bachelor's Degree	79	21.64

		Master's Degree	10	2.73
		Total	365	100%
3	Group	Students	220	60.27%
		Teachers	87	23.83%
		Principals and SPF officers	20	5.47%
		School feeding committee	12	3.28%
		Caterers	12	3.28%
		parents	8	2.193.28%
		Woreda and sub city officers	6	1.643.28%
		Total	365	100%

Source: Own Survey result (2020) SPSS Output

The above table shows that the survey captures diverse perspectives, with a majority from students (60.27%) and teachers (23.83%). Smaller but significant contributions are made by administrators, food service staff, and woreda and sub-city education officers. The data shows that 23.83% of respondents have been in the school for 1-5 years, and 8.21% of respondents have worked at the school for 5-10 years. 6.57% have been in the school for less than a year, showing some newer staff members; only 1.09% is above 10 years, suggesting a small group with long-term service. The rest, 60.27, are students. The data shows that above 60% of respondents are in the age range of 7-18, which is the largest

group. This suggests that the majority of respondents are students, 18.63% respondents are between 29 and 38 years. In their late 20s to late 30s, possibly reflecting a more established phase in their careers.20% of respondents are aged 18-28, likely representing younger, newer members of the job. Another 20% are aged 39-48, showing a smaller group of more experienced individuals.

TABLE 4. 3 The Responses Of Principals And School Feeding Program Officers Towards The Program Implementation.

			S.Agr ee	Agree	Undec ided	disagre e	S.disagr ee
1	Do you believe that the allocated budget for one student’s daily food consumption is sufficient?	freque ncy	2	7	2	8	1
		Percen	10%	35%	10%	40%	5%
2	Do you agree that the cooking area cleaned regularly?	freque ncy	12	8			
		Percen	60%	40%			
3	Do you believe that caterers’ keep their personal hygiene properly?	freque ncy	12	8			
		Percen	60%	40%			

Source: Own Survey result (2020) SPSS Output

The above table 4.3 shows that the value is near the middle of the scale, suggesting that respondents feel somewhat neutral or slightly dissatisfied. The average of the data indicates that many believe the allocated budget is not fully sufficient, but it's not extremely inadequate either. 45% of respondents believe that the allocated budget is not sufficient for the daily consumption of students, 10 % of respondents are neutral, and 45% of respondents believe that the allocated budget is sufficient for daily consumption. The data suggests that a majority (40%) of respondents feel the budget is insufficient for the daily consumption of students, which could point to a need for an increment in funding for students' food programs. However, it is interesting that 35% of respondents agree it is sufficient, showing a divided opinion on the matter. The undecided responses and the small group that strongly disagree highlight some doubt and varying perceptions on the issue.

The data shows that 60% of respondents strongly agree the cooking area is cleaned regularly, indicating strong confidence in the cleanliness and hygiene practices of the cooking area. 40% agree, suggesting that while they believe the cleaning is sufficient, they may not view it as exemplary. The majority (all) of respondents (100% combined with "agree" and "strongly agree") believe the cooking area is regularly cleaned, which is a positive finding for food care and hygiene practices.

The data indicates 60% of respondents strongly agree that mothers who prepare food properly maintain their personal hygiene. This indicates a high level of confidence in

their hygiene practices.40% of respondents agree, suggesting that they generally believe hygiene standards are followed, though there may be occasional concerns. The overwhelming majority (100%) of respondents trust that the mothers who prepare food properly maintain their personal hygiene, which is vital for food safety and health.

Table 4.4. Role of Teachers and Staff, Program Has Contribution and the Menu

4	Do the teachers and staff play their role for the success of the feeding program?	freque	3	17			
		ncy					
5	Do you think the program has a contribution to an overall improvement in the school environment?	Perce	15%	85%			
		nt					
6	Do you believe that the feeding program will be implemented according to issued menu by the city administration?	Freque	15	5			
		ncy					
		Perce	85%	15%			
		nt					

Source: Own Survey result (2020) SPSS Output

The table shows that, 100 % of respondents agreed or strongly agreed that all staff members and teachers contribute to the feeding program's success. It is clear from this that school staff members are making a significant contribution to the program's success.

According to the table 4.4 75% of those respondents strongly agreed that the program has improved the school climate. The remaining 25% likewise agree, indicating that all respondents (100%) think favorably of the program's contribution. The result is an unambiguous and unanimous affirmation of the beneficial effects of the program.

The majority of respondents strongly agreed that the program had enhanced the school atmosphere. This finding shows that the initiative is getting positive feedback and is probably succeeding in improving school circumstances

According to the table, 75% of respondents are highly confident in compliance and strongly agree that the program would be carried out in accordance with the city administration's menu. The remaining 25% agree, indicating that all respondents (100%) have a favorable opinion of following the menu rules. Complete trust in implementation procedures is demonstrated by the fact that none of the respondents disapproved or voiced any question. This broad agreement indicates a high degree of trust in the feeding program's administration and supervision

Table 4.5. Monitoring, Consultations And Health Checkup

			Always	Often	Sometim e	Rarel y	Ne ver
7	How often do you monitor the performance of the program implementation in schools?	Freque ncy	1	5	14		
		Percen t	5%	25.0%	70%		
8	Is there a time for consultation with relevant authorities regarding the implementation of the school feeding program and the problems encountered?	Freque ncy	6	8	6		
		Percen t	30%	40%	30%		
			1 time per month	1 time per quarter	2 times in a year	Never	
9	How often do mothers who prepare food (caterers') have a health checkup?	Freque ncy	1	5.0	14		
		Percen t	5%	25.0%	70%		

Source: Own Survey result (2020) SPSS Output

Interpretation and Analysis of School Feeding Program Monitoring and Health Check

Data

The data reveals that a majority of respondents (70%) report “always” monitoring the performance of the School Feeding Program (SFP), indicating a strong culture of accountability and engagement in the implementation process. This high level of vigilance is a positive sign, as consistent monitoring can identify gaps early and support timely adjustments, ensuring program effectiveness and sustainability.

Furthermore, 25% of respondents report “often” monitoring, which also suggests a commendable level of involvement. However, the 5% who only “sometimes” monitor the program may represent a potential weak link in the system. These inconsistencies in oversight may lead to unreported challenges, delays in addressing issues, or lapses in food quality and safety. Efforts should be made to enhance engagement among this small group, possibly through capacity-building workshops or regular performance evaluations to increase their involvement.

In terms of consultation frequency, the data indicates that 40% of participants engage in consultation “often,” and 30% “always.” This is encouraging and shows that there is a reasonable level of communication between stakeholders (e.g., school administrators, program officers, and possibly parents). However, 30% who consult only “sometimes” highlight a gap in consistent stakeholder interaction. This lack of regular engagement could hinder collaborative problem-solving and delay the sharing of important updates or concerns. Implementing more structured consultation schedules—such as monthly

meetings or feedback forums—could help ensure consistent input from all parties involved.

Health Checkups for Caterers and Food Handlers

The findings about health checkups raise concerns about the regularity and adequacy of health screening among caterers. A majority (70%) receive only one or two health checkups annually, while 25% are checked quarterly and just 5% monthly. This is problematic considering the direct impact of food handlers' health on food safety and hygiene. Foodborne illnesses can easily be transmitted if health problems go undetected, especially in environments with young children.

Health checks twice a year or less may not be sufficient to catch potential health risks in time. Ideally, food handlers in school feeding programs should undergo quarterly or even monthly screenings, especially in densely populated schools or areas prone to sanitation issues. Increasing the frequency of health monitoring would reinforce preventive health practices and reduce the risk of contamination.

Similarly, the data on mothers involved in food preparation shows that 70% receive checkups every six months, and 25% quarterly, which follows a similar trend. Although this is slightly better, more regular health screening, paired with hygiene training, would strengthen the overall safety and credibility of the SFP.

Table 4.6. Quality and Quantity of Food

			Very good	Good	Acceptable	Poor	Very Poor
10	Do you believe there is a problem with the quality of food served to students?	Frequency	3	14	2	1	
		Percentage	15%	70%	10%	5%	
11	Do you think there is a problem with the quantity of food served to students?	Frequency	5	13	2		
		Percentage	25%	65%	10%		

Source: Own Survey result (2020) SPSS Output

From the above table, the data shows that 70% of respondents believe the food quality is "good", which is a positive outcome. 15% of respondents rated the food quality as "Very Good," which suggests that some respondents are very satisfied. A very small portion (5%) of respondents thinks the food quality is "poor", and only 10% of respondents say it's "acceptable". This indicates a fairly low level of dissatisfaction. Regional differences, food sourcing issues, or the timing of meal preparations make a difference in the quality of food. It seems that the majority of the respondents view the quality of food as good or very good, which is a positive finding. On the other way, the 5% who rated it poor and the 10% who rated it acceptable suggest that there may be areas for improvement. The

above, data showed that 65% of respondents believe the quantity of food served is "Good", saying that, overall, the food portions are generally adequate. 25% feel it's "Very Good", which may indicate that the food portions exceed expectations. Only 10% consider the food quantity "Acceptable", which could suggest some concern or slight inadequacy in the quantity. The feedback seems largely positive, with the majority rating the food quantity as good or better. However, the 10% who find it merely acceptable might point to slight dissatisfaction or areas for improvement. ms of consistency or meeting everyone's expectations.

Moreover, in addition to the above quantitative data, the researcher has gathered supportive information from parents, caterers and woreda and sub city officers through conducting interview. Accordingly, most of the interviewee from woreda and sub-city said that,

"We monitored the school feeding program through observation and checklists, ensuring compliance with the menu guidelines set by the city administration. The menu itself includes a variety of food types and is structured to provide meals twice a day for students. However, despite this structured implementation of the school feeding program, one significant gap appears to be the lack of consistent consultation with key stakeholders, such as school feeding program officers, school principals, feeding program committees, and the women who prepare the food." This lack of a regular consultation period may lead to missed opportunities for feedback and improvements, highly affecting the program's effectiveness and the satisfaction of those involved. To enhance the program, it is essential to establish regular communication channels that include these stakeholders in the decision-making process.

On the other way school feeding program committee at school said that “always we ensuring that students receive foods that meet quality and quantity standards. We worked collaboratively with caterers and continuous feedbacks mechanisms help maintain the effectiveness of the program. However, despite these efforts, several infrastructural and logistical challenges persist, such as lack of electricity, water shortens, and in one school absence of dining hall.” In same way caterers discussed boldly about lack of electricity and daily students consumption budget. The women who prepare meals for students in schools stated that “we are compelled to purchase bread at elevated prices due to their inability to bake it as a result of insufficient electricity supply.” Additionally, they noted that the “budget allocated for a daily meal per student is inadequate to keep up with the market trends of the season, resulting in excessive costs for them. The government has made efforts to provide Sheger bread, testi soya, sugar, and oil at discounted rates by partnering with major distributors; however, there is no connection to egg suppliers, leading to high egg prices and vegetable prices.” They discuss that, “even though they are adhering to the planned menu, they can consider the existing market conditions.” Additionally, caterers said, “High cost of food items is the other challenge of the implementation.”

Generally, the school feeding program is widely seen as advantageous, and stakeholders are actively involved in overseeing the implementation, hygiene and quality of the meals. Positive effects on staff engagement, school atmosphere and menu compliance are indicated by the data. However, there are still major issues, especially with infrastructural constraints, stakeholder consultation, and financial appropriateness.

Table 4. 4 The Responses of Teachers towards the Program Implementation

			S.Agre e	Agree	Unde cided	disagre e	S.dis agree
1	Do you think the food provided is adequate to meet the needs of all students?	freque ncy	22	58	7		
		Percen	25.3%	66.7%	8.0%		
2	Do you play your role for the success of the feeding program?	freque ncy	20	63	4		
		Percen	23%	72.4%	24.6%		
3	Do you believe that the feeding program will be implemented according to the menu issued by the city administration??	freque ncy	30	57			
		Percen	34.5%	65.5%			
			Very good	Good	Acce ptable	Poor	Very Poor
4	Do you think there is a problem with the quality of food served to students?	Freque ncy	6	64	15	2	
		Percen	6.9%	73.6%	17.2%	2.3%	
5	Do you think there is a problem with the quantity of food served to students?	Freque ncy	11	68	7	1	
		Percen	12.6%	78.2%	8.0%	1.1%	

Source: Own Survey result (2020) SPSS Output

According to table 4.4 the overwhelming majority of participants (92%) agrees or strongly agrees that the food provided is sufficient to satisfy the needs of the students. 66.7% agree, and 25.3% strongly agree. There was no disagreement, and only 8% of respondents were unsure, indicating that overall satisfaction with food adequacy is excellent. The data shows strong proof that the school food program is adequate in terms of quantity. There is no expressed unhappiness, despite the fact that some may be neutral, which is encouraging for the program. 5.4% of those respondents agree or strongly agree that they contribute to the program's success. 72.4% agree, and 23.0% of respondents are said strongly agree. High staff engagement with the feeding program is demonstrated by the fact that only 4.6% are unsure and none disagree. Strong staff ownership and active participation can be seen in the results. The sustainability and effectiveness of the program depend on this degree of involvement since instructors and staffs are more inclined to actively support and monitor the program when they perceive themselves as stakeholders.

The data indicates that the feeding program will adhere to the city's issued menu; according to 100% of participants. 65.5% respondents said agree, and 34.5% strongly agree. A very high degree of trust in program compliance was indicated by the fact that none of the respondents objected or stayed neutral.

The above data on the table shows a large percentage of responders (80.5%) think the "Very Good" is 6.9%. 17.2% give the food a "Acceptable" rating, which is neutral but not food is of good or very good quality. "Good" is said by 73.6%, and respondents saying unfavorable. Only two people, or 2.3%, think the food is "Poor." People generally have a

positive opinion of the quality of the food. A small percentage (less than 3%) expresses issues; this should be noted for follow-up or focused improvements. The high score of "Good" as opposed to "Very Good" may indicate that there is potential for slight enhancements in terms of taste, diversity, or nutritional balance. A majority of people (90.8%) think that the amount of food is either good or very good. "Good" is said by 78.2%, and respondents saying "Very Good" is 12.6%. It was rated as "Acceptable" by 8.0%, and only 1.1% "Poor". These findings clearly show that the majority of respondents are happy with the amount of food served. There may not be significant problems with food amount, as indicated by the low dissatisfaction rate (just one person gave it a "Poor" rating). The distinction between "Good" and "Very Good" could indicate minor areas where portion sizes for particular student groups (such as older or more active kids) should be improved.

In addition to the above quantitative data, the researcher has gathered supportive information from caterers by interviews about the satisfaction of students towards food service. Caterers said that "students explain their feelings about our service. Most of the time, students are happy with the quality and quantity of food and our serving style." One parent said that "our children are happy with the feeding program. There was equality between students. It makes a similarity between them. No one is ashamed of their economic status. Before starting this program, there were differences. One student came to school with food; the other had nothing. This difference negatively affects students' academic achievement."

In addition to the above quantitative data the researcher has gathered supportive information from caterers about training. They said that” we all get training before we start to prepare food in school. The government takes this responsibility to give the training for us about meal preparation and we all are certified.”

In general, the school feeding program is well-liked and seen as advantageous since it guarantees food adequacy and enhances school equity. Although overall satisfaction is high, its influence could be further increased by making at least minor adjustments to the variety of foods and portion sizes for active students. Its importance in promoting both academic achievement and social involvement is highlighted by the high level of staff engagement and the favorable response from students.

Table4. 5 The Responses of Students towards the Program Implementation

			One’s a day	Twice a day	Three times a day		
1	How often do you receive food at school?	frequency		220			
		Percent		100%			

Source: Own Survey result (2020) SPSS Output

The above data shows that all 220 respondent students (100%) reported receiving food twice a day. This indicates that the program includes breakfast and lunch only. This uniformity is a strong indicator of the feeding program reliability.

Table4. 6. The Responses Of Students Towards Food Quality, Quantity And Dining Hall

			Very Good	Good	Acceptable	Poor	Very Poor
2	How would you rate the quality of the food provided?	frequency	35	160	22	2	
		Percentage	15.9%	73.1%	10%	0.9%	
3	How would you rate the quantity of the food provided?	frequency	53	100	54	12	
		Percentage	24.1%	45.5%	24.5%	5.5%	
4	How would you describe the comfort of your dining room?	Frequency	47	78	45	22	28
		Percentage	21.4%	35.5%	20.5%	10%	12.7%

Source: Own Survey result (2020) SPSS Output

According to the table 89.1% of student respondents gave the food quality is Good or Very Good rating. Just 0.9% gave it a poor rating, while 10% thought it was acceptable. This indicates a high level of general satisfaction with the quality of the food. The extremely high degree of satisfaction might suggest that the food program is fulfilling expectations for taste and nutrition. The small number of respondents who gave the food a "poor" or "acceptable" rating, however, might still indicate the need for improvement, particularly in terms of consistency or variety.

The food quantity was assessed as good (45.7%) or very good (24.2%) by 69.9% of respondents. In contrast to the quality ratings, 30.2% of students gave it an acceptable or poor rating, reflecting a much higher level of concern. Nearly 1 in 3 students believe the quantity is not optimal, even though the majorities are satisfied with it. This can indicate that portion sizes need to be reviewed, particularly for older or more active students.

Based on the above data Overall, students had a favorable opinion of their dining room, with 56.9% rating it as either good (35.5%) or very good (21.4%).

However, 22.7% of students give it a poor or very poor rating, indicating that more than one-fifth of them find the existing arrangement uncomfortable or absent of dining room. Although there is some need for improvement, 20.5% of respondents think it is adequate. Even if most people are at ease in the dining area, the sizable minority who complain about unfavorable conditions emphasizes the necessity of looking into problems like crowding, cleanliness, seats, ventilation, or noise.

Enhancements might result in a better lunchtime experience, which could have a favorable impact on student conduct and meal satisfaction.

Table 4.7. Students Response Towards Menu And Their Concentration

			Strongly Agree	Agree	Acceptable	Disagree	S.disagree
5	Do you believe that the feeding program will be implemented according to the menu issued by the city administration?	Frequency	110	101	8	1	
		Percentage	50.0%	45.9%	3.6%	0.5%	
6	Do you feel that the food you receive helps you concentrate better in class?	Frequency	65	117	26	12	
		Percentage	29.5%	53.2%	11.8%	5.5%	

Source: Own Survey result (2020) SPSS Output

About the implementation process in accordance with the menu issued by the city administration, Table 4.5 shows that 1 respondent (0.5%) disagreed, 8 respondents (3.6%) were undecided, and the other 101 respondents, or 45.9%, said they agreed. Of the rest of the 110 responses, 110 (50.0%) strongly agreed. The majority, 211 respondents, or 95.9%, said they agreed or strongly agreed that the program would be carried out in line with the menu provided by the city. This demonstrates a high degree of assurance over the program's compatibility with standards. Very Low Skepticism: Only a small percentage are unsure or questionable, as evidenced by the fact that only 1 respondent

(0.5%) disagrees and 8 (3.6%) are undecided.

According to the data on the table 82.7% respondents either agree (53.2%) or strongly agree (29.5%) that school feeding improve cognitive function. Just 5.5% of those surveyed disagreed, and 11.8% weren't sure. The data shows that , students' attention and learning in class are thought to be positively impacted by the school feeding program. This strengthens the belief that school-related cognitive function and attention are directly correlated with diet and feeding programs

Generally, a significant majority (82.7%) think the school feeding program enhances cognitive function, confirming the connection between academic achievement and nutrition. Though there is room for improvement in terms of food quantity and dining conditions to guarantee the greatest possible benefit for every student, the school feeding program is generally viewed as a successful endeavor.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The major objective of the study was to assess the practice and challenges of the school feeding program in Yeka sub-city primary schools. The data was collected from school-level implementing bodies and woreda and sub-city education officers. Descriptive statistics were employed to describe the implementation process and to determine what constituted the major challenges during the implementation of the program. In order to describe the practice and challenges of the feeding program, questionnaires and interviews are used regarding the program's menu, budget, hygiene and sanitation, quantity and quality of food , facilities and equipment, health chalk-ups, training, and monitoring, supervision, and control over all program implementation.

Accordingly, the results implied about food quality and quantity that the majority of respondents (teachers and students) reported that the food provided is adequate in both quantity and quality. Specifically, 92% of teachers and over 89% of students rated the food as "good" or "very good." However, about 30% of students expressed concerns about the quantity being only "acceptable" or "Poor." All respondents agreed or strongly agreed that the cooking areas are regularly cleaned and that the mothers who are preparing food maintain their personal hygiene, reflecting strong food safety practices. About Program Implementation & Menu Compliance, 100% of teachers, school principals, program officers, and 95.9% of students believe that the program follows the city administration-issued menu, showing that there is high

confidence in adherence to guidelines. The findings show that school staff are highly engaged, with all respondents agreeing they contribute and play a role in the program. Even so, there is no notable regular consultation with key stakeholders such as program officers and caterers and principals with school feeding program agencies and sub-city and city, as highlighted in interviews. 70% of respondents (principals and feeding program officers) indicated that they "always" monitor the program, showing strong oversight. But 5% of monitor respondents only "sometimes," indicating areas for improved accountability. Around 22.7% of students rated the dining room as "Poor" or "Very Poor," citing issues like lack of comfort and the absence of dining halls in some schools. About training and health checks, caterers got training and certification prior to food preparation, but regular health checkups remain infrequent—most receive them only once or twice a year. 82.7% of students reported that the school feeding program helps them to concentrate better in class, confirming the link between nutrition and academic performance. In addition, the high cost of ingredients like eggs, lack of sufficient electricity, and lack of coordination with major distributors, high-cost menus, and insufficient daily student consumption budgets are the major challenges of school feeding program implementation.

5.2 Conclusion

Many people recognize the school feeding program as a valuable initiative that contributes to food security, hygiene, academic performance, and educational equity. It fosters a positive and healthy school environment and benefits from strong stakeholder commitment, especially from teachers, school staff, and caterers. However, despite these successes, several challenges remain that must be addressed to enhance the program's effectiveness and sustainability.

Firstly, there is a pressing need for improved infrastructure, such as reliable access to electricity, adequate water supply, and the construction of proper dining rooms, all of which are essential for maintaining food safety, preparation efficiency, and student dignity during mealtime. Secondly, stakeholder consultations need to occur more frequently and systematically, involving all levels of leadership—from sub-city and woreda officers to school committees and caterers—to ensure continuous feedback, shared responsibility, and responsive planning.

In addition, the menu structure should be reviewed, especially regarding the inclusion of high-cost items that may not be affordable or sustainable under the current budget constraints. Finally, the budget allocation per student must be adjusted to reflect actual market prices and seasonal fluctuations in food costs, allowing food providers to maintain meal quality and quantity without financial strain. Addressing these areas will significantly strengthen the program's long-term impact and ensure it remains equitable and responsive to students' needs.

5.3. RECOMMENDATIONS

Based on the findings, the following actionable recommendations are proposed:

1. Increase the daily allocation budget of students: - The Addis Ababa city administration needs to adjust the daily budget per student to align with current market prices and inflation. Consider providing seasonal budget flexibility to reflect changes in food prices.
2. Improve necessary infrastructure for the program implementation: - Addis Ababa city administration and Addis Ababa Education Bureau give a Prioritize infrastructure development, including, water supply, and reliable electricity (3-phase or balanced power for meal preparation). Address these deficiencies urgently in affected schools to ensure food quality and preparation standards are maintained.
3. Foster regular stakeholder consultations:- School feeding program agencies, woreda, and sub-city authorities need to establish formal, periodic meetings with school feeding committees, caterers, school principals, and local administration to encourage feedback, address challenges, and co-create solutions.
4. Improve Dining Environment:- The city administration Invest in basic dining facilities—ventilation, seating, and lighting—to create a more comfortable and hygienic meal environment, improving students’ overall satisfaction and meal experience. In addition, we need to build a dining hall if there is none.
5. Strengthen Supplier Networks:- The city administration establish partnerships with reliable suppliers (Small and Micro Business) for eggs and other high-cost

items, to ensure affordable, consistent access to all necessary ingredients outlined in the menu.

6. Continue and Expand Training Programs:- Addis Ababa Education Bureau, School feeding program agencies, sub- city and woreda authorities maintain mandatory preserve training for caterers and consider adding modules on nutrition, meal diversity, and food handling in emergencies and overall program implementation development.

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APPENDIX

Questionnaire for School Leaders and School Feeding Program Officers at School.

I am pursuing an MA degree in Educational Planning & Management at Addis Ababa University. The purpose of this study is to partially complete the prerequisites for an Educational Planning & Management master's degree.

Dear school principals and officers

The purpose of this study is to investigate the practice and challenges of the school feeding program at Addis Ababa city administration yeka sub city primary schools, then to suggest possible solutions. This will be beneficial for informing people about the practice and challenges of school feeding program.

Your participation is essential for producing high-quality information. Without any compromising your relationship with the researcher, you are free to discontinue participation in this study at any moment.

For further details, call +251920253435

Part 1 Background information

Please Use "X" in the provided space for your answers.

1. Sex: male female

2. Level of education:
 - Doctorate degree
 - MA degree
 - Bachelor Degree
 - Other
 - Diploma
 - Certificate

3. Age

- 18 to 28
- 29 to 38
- 39 to 48
- 49 to 58
- Older 59

4. What is your role in this school?

- Principal
- School feeding program officers
- Other

5. Your service year in this school?

- below 1 year
- 1-5 years
- 5-10 years,
- Over 10 years

Part 2: program implementation and related issues

6. How often do mothers who prepare food (caterers') have a health checkup?

- 1 time per month
- 1 time per quarter
- 1 times in the middle of a year
- 1 time per year

- Never

7. How often do you monitor the performance of the program implementation in schools?

- Always
- Often
- sometimes
- Rarely
- Never

8. Do you believe that the allocated budget for one student's daily food consumption is sufficient?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

9. Do you believe there is a problem with the quality of food served to students?

- Very good
- Good
- Acceptable
- Poor
- very poor

10. Do you think there is a problem with the quantity of food served to students?

- Very good
- Good
- Acceptable
- poor
- very poor

11. Do you agree that the cooking area cleaned regularly?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

12. Do you believe that mothers who prepare food (caterers') for the students in the school keep their personal hygiene properly?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

13. Do the teachers and staff play their role for the success of the feeding program?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

14. Do you think the program has contributed to an overall improvement in the school environment?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

15. Is there a time for consultation with relevant authorities regarding the implementation of the school feeding program and the problems encountered?

- Always
- Often
- sometimes
- Rarely
- Never

16. Do you believe that the feeding program will be implemented according to the menu issued by the city administration?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

I appreciate you taking the time to participate in the study.

Questionnaire for Students

I am pursuing an MA degree in Educational Planning & Management at Addis Ababa University. The purpose of this study is to partially complete the prerequisites for an Educational Planning & Management master's degree.

Dear students

The purpose of this study is to investigate the practice and challenges of the school feeding program at Addis Ababa city administration yeka sub city primary schools, then to suggest possible solutions. This will be beneficial for informing people about the practice and challenges of school feeding program.

Your participation is essential for producing high-quality information. Without any compromising your relationship with the researcher, you are free to discontinue participation in this study at any moment.

For further details, call +251920253435

Part 1 Please Use "X" in the provided space for your answers.

1. Sex: male female

2. Age
 - 7 years or younger
 - 8 to 9 years old
 - 10 to 15 years old
 - Above 15 years old

3. Grade level _____

Part 2: students' serving related issues

4. How often do you receive food at school?
 - Once a day
 - Twice a day
 - Three times a day

5. How would you rate the quality of the food provided?

- Very good
- Good
- Acceptable
- poor
- very poor

6. How would you rate the quantity of the food provided?

- Very good
- Good
- Acceptable
- poor
- very poor

7. Do you feel that the food you receive helps you concentrate better in class?

- Very good
- Good
- Acceptable
- poor
- very poor

8. How would you describe the comfort of your dining room?

- Very good
- Good
- Acceptable
- poor
- very poor

9. Do you believe that the feeding program will be implemented according to the menu issued by the city administration?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

I appreciate you taking the time to participate in the study.

Questionnaire for Teachers

I am pursuing an MA degree in Educational Planning & Management at Addis Ababa University. The purpose of this study is to partially complete the prerequisites for an Educational Planning & Management master's degree.

Dear teachers

The purpose of this study is to investigate the practice and challenges of the school feeding program at Addis Ababa city administration yeka sub city primary schools, then to suggest possible solutions. This will be beneficial for informing people about the practice and challenges of school feeding program.

Your participation is essential for producing high-quality information. Without any compromising your relationship with the researcher, you are free to discontinue participation in this study at any moment.

For further details, call +251920253435

Part 1 Please Use "X" in the provided space for your answers.

1. Sex: male female

2. Level of education:
 - MA degree
 - Bachelor Degree
 - Diploma
 - Certificate
 - Other

3. Age
 - 18 to 25
 - 26 to 35
 - Older 56
 - 36 to 45
 - 46 to 55

4. Your service year in this school?

- below 1 year
- 1-5 years,
- 5-10 years,
- Over 10 years

5. Subject you taught-----

Part 2 program implementation and related issues

6. Do you think the food provided is adequate to meet the needs of all students?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

7. Do you play your role for the success of the feeding program?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

8. What do you think there is a problem with the quality of food served to students?

- Very good
- Good
- Acceptable
- poor
- very poor

9. Do you think there is a problem with the quantity of food served to students?

- Very good
- Good
- Acceptable
- poor
- very poor

10. Do you believe that the feeding program will be implemented according to the menu issued by the city administration?

- Strongly Agree
- Disagree
- Agree
- Strongly Disagree
- Undecided
-

I appreciate you taking the time to participate in the study.

Interview Question for Woreda and Sub city Educational Officers

1. How old are you?
2. Where do you work?
3. Your service year in this institution?
4. Level of your education:
5. How do you oversee the implementation of the school feeding program in your area?
6. How do you collaborate with schools and other stakeholders to ensure the program runs smoothly?
7. How do you monitor the effectiveness of the school feeding program?
8. Is there a way in place to receive complaints and comments on the school feeding program?
9. Are there joint consultation forums with feeding program officers, school principals and cooking mothers in the woreda or sub-city?

Interview Question for Caterers'

1. How old are you?
2. Name of Food Caterers' Mothers Association
3. How long have you worked in school preparing meals for students?
4. Have you received training to help prepare meals for school students?
5. Can you tell me how you were selected to cook at school?
6. What is the role of mothers in solving problems and their ability to work together?
7. Do you believe students are happy with the food they are served? If they say no, what could be the reason?
8. Is the money allocated by the city administration enough to prepare the food?
9. Are the resources required to prepare food for students and feed students are available? For example, a cooking area, store, electricity, water, cooking utensils, toilet/bathroom, dining hall...
10. Do you receive supervision and feedback from school administrations, feeding committee and school feeding program officers about the services you provide at school?

Interview Question for Parents'

1. How old are you?
2. Do you have a child who benefits from the school feeding program?
3. How do you feel about your children's satisfaction with school feeding?
4. What impact does the feeding program have on school attendance, performance and wellbeing of your child?

Interview Question for School Feeding Committee Members' At School

1. How old are you?
2. How long have you served on the student food service committee at this school?
3. Do you think there is a problem with the quality and quantity of food served to students?
4. How would the school principal describe the caterers' motivation to work together with the committee and receive feedback?
5. What are the major problems with school feeding program?