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ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE

DEPARTMENT OF ANTHROPOLOGY

**Experience, Challenge and Coping Strategy of Students from Low
Income Households, Focusing on Entoto Amba Secondary School**

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Nov, 2018

**EXPERIENCE, CHALLENGE AND COPING STRATEGY OF
STUDENTS FROM LOW INCOME HOUSEHOLDS, FOCUSING
ON ENTOTO AMBA SECONDARY SCHOOL**

By

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A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University in partial fulfillment of the requirements for Masters of Art in
Social Anthropology.

Addis Ababa

Nov, 2018

Addis Ababa University
School of Graduate Studies

Thesis Approval

This is to certify that the thesis prepared by Aboneh Tesfaye, entitled: “Experience, challenge and coping strategies of students from low income household focusing on Entoto Amba secondary school of Gulele Sub City, Addis Ababa” submitted to Addis Ababa University School of Social Anthropology in partial fulfillment for the requirements of Master of art in Social Anthropology complied with the regulations of the Addis Ababa University and meet the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

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Declaration

I, the undersigned, declare that this thesis entitled “Experience, challenge and coping strategies of low income household students of Entoto Amba secondary school” is my original work and has not been presented as academic work of any other university, and that all sorts of materials used for this thesis have been duly acknowledged.

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Acknowledgment

First and foremost I would like to thank the Almighty God who gives me strength for all ups and downs. I would like also to thank and acknowledge my advisor Dr Mamo Hebo, for his valuable and constructive comments and helpful suggestions which have improved the thesis and without his expertise, guidance and advice, this thesis would not long be complete and it would have been much more difficult to obtain the goal of this thesis.

My special thanks go to my families who have been providing me with moral and material support. I am also contended to extend my gratefulness to my friends Brihane Damtew, And Zerihun Yacob, who provided me with constant encouragement and support.

Last but not least my special thanks go to all the study participants who have given their time to answer the questions forwarded and who made things easier for me while undertaking in-depth interviews with students, key informants and Focus Group Discussions.

I wish to thank all who have been supporting me and being there when I needed your support. Without your support this task would have been much more difficult to accomplish.

Acronym and abbreviations

CSA	Central Statistics Agency
ESDP	Education Sector Development Programmes
FAO	Food and Agriculture Organization
FGD	Focus Group Discussion
HABP	Household Asset Building Program
IHEP	Institute for Higher Educational Policy
MDG	Millennium Development Goals
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
NGO	Non-Governmental Organization
PRSP	poverty Reduction Strategy Paper
PSNP	Productive Safety Net Program
SDPRP	Sustainable Development and Poverty Reduction Program
SFP	School Feeding Program
SMP	School Meals Program
SNNPR	Southern Nation's Nationalities and Peoples Region
UNCRC	United Nations Convention on the Rights of Children
UNWFP	United Nations World Food Programme
WFP	World Food Program

Amharic Terms

<i>Anbasha</i>	A kind of bread prepared from wheat
<i>Arakie</i>	Local distilled alcoholic drink, can be of very high alcohol content
<i>Bulle</i>	Trash food sold for cheap price
<i>Enset</i>	The false banana plant that forms the staple diet of many in Southern Ethiopia
<i>Gulit</i>	A place where different commodities were sold in an open space on the street.
<i>Injera</i>	Fermented pancake, made from <i>teff</i> or other food grain flour in varying proportions (mainly prepared food in Ethiopia)
<i>Kebele</i>	The lowest administrative level in Ethiopia, below <i>Woreda</i>
<i>Kita</i>	Thin flat bread
<i>Kollo</i>	A snack food consisting of roasted cereals and pulses
<i>Shema</i>	A fabric produces from cotton threads
<i>Shiro</i>	A stew which is made from pulse flour cooked with oil and onions
<i>Tella</i>	Local beer, brewed from available grains such as millet, barley or maize
<i>Tsewa Mahber</i>	A voluntary monthly get-together or religious association organized by the followers of Ethiopian Orthodox Christians.
<i>Woreda</i>	District level, below Zone, which is below Region
<i>Wot</i>	A kind of soup prepared from lentils, chickpeas, peas, meat/ stew.
<i>Yenat Weg</i>	School meal program organized to provide food for primary school students

Abstract

This research was aimed to explore experience, challenge and coping strategies of students from low income household of Entoto Amba Secondary School. In the accomplishment of this thesis a qualitative research approach was employed using 25 students from grade 9 and 10. Primary data was generated through observation, interview, focus group discussion and individual case study methods. Children supposed to grow and learn in a favorable environment but large number of Entoto Amba secondary school students have been living struggling with poverty and faced with several socio-economic challenges. Most of the challenges were like depression, sleeping in class room while teaching and learning is progress, collapsing, social exclusion, school dropout and absenteeism. To cope with food insecurity students from low income families of Entoto Amba secondary school have been involving in activities like begging, street vending, commercial sex working, being weyala (money collector for taxi), changing coin for taxi, reducing quality and quantity of food intake, consuming trimming or leftover food (bulle). Even if government of Ethiopia together with NGOs have been doing good attempts through productive safety net and school meal programs to improve the life of students from low income households in general and child poverty in particular, the problems related to school children remained major challenges due to absence of school meal program at the high school level. The researcher suggested that, expanding school meal program service at the high school level would reduce the problem in a visible manner.

Key words; Poverty, child poverty, food security, experience, Challenge and Coping strategy

Chapter one

1. Introduction

1.1. Background of the study

The development of one country entirely depends on its citizens and this responsibility particularly rests on its younger generation. As a result, one country needs to have a well-developed generation in order to build the nation effectively in various development spheres. Stressed that although schools are presumed to be places where students' positive behavioral changes are expected, there are many factors that affect the educational processes (Gezahegn, 2014). The development of children in a given society is influenced both positively and negatively by a complex set of social, economic, cultural, political and environmental factors that will in turn shape the fate of the future generation (Dechasa, 2006). Among these factors according to Mesfin and Habtamu (2014) food insecurity is one of the major problems that affect present and future life of school children.

Food can be defined to as any solid or liquid substance which nourishes our body and is fit to eat. Food provides our body with materials for providing energy, growth and maintenance and regulating various processes in the body (Beimnet , 2015). Food security in other hand could be understood as "...exists of all people, at all times, having physical, social and economic access to sufficient, safe and nutritious food which meets their dietary needs and food preferences for an active and healthy life" (Abduselam, 2017:87). There are also 4 key aspects of food security: food must be available in sufficient quantities and quality, food must be accessible, food must be utilized properly through adequate diets to meet all physiological needs (Abduselam, 2017).

In addition to consumption anthropologists conceptualize food from shared practice point of view; people eat together; mealtimes are events when the whole family or settlement or village comes together. Food is also an occasion for sharing, for distributing and giving, for the expression of altruism, whether from parents to children, children to in-laws, or anyone to

visitors and strangers. Food is the most important thing a mother gives a child. Thus food becomes not just a symbol of, but the reality of, love and security (Arriola, 2015). Unlike Arriola, (2015) description large number of Entoto Amba secondary school students family were not on the position to provide them with three times meal per day, due to low income.

Helen (2007) described Poverty in broader and narrower senses. In broader sense she explained poverty as deprivation or ill being, which include not only lack of income but also other dimensions important for wellbeing. These dimensions of poverty include physical, social, economic, psychological and political factors. In the narrower sense poverty describes as insufficient income or consumption. For the purpose of this study I preferred to use the narrow dimension of poverty and its challenges against low income household students. Child poverty also considered as embedded in household poverty. Falling below a certain level of resource ownership, expenditure or consumption (e.g. a poverty line) could identify a household as poor. Children living in such households are regarded as poor (Yisak, 2012). As we all know education is a process in which student's acquire knowledge, skill and attitude through different mechanism. So as to acquire such knowledge and skill students should have to get necessary provisions, including sufficient food. But poor children's are so much vulnerable for food insecurity related problems.

According to Abduselam (2017) food is one of our most basic needs, along with oxygen, water, and regulated body temperature. So, food insufficient children are more likely to have difficulty getting along with other children, experience psychological problems like shame or fear of being labeled as poor, higher levels of aggression, hyperactivity, and anxiety as well as passivity. There is a link between proper nutrition and academic achievement. Academic performance depends on what you eat. It is found that students who paid attention to their daily nutrient needs performed academically better in school, inadequate nutrition negatively influenced intelligence and academic performance, so that, increased school absences, tardiness, and school suspension are same of academic related problems.

Abiy (2017:20) indicated that among 11,682 children in all 220 primary public schools in Addis Ababa, 26.5% of vulnerable primary school students eat once a day and the experience of 15.8% of them show that there are times that they never take any food for the whole day. Moreover, surprisingly, the study has found that 14.7% of the students are beggars. He further concluded

that “for the chronically and extremely hungry man...life tends to be defined in terms of eating whereas the other needs are considered to be unimportant. So, students cannot concentrate and pay attention to attain academic achievement unless their basic nutritional need is satisfied. As a result great academic performance cannot be expected from students experiencing food insecurity.

Another study conducted by Mesfin and Habtamu (2014) in southern Ethiopia found that a range of coping mechanisms used by low income households, which includes: minimizing the number of meals and amount of food consumption; People change their consumption behavior in times of food crisis. Change takes place in amount, frequency, quality and types of food consumed depending on the degree of the severity of the problem. Poor households may respond for food crisis and shortage, by skipping the regular frequency of meals and quantity of food they take. Households usually decide to go hungry for days and skip meals voluntarily after they finished the entire food stock. The sequential arrangement of skipping meal in order of priority is: Children, men and women. People also gradually shift from quality to quantity (Shumete, 2009).

Wage laboring is also another form of coping mechanisms used by low income households, of these; Water fetching, quarrying, mud making, latrine digging, cloth washing, loading and unloading, conveying of house staffs from place to place and assisting in the construction of houses are some of the daily wage labor that were preferred by victims’. Charcoal burning and fuel wood selling, petty trading, Weaving , Basket, plate and rope making for sale are among the subsidiary activities indicated by Shumete as some of coping mechanisms used by low income households (Shumete, 2009).

So as to improve the life of low income household in general and child poverty in particular government of Ethiopia have been doing several activities both at community and school level. Productive safety net program (PSNT) was one of such social protection programs designed to protect the Ethiopian population. And the other one is school meal program (SMP) which devoted to provide school lunch program for low income household children of primary school students. But even if government of Ethiopia and NGOs have made an attempt to improve the life of poor children through different programs, the problem remained difficult to solve. So here in this paper I have examined the magnitude of child poverty in Entoto Amba secondary school, its effect on children’s life and coping mechanism they used to survive.

1.2. Statement of the problem

Development means making a better life for everyone. Better life for most people could be understood as, essentially, meeting basic needs: sufficient food to maintain good health; a safe, healthy place in which to live; affordable services available to everyone; and being treated with dignity and respect. But for students of low income households achieving these needs is the major challenge due to the prevalence of poverty (Richard and Elaine, 2009).

Food is a high priority on the agenda of the Development Cooperation Forum of the United Nations. It also has been identified as the No. 1 Millennium Development Goal (MDG). Moreover, it is the first strategic priority for prevention and treatment of child malnutrition and childhood obesity by World Health Organization. These show that food security has become not only important determinant of health but also basic human right issue in the today's world (Mahitab, 2016). Due to universal nature of food issue, Different people defined Food insecurity in different ways but the most widely accepted definition is the one provided by Food and Agricultural Organization of the United Nations (FAO).It focuses primarily on the diet as being a nutritious entity that leads to a healthy and active lifestyle. They define food security as “when all people, have access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life”. He also described that food insecurity is prevalent in both developed and developing countries, affecting 6–73% of the general population. So that, the concept of food security includes problems related to available food, uncertainty about food supply and experience of hunger in life (Ariela, 2008:29).

Although poverty in general and food insecurity in particular are global problems they are more serious in the developing countries like Ethiopia (Ariela, 2008). Consequently, the government of Ethiopia has been attempting to mitigate food security problems through different strategies. Unfortunately, these all attempts had not brought significant impact at the household level food security. Therefore, a considerable proportion of the population still suffers from food insecurity problems and Children are among the most vulnerable and primary victims of food insecurity due to poverty (Agricultural economics society of Ethiopia / AESE, 2008). The challenge of food insecurity is a common phenomenon among school children from poor households like those

whose experiences have been presented in this thesis. Prior studies have indicated the seriousness of the challenges that children face accessing food. The issue has been discussed under the topics of ‘poverty’ or ‘food insecurity’ or both (Tamiru et al., 2016:2).

As Hellen (2007) in her study entitled to as: *The Gender Dimensions of Poverty: the case of intra household in Addis Ababa, Addis Keteam sub city*, argues that ‘poverty is a worldwide phenomenon and it goes beyond income or expenditure; it includes inadequate nutrition, health care, education and transport. The essence of poverty extends beyond this; minimal command over productive assets, vulnerability, powerlessness etc. (Hellen, 2007:1). According to her millions of people live under extreme poverty across the world and many children do not even live beyond one year, and those who survived are malnourished and are weak physically as well as mentally. Even if poverty is a global problem, it is more of a common problem in ‘developing countries’; around 126 million children are living in absolute poverty (Tamiru et al., 2016:2).

According to Yisak (2012) Children are usually considered as poor when their families or households have low incomes. And as there is a strong correlation between family income and educational outcome, Children’s educational outcomes vary with their parents’ socio-economic background (Ketema et al, 2014). Optimal cognitive development and physiological function in school children requires access to food in adequate quantity and quality at all points of life. Tamiru et al. (2016) also further strengthened this point, that poor socioeconomic status and deficiency of a nutritious diet in terms of quantity and quality are mostly resulted in developmental impairments and sluggish economic developments of an individual and a country. Not only these, Students who were stunted as children will have also reduced cognitive capacity and there-for they are more likely to repeat grades in school. Repetitions are costly both to the family of the student, as well as to the education system. Both need to invest resources for an additional year of schooling.

A numbers of studies have attempted to assess the effects of household’s food insecurity on the nutritional, physical and mental wellbeing of children using household food insecurity as a measurement (Tamiru et al. 2016, Ashiabi G. 2005, and Ryu H. 2010). Same of them reported associations between household food insecurity and adverse emotional, behavioral, academic, and cognitive measures as well as poorer mental and physical quality of life measures among children. For instance Abiy (2017) in his investigation about *effect of School Feeding Program*

on the school performance of primary public school children in Armada sub city, explained that, Household food insecurity occurs when food is not sufficiently available, cannot be accessed with certainty in socially acceptable ways. He further explained that, optimal cognitive development and physiological function in school children require access to food in adequate quantity and quality at all points of life. According to him food insecurity has long-term negative effects, especially in relation to health; common illnesses like stomachaches, headaches, and colds when they reach preschool age, education, and productivity, and most importantly it affects human capital of a country on which the economy relies.

The other study which conducted focusing on Ethiopian children is the work of Mesfin and Habtamu (2014) on *Experience of Food Insecurity and Its Effect on the Psychosocial Well-Being of School-Aged Children in Damot Gale Woreda, South Ethiopia*. IN their study they assured that, it's hard to concentrate in class or to focus on their studies while children's are hungry or worrying about financial obstacles. Whether due to nutritional deficits or the stress and distraction of dealing with financial hardship, food insecurity can compromise students' ability to perform well in their classes. In extreme cases, food insecurity can force students to take time off from school or discontinue their education entirely. So that they concluded that food insecurity has a negative impact on the educational experience of students. This study also revealed that Children in food insecure households have common problems like – aggressive, misconduct (i.e. cheating, stealing and disrespecting the elders), depression, feeling shame and poor interpersonal relationship. Additionally, children experience behaviors like - gambling, robbery, murder or homicide, school absenteeism, hot emotionality, inferiority, insomnia, stigma and discrimination were also some other behaviors (Mesfin and Habtamu ,2014).

According to Tamiru et al. (2016) in their study on *Food Insecurity and Its Association with School Absenteeism among Rural School Adolescents in Jimma Zone*, children living in poverty are more vulnerable to food insecurity. They further indicated that, in developing countries and among low socioeconomic groups, food insecurity varies considerably and can reach up to 82%, and that 60 million children go to school hungry every day in developing countries. This often involve large-scale governmental or privately funded food aid programs that supplement children's nutritional intake at school, which is estimated to cover more than 386 million students who are fed daily at school worldwide (Tamiru et al. 2016).

WFP sponsored school meals started in Ethiopia in 1994 with an initial pilot project in war-affected zones in Tigray region. Then, the school meal program has been provided in chronically food insecure districts of six regional states of Ethiopia (Afar, Amhara, Oromia, SNNPR, Somali and Tigray). The program has been coordinating by World Food Program, MOE, Regional education bureaus and the community with a particular focus on districts with lower enrollment and higher gender disparity. In 2008, WFP provided food for 915 schools with 482,000 school children so as to benefit children's through school meals (WFP, 2008 and Abiy, 2017).

Regarding to Addis Ababa, unlike the rest of regional states, the city was too late to start SFP for children's in need of food provision, even if school children have get difficulty to access food while in school. But since February, 2015 it has been running by "Yenat Weg" charitable association as a pilot project for some selected elementary schools in Armada and Kirkos sub city. The program is heavily dependent on local donors and led by former Ethiopian first lady, her Excellency Roman Tesfaye as a board chairman. The school menu is set up by nutritionists. According to Aby, "YenatWeg" is cost effective, diversified and culturally sensitive diets (Abiy, 2017).

In the case of Entoto Amba Secondary School, SEP service has not been provided even if there are many poor children who have challenges of accessing food while they are at school. A large number of students of Entoto Amba secondary school come to school without having breakfast and most dominantly without having lunch. Hunger related sickness and collapsing among students from poor households have become common experience of Entoto Amba secondary school. As a result, the school community has been providing meal service (only lunch) for few students with a severe problem of hunger. Unfortunately, the number of students who seek such support is above the capacity of school community and it becomes major problem of the school.

As indicated above, child poverty or food insecurity is a major challenge- with number of consequences. This thesis takes Entoto Amba secondary school as case and shows school children's experience of hunger due to poverty-induced food insecurity of their parents. The concern about children's food insecurity emerged out of my experience as school teacher, observing the problem of hunger among several students in Entoto Amba secondary school. Such experience and observation is based on food availability, both at home and school-without getting involved in complex measurements of poverty or child poverty. Selection of research

participants was also based on food unavailability as observed in school when children experienced effects of hunger or failed to come with their lunch; and as reported by school children when interviewed.

Even if number of researches were conducted on the issue of children by linking with poverty and child labor abuse focusing at primary school, the problem of hunger among students at high school level due to poverty among children from low income household of Addis Ababa has never been investigated. For instant Yisak (2012) was one of researcher which investigated child poverty from children's point of view. In his study he only observed students experience and perception. But unlike Yisak (2012) my thesis observes not only children's experience towards poverty but also effect and coping up mechanisms of school children. Another study by Beimnet (2015) on the issue of *effects of undernourishment on the academic performance of "Atse libnedingel" governmental primary school students, in Addis Ababa, "Kechene" slum and the factors of undernourishment*. Accordingly, unlike Beimnet (2015) which observed on primary school students, my research is conducted on secondary school students and I have seen experience and challenges of students from low income household due to poverty related food insecurity.

Moreover, currently no published studies that I have found focusing on the experience, challenge and impact of food insecurity among low income household students at my study area. In addition to this Entoto Amba secondary school is a school which has never been investigated specially focusing on the relationship between student's and food insecurity. So this study will fill the gap by conducting qualitative study on the experience of students of low income household at Entoto Amba secondary school.

1.3. Objectives

1.3.1. General objective

The overall objective of this study is to explore the experiences, challenge and coping strategy of students of low income household focusing on Entoto Amba secondary school.

1.3.2. Specific objective

- To explore the experience of food insecurity/hunger by students from low income households.
- To identify major challenges of food insecurity among low income household student.
- To examine major coping strategies of students from low income households to food insecurity.

1.4. Research question

1. What is the overall experience of student from low income household in terms of food insecurity/hunger?
2. How does child poverty affect the life of student in general and academic achievement in particular?
3. What possible coping mechanism, do low income household students, use to alleviate their problem?

1.5. Significance of the study

This particular study is important as baseline information to help concerned organ in giving detailed understanding about the experience of students of low income household, and examine strategies for intervention towards food insecurity with in school context. It will also be used as a basis for future studies in relation to child poverty and its relation at school level for scholars. The findings of this study may also be useful for policy makers and contribute a lot as a source of knowledge to scholars and stakeholders in related areas.

1.6. Scope of the Study

This study is limited to studying the experience challenge and coping strategies of student of low income household, giving more emphasis for children food insecurity, focusing on 2017/18 academic year Entoto Amba secondary school students. In the accomplishment of this paper the researcher only focused on the experience of students in Entoto Amba secondary school in relation to challenges they faced due to poverty and the coping up strategy in which low income household students engaged to cope up. And the study will be conducted only in Entoto Amba secondary school which is found in Gulele sub-city of Addis Ababa focusing on the students of grade 9th and 10th for 2017/18 academic year. In addition to this I will conduct this study focusing on Emic views.

1.7. Organization of Thesis

The thesis is composed of six chapters in which the chapters were systematically constructed and put in such a way that the information is flown thematically. So that Chapter one of this thesis comprised of introduction, background of the study, statement of the problem, objective of the study, and scope of the study. The second chapter is review of theoretical and related literatures that describes the conceptual review of low income household students and food security its effect on students and coping strategies. the third chapter deals with methodology of the study including description of the study area, sampling procedure and sample size determination, sources of data, tools and corresponding instruments and data analysis and techniques.

Chapter four of this study devoted for study area description specifically the analysis and discussion that comprises background, and socio Economic descriptions of the study area. Chapter five addresses the experience, challenges and coping strategies of low income household students. Finally, chapter six discuss on summary & recommendation and implications for further research.

Chapter Two

2. Literature Review

2.1. Concept of Poverty

This study is about experience, challenge and coping mechanisms of students from low income households to food insecurity. According to IHEP/Institute for higher educational policy, (2010) “low-income households’ are those who are living in poverty and they are not homogenous group rather they are heterogeneous societies with different experience. Despite enormous variety among these men and women, racial and ethnic minorities, single parents, poor and working students, students with disabilities, foster youth, they all struggle to make a living and a transition from education to employment. In order to elaborate my topic, first I preferred to observe the general concept of poverty and then food unavailability as a measurement of poverty.

Researchers like David, Melissa and Alison (1999) observed poverty from two aspects. The first one is the broader sense which observes poverty as deprivation or ill being, which include not only lack of income but also other elements like physical, social, economic, psychological and political factors. For such scholars Poverty goes beyond income or expenditure; it includes inadequate nutrition, health care, education and transport. Furthermore Quibria (1993) summarize that the essence of poverty extends beyond income; minimal command over productive assets, vulnerability, powerlessness etc. In the narrower sense poverty describes as insufficient income or consumption. In this sense the focus is only on the low level of income, ignoring other dimensions of poverty (Helen, 2007).

According to World Bank (World Development Report, 2001), the recent definition of poverty, extended the conceptual dimension beyond the conventionally held ideas of permanent income to a more inclusive notion of lack of opportunities, capabilities, sense of noiselessness and vulnerability to external shocks. Poverty is a complex and multidimensional that has economic, social, political, environmental and other facets. Poverty is not only a question of no or low income although it is often expressed in the absolute terms such as the World Bank’s definition poverty being survival on 1USD a day or less. Poverty has many faces, changing from place to place and across time, and has been described in many ways. At the same way for Rucker et al,

(2010), Poverty is the fundamental lack of necessary resources that are needed for survival in contrast to the concept of well-being that often incorporates physical, emotional, and mental health and functionality.

An Anthropologist like Vigdis Broch-Due (1995 cited in Razavi,1998), in his study about Gendered Poverty and Social Change, described that the concepts of poverty employed in most development analysis are very 'thin', focusing on material and measurable elements, such as income and nutrition. In contrast 'thick' ethnographic work reveals far more complex, multi-layered pictures. The various concepts and definitions of poverty and wealth, or more broadly, ill-being and well-being, which policy agencies use, have emerged in specific cultural and historical contexts. Poverty is often treated as a lack of economic or social assets, because these things are seen as keys to the causal process that make people. So, poor or vulnerable Poverty is a worldwide phenomenon and it has a multidimensional facet (David, Melissa and Alison, (1999).

Although there is greater inequality in the life of people in the globe, poverty is a worldwide phenomenon. According to Arriola (2015), for instance in the United States, one of the wealthiest countries in the world, there are an estimated 17.5 million households experiencing food insecurity. Millions of people are also found under extreme poverty, but it seems that, in some parts of the world the level of poverty is reducing. For instant, in East and Southeast Asia between 1990 and 2002, the poverty level dropped by 9%. On the other hand in most parts of Africa poverty is getting worse. Out of the 20 countries, which have least purchasing power, 16 are found in Africa and More than 270 million Africans were living on daily incomes less than one dollar. So, Due to these and other factors a recent report considers Africa as “a continent rich in Poverty” (Helen, 2007:2).

2.1.1. Child poverty

The term child does not have a universally accepted definition. According to UNICEF and African charter on human right and welfare of the child, the term "child" means a young human being that has not rich the age of 18. On the other hand the United Nations defines a child as a person below 15 years (Minimum age convention 1973 No.138). Following the 1989 UN convention on the rights of a child and ILO convention No 182 a child is defined as an individual less than 18 years of age. In Regard to legal definition of child in Ethiopian, The Revised Family Code (2000): Article (215) of Ethiopia, on its part, employed the term “minor” in place of the

word “child”. It defines a minor as a person of either sex who has not attained the age of eighteen years (Addisu, 2008).

Children are usually considered as poor when their families or households have low incomes. Parents normally allocate resources within the household in accordance with their views on the relative needs of family members. In most parts of the world children who were born from poor families start living in a very difficult situation and it will be tough for them to get rid of poverty. Children of poor family shoulder the difficulties of life. Lacking the means to provide their children, poor parents are forced to distribute the limited resources among the children. So that Poverty is the most important reason for children of school-going age to work but they do not necessarily drop out of school to do so rather, they combine part-time work with formal education. School children are engaged in different part time economic activities. One of the most visible child workers on the streets of Addis Ababa are shoe shine, lottery selling, coin change, loading and unloading etc (Hellen, 2007).

Monetary concepts do not allow for the fact that children and young people experience poverty differently from adults. Wordsworth et al. (2005) categories children’s experiences of poverty into three domains: deprivation, exclusion and vulnerability. ‘Deprivation’ denotes a lack of the material conditions and services necessary for development; ‘exclusion’, being excluded from certain social groups; and ‘vulnerability’, exposure to risks. These are considered as ‘dimensions’ of child poverty that can be simultaneously manifested in the same child. Parental education and employment, race/ethnicity, and other factors were also associated with children’s experience of economic insecurity. Higher levels of parental education decrease the likelihood that a child will live in a low-income or poor family (Yisak, 2012).

Others scholars like Bradbury (2003) explain child poverty in terms of its outcomes and multidimensional nature. He suggests that to understand child poverty ‘it may be most useful to focus on final child ‘outcomes’ such as health and educational attainment’. In addition to these he further explained by referring reviews of empirical studies on children’s experiences of poverty in different contexts, summarizes children’s experiences of poverty as “economic, material, social and educational deprivation; tension with parents; additional responsibilities (such as engagement in paid work); poor-quality housing or homelessness; living in poor neighborhoods or rural areas (with low levels of services); and visible differences from peers

such as poor clothing”. In a related review, Ysake prevailed that ‘the costs of poverty are not only material but also profoundly social’. So, the multifaceted, dynamic and contextualized nature of poverty can be manifested in child poverty (Yisak, 2012).

The UNCRC declared a convention that can be implemented in a legal system of member nations. The basic elements of this convention guarantee the right to survival, such as health and food, education, especially free elementary education, play and recreation; developing to the fullest; protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. It has clear stipulations against child labor, exploitation, prostitution, and bondage. It firmly states that the child should not be subject to exploitative practices, required or permitted to perform work which may be hazardous or harmful to education, health, or well-being (Wordsworth et al., 2005). As Guarcello, Lyon and Rosati (2004, cited in Jyoti et al, 2005), children can be classified into four non-overlapping activity categories those that work, those that attend school, those that work and attend school, and those that do neither (idle children)”. For the purpose of this study, I will focus on those children’s who attend school by working for survival and those who did not work but only studying.

2.1.2. Cause of poverty

There are various causes of poverty both in urban and rural areas. Poverty in urban areas is driven by unemployment, lack of sanitation, rising cost of living, high dependency on the informal sector, HIV/AIDS (estimated at 7.7% prevalence in urban areas) and increased population pressure due to natural growth and rural-urban migration (WFP, 2009), high food prices (following the abolition of food price subsidy) and inflation. The impact of inflation has been one key element that has resulted in increased food insecurity in urban areas. High food prices specifically affect those households depending on markets for consumption. It is therefore, manifest that it is the urban areas, and within the urban areas the urban poor, who are the worst affected by rising food prices (Yenesew, 2015).

Abduselam (2017), in his study on food security in Ethiopia found that factors contributing to the current of food insecurity includes production fluctuations, low non-farm employment, low income, regional fragmentation of the markets, high rate of natural degradation, low level of farm technology, high level of illiteracy and inadequate quality of basic education, poor health and sanitation, high population growth, poor governance and inter-state, intra-state military

conflicts and wars all these factors impede the achievement of food security and sustainable economic development.

Because employment, public assistance, social security, and credit differentiate experiences by gender, poverty have always differed between men and women. Mother-only families are also more likely to be poor because of the lower earning capacity of women, inadequate public assistance and child care subsidies, and lack of enforced child support from nonresidential fathers. Stepparent household is created when two adults form a household in which one or both brings a child from a previous relationship and the new partner becomes a significant adult or parental figure to their partner's child. The member of the couple to whom the child is not biologically related comes to be stepparent, specifically the stepmother or stepfather. Women in many societies are considered as only wives and mothers with defined work and requirements Hellen, (2007). Some studies show that women and men have different experience on poverty. The gender differentiation plays roles for their different experience of poverty. Poor women in Ethiopia do not have equal access to education and health services (Mahitab, 2016).

As Alemu et, al (2005) described, in their study about talking child malnutrition, The main contributing factors for undernourishment of the students stated that parents occupation and lower income, and lack of understanding for the benefits of food and lack of attention and care of the parents for their children. The finding of the study also observed that children brought up by single parents suffered from under nutrition significantly. Other demographic variables like house hold size, lack of family resource. Finally he observed that few of children in his study are living with their grandparents which can also be a significant factor for their poverty because this aged guardian doesn't have greater ability to contribute to the household food demand due to their age.

As Bradshaw (2006).described his view by taking the idea of “Social Responsibility” theory the problem of child poverty is conceptualized as a consequence of family disintegration. He further explained that, the role of family is primarily the socializing and rearing of children. Children need love and affection from their parents, and parents have the responsibility to shape the behavior of children when they grow up in a family. However, nowadays because of several factors many children become orphans and remain out of family protection or guardians. Children who have well-to-do relatives receive good treatment even after the death of their

parents whereas children without close relatives are forced to go to streets seeking food or other necessities.

In Ethiopia, securing daily food is a major problem for most orphan children. It is reported that 6.1% of them forced to beg in order to get their daily food. Similar to educational material, lack of food is one reason for orphan and vulnerable children to drop out school. Due to food insecurity they face stunting which is irreversible. Economic and social vulnerabilities are dimensions of the OVC that end up them with health, nutritional, education and other services lack coupled with child labor and trafficking, violence and addictive behaviors, mental health problem (Endale ,2011).

2.2. Concept of food in/security with in low income household

For anthropologist food is much more than just nutrients. Food is at the core of humans' cultural and social beliefs about what it means to nurture and be nurtured. It is a profoundly social urge. Food is almost always shared; people eat together; mealtimes are events when the whole family or settlement or village comes together. Food is also an occasion for sharing, for distributing and giving, for the expression of altruism, whether from parents to children, children to in-laws, or anyone to visitors and strangers (Arriola, 2015).

Apart from being basic necessity for human survival, Food is one element which makes human different from the rest of animals. All animals eat, but we are the only animal that cooks. So cooking becomes more than a necessity, it is the symbol of our humanity, what marks us off from the rest of nature. And because eating is almost always a group event (as opposed to sex), food becomes a focus of symbolic activity about sociality and our place in our society (Rocio, 2015). He also further relates eating with class differences. In the past, according to him, the upper classes breakfasted late (about 10 o'clock), as befitted their leisure status. (This distinguished them from the lower orders, who consume very early before going off to work.) They had perhaps an informal lunch of cold meats, but the next main meal was dinner, which was eaten anywhere between five and seven, depending on the pretensions of the family. A light supper might be served before bedtime. The lower orders, meanwhile, would be eating a light midday meal and then a hearty .tea, after the day's work was done, with again a supper before bed (Messer and Ellen, 1984)

The U.S Department of Agriculture also defined food security as access by all people all times to enough food for an active, healthy life and is one of several conditions necessary for a population to be healthy and well-nourished. Food insecurity, in turn, refers to limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire food in socially acceptable ways. Food security is a complex notion that is virtually impossible to measure it directly, and a variety of proxy measures have been suggested. Consumption, expenditure, nutritional status and coping strategies are the most frequently used measures of food security (Abduselam, 2017).

In urban areas where household food security is dependent on household income, work opportunities and an efficient food market system are crucial to improving access to food. Specific aspects of food security in the urban context are, on the one hand, the necessity to purchase most of the food required by the household and, on the other, a greater dependence on the market system and on commercially processed food. Employment and income are, therefore, the main prerequisites for attaining food security in urban setting (Endale, 2011). As the unemployment rate climbed, along with gas prices, food prices, and housing costs, “getting-by”, especially for households with children, meant relying on low-cost foods or cutting the size of meal portions. Other factors associated with an increased likelihood of experiencing food insecurity include low levels of education, living in a single parent household, and living in a Hispanic-headed household. So that family income is significantly and negatively associated with continuous food insecurity (Dunifon and Kowaleski-Jones, 2001).

2.2.1. Food In/Security in Ethiopian Contexts

According to FAO (2014) Sub-Saharan Africa is the worst of all regions in prevalence of undernourishment and food insecurity; Ethiopia (ranking no.1) is the worst of all African countries as nearly 33 million people are suffering from chronic undernourishment and food insecurity. This indicates that Ethiopia has one of the highest levels of food insecurity in the world, in which more than 35% of its total population is chronically undernourished. According to the report of Global Food security Index Ethiopia ranking 86 among 109 countries with the total scores of 38.5 with the score changes of 2.2. Of the 109 countries in the GFSI, 60 have seen score increases in quality and safety since 2012 (Solomon et al, 2016).

In recent years, Ethiopia has made development strides despite the regular cycle of droughts in parts of the country. The number of emergency beneficiaries has dropped due to the support of international donors and the government of Ethiopia's national food safety net. However, poverty is still a big obstacle to overcome in Ethiopia. Nearly one third of the population lives below the poverty line, and a vast majority depends on subsistence agriculture. About 10 percent of Ethiopia's citizens are chronically food insecure, and this figure rises to more than 15 percent during frequent drought years. Moreover, more than two out of every five children in Ethiopia are stunted, a condition caused by a lack of nutrients that leads to permanent cognitive and physical impairments. The long-term effects of chronic malnutrition cost Ethiopia approximately 16.5 percent of its GDP each year, according to the World Food Program (Abduselam, 2017).

To address food insecurity, the government of Ethiopia is taking a strong leadership role with programs that meet the varying needs of vulnerable households. It is making significant investments and strides, particularly through its Productive Safety Net Program (PSNP). PSNP is one of the largest safety net programs in the world and works with vulnerable households through cash or food for work programs. Its objective is to prevent families from having to deplete household assets in times of shortage. The program also stimulates markets, improves access to services, and builds community assets through the work households engage in. More than seven million people benefit from PSNP. Many of these households are also linked to Ethiopia's Household Asset Building Program (HABP), which focuses on families who are at less risk of eroding their assets in times of need and are positioned to build their assets in order to graduate out of poverty (CARE, 2014).

2.2.2. Causes of Food in/Security

2.2.2.1. Parental Income

Insufficient income and financial insecurity are key factors that affect people's ability to achieve and maintain food security. Studies have established that individuals with a low income are at a high risk of food insecurity. This is because the greater the poverty that is experienced, the less likely individuals and families will be able to afford their basic needs, such as healthy foods. An individual's income level depends on several factors, such as an individual's ability to work, job skills and education, need for daycare, and working circumstances. Unemployment or job loss and poor There is also evidence of food insecurity among some high income households in

Canada. Some possible financial problems that contribute to food insecurity in high income households are related to personal choices. Some individuals in these households spend more money than they earn, indicating that budgeting, money management, making impulsive financial decisions, gambling, smoking and other addictions can also contribute to food insecurity working circumstances can lead to a reduction in one's ability to obtain a regular income, creating circumstances that are often associated with food insecurity (Mahitab, 2016).

2.2.2.2. Increasing Food and Non-Food Price

The cost of food is substantial for individuals and households with inadequate funds because it determines, among other things, the quality and quantity of foods obtained. Overall, food insecure households need to choose between purchasing food and paying for other needs, including housing, utility costs for heating or cooling, and medication. The cost of food is often considered a non-fixed expense and a flexible part of household spending. Food budgets are determined by the amount of money that remains after paying other bills including housing and utilities. Low-income households economize by using saving strategies, such as buying low-quality foods, generic brands, and large food package sizes, using coupons, and buying items on sale. In addition to these Mahitab (2016) in his study found that the health care costs of people with food insecurity were more than twice as high as their peers with food security (Mahitab, 2016).

Many of Low-income households families often struggle to cover the cost of non-food essentials (*e.g.*, housing, utility costs for heating or cooling, and medication if required). A study found that affordability of housing threatens people's ability to feed their families and access necessary healthcare. The high costs of housing and utilities divert resources that otherwise could be used for food and medical needs (Mahitab, 2016).

2.2.3. Effect of Food Insecurity with In Low Income Household Students

The accumulated outcomes, both in scope and time, of different consequences of poverty are likely to lead to an insecure adult life. Children who were not invested in may grow up into poor adults like their parents. Children whose basic needs are not met and who are unable to attend school properly are likely to have negative experiences. And living in poverty is not only damaging to children's present expectations of life; it can also include their hopes and aspirations for the future (Yisak, 2012).

According to MOFED (2002) Studies, children who live in persistent poverty have slower cognitive and social development, and poorer physical or mental health, than those who live in poverty for a short time only. Another study by Beimnet (2015) reported that undernourishment of the students shows an effect on their score and grade, memory and attention, interaction with their teachers and peers and on their school activities. So, it is inevitable that children from families that are living in poverty will find different challenges at school to those faced coming from families that are not living in poverty or are well off. Households with insufficient access to food often face other challenges related to food insecurity including poor health and a decline in productivity. These challenges can often create a vicious circle where households are unable to produce enough food, even in good years, because they are battling chronic health issues and are unable to work to their full potential (Yisak, 2012).

Food insecure children also experience various types of psychosocial and behavioral problems including higher levels of aggression, hyperactivity, and anxiety as well as passivity. The research also revealed that increased school absences, tardiness, and school suspension food hardships are positively associated with externalizing and internalizing behavior problems and with parenting stress and depression. In addition to these the study found that Parenting stress and depression as an element which are positively associated with externalizing and internalizing behavioral problems of the children (Slack, K. and Yoo, J, 2004).

As Mesfin and Habtamu (2014) in their study about Research Report: Experience of Food Insecurity and Its Effect on the Psychosocial Well-Being of School-Aged Children in Damot Gale Woreda, South Ethiopia described that, food insufficient children and teens were more likely to have difficulty getting along with other children and to have seen psychologists. Additionally, a descriptive survey done in 180 preschool aged and 288 school aged children indicated that for both preschoolers and school aged children, severe child hunger was associated with higher levels of internalizing behavior problems. And after controlling for housing status, mother's distress, and stressful life events, severe child hunger was also associated with higher reported anxiety/ depression among school aged children (Mesfin and Habtamu, 2014).

The consequences of food insecurity in childhood include limiting a child's cognitive and socio-emotional development which ultimately can impair school achievement and, thus, long-term productivity and economic potential. Hungry children are also more likely to suffer from

hyperactivity, absenteeism, generally poor behavior, and poor academic functioning (Murphy *et al.* 1998). Nord (2009) echoed other findings and found that food insecure children exhibit more behavioral problems and lower math and reading achievement scores. Several studies (e.g., Alaimo, Olson and Frongillo 2001, Meyers *et al.* 2008) have indicated that children who are hungry are less likely to be ready to learn and more apt to exhibit behavioral problems than children that arrive at school with adequate nutrition.

According to Belachew *et al.* (2017), conclusion in their longitudinal study about Food insecurity, school absenteeism and educational attainment of adolescents in Jimma Zone Southwest Ethiopia, food insecurity could negatively affect educational attainment of students through different mechanisms. A frequently mentioned pathway is through high rates of school absenteeism, with children living in food insecure households being pulled from school to engage in productive activities. It has been hypothesized that this might be particularly true for girls. Another of the mechanisms is through decreased intake of nutrients during periods of reduced food supply

2.3. Governmental Interventions to Alleviate Poverty

According to African Development Bank food security brief (2011), creating Policies and regulations that are conducive to enhancing regional trade, sustainable access, and use of natural resources and private investments are essential to the success and the sustainability of the benefits derived from any intervention and thereby bringing food security. Yenesew (2015 cited in Mukherjee 2008) provided several strategies that are appropriate to eliminate hunger. Of these Strengthen productivity and incomes, Linkages maximizing synergy; Democratic Governance Vibrant Civil Society Strong “Fourth Estate” Local food procurement for safety nets, Support to rural and urban organizations; Primary health care and reproductive health services; Prevention and treatment of HIV/AIDS; Asset redistribution (including land reforms); Education especially for girls and women, Potable drinking water and Provide direct access to food are the major policy options to minimize food insecurity (Yenesew, 2015).

Ethiopia has reasonably good resource potential for development-agriculture, biodiversity, water resources, minerals, etc. Yet, Ethiopia is faced with complex poverty, which is broad, deep and structural. As indicated by Africa Food Security and Hunger Multiple Indicator Scorecard, Ethiopia ranked first in having the highest number of people in state of undernourishment which

is 32.1 million people in 2014. The number of food insecure people in the country increasing from time to time; which was estimated to 2.9 million in 2014 and 4.5 million in August, 2015 and by the end of the same year this figure had more than doubled to 10.2 million food insecure people. Thus, poverty eradication was and is the central development agenda of the government that guides its development activities (Abduselam, 2017).

As I have described in the previous article poverty has been considered to as the major problem of Ethiopia. So government of Ethiopia has been implementing several strategies to reduce poverty in general and child poverty in particular. Among these strategies one is school feeding program.

2.3.1. School-Feeding Program

School feeding has its origins in the 1930s, when scheme was introduced in the United Kingdom and the United States with the explicit aim of improving the growth of children. Brazil and India have established school feeding programs by passing legislations. Currently, almost all nations around the world have a school meals program and about 368 million children from kindergarten to secondary school receive food at school every day. Governments recognize school meals as an essential tool for the development and growth of children, communities and society as a whole (WFP, 2016).

In 2008, the United Nations World Food Programme (WFP) provided school meals to around 22 million children in 70 countries. In poor countries, where school enrolment is low, school meals can provide a strong incentive to poor households to send their children to school and to keep them there. School meals appear to be attractive as they may not only increase enrolment and reduce dropout but can also improve learning and cognitive development (Bundy et al., 2009).

Despite the fact that Ethiopian's economy has grown by 11 percent annually for the last five years, and Poverty declined from 38 percent in 2004/05 to 29 percent in 2009/10; Ethiopia remains a least-developed, low-income, food-deficit country, one of the poorest in Africa: gross domestic product of US\$472 per capita is much lower than the sub-Saharan African average of US\$1,077. Moreover, even if there is a reduction in the food poverty index, the scale of food insecurity and malnutrition remains serious: 23 million people have insufficient income to meet their food needs (Ephrem, 2015).

The school-feeding program is one of the interventions designed to address the problems of children who are in dire need of assistance. It is intended to enable vulnerable children to attend school and continue their education without seasonal interruption to higher level. This program is implemented in 1,200 schools selected throughout the country for having low enrollment and for being in high-food insecure areas to reduce student dropouts and boost school performance. Parents in the pastoral areas are also provided with incentives such as food and edible oil to send their daughters to schools and attend at least 80% of the school days. Official records show that the school-feeding program has contributed to the high enrolment rates and retentions in areas where the program is properly implemented (MOE and UNICEF, 2012)

WFP sponsored school meals started in Ethiopia in 1994 with an initial pilot project in war-affected zones in Tigray region. Then, the school meal has been provided in chronically food insecure districts in six of the country's nine regional states (Afar, Amhara, Oromia, SNNPR, Somali and Tigray) by World Food Program, MOE, Regional education bureaus and the community with a particular focus on districts with lower enrollment and higher gender disparity. In 2008, WFP provided food for 915 schools with 482,000 children benefited from school meals (WFP, 2013 and Abiy, 2017).

Regarding to Addis Ababa", even if school children have get difficulty to access food while in school, the city was too late to start SFP. It has been running by "Yenat Weg" charitable association since February, 2015 as a pilot project for some selected elementary schools in Armada and Kirkos sub city. The program is heavily dependent on local donors and led by former Ethiopian first lady, her Excellency Roman Tesfaye as a board chairman. The school menu is set up by nutritionists. It seems that it has cost effective, diversified and culturally sensitive diets. The breakfast menu consists of "Injera Firfir", "Defo Dabo" and "Marmalata" with tea in different days of education. The lunch menu has "Injera" with "Miser Wot", "Injera" with "ShiroWot", "Injera" with "PotetoWot" and Rice with or without bread. The time for breakfast is from [7:00 to 8:30] in the morning and the lunch time is [12:00 to 1:30] in the noon (Belay, 2016 and Abiy, 2017).

According to Light Ethiopia (2015) School Feeding Program Nutritional Assessment Study Report, School feeding program is believed to be implemented that is very important and need to be applied particularly in primary schools and other education Centers because of the several

important reasons. Among these reasons one is that If school children's are well feed and get proper and sufficient diet they become healthy, not exposed to hungry and they can able to attend their class properly and they will have high attention and interest to the class. The second reason is that, If they can able to get proper diet with the supply of proper feed supply and ingredient school children's are more likely to enroll and attend their class regularly as a result there will be less likely school dropout. The third reason is that Today's school children's are tomorrow leaders, scientists, professionals and parents for tomorrow children therefore they need to be properly and well feed, Well and proper feed child can able to develop and bring innovative ideas, thought. Finally, the general truth states that if and only if a child can grow well, healthy and have better understanding if he can properly get appropriate diet at the needed time and his growing age.

2.3.2. Children's Coping Mechanism

Coping strategy defined as a mechanism by which household or community members meet their relief and recovery needs and adjust to future disaster related risks by themselves without outside support (Nigatu, 2011). The coping mechanism used by different households may be different from place to place. Rural food insecure households use different mechanisms than urban and children's also use different coping mechanisms than adult. Low income household students face number of socio-economic and psychological challenges and most of the time they use several forms of survival strategy. Among these strategies according to Nigatu, (2011) daily wage labor, fire wood gathering and pity trade are the most commonly used jobs in which low income households usually engaged. According to him, in the times of chronic poverty and food shortage not only parents but children also involve in different income generating activity like ; water fetching, quarrying, cloth washing, loading and unloading, conveying of house staffs from place to place and assisting in the construction of houses.

According to Yenesew (2015) in his study about causes and coping mechanisms of food insecurity in rural Ethiopia, low income households use a wide range of mechanisms and communal support networks to cope with the situation which includes collection of wild foods, market purchases, in kind (food) payment, support from relatives and friends, sales from livestock and household valuables, migration and wage labor, reduction in the number of meals served each day, reduction in the portions/ sizes of meals and consumption of less preferred

foods. He further explained in his study that There are four types of coping strategies that food insecure households typically use: Changing the diet to include less costly and less preferred alternative foods; Increasing food supplies through non-sustainable means (e.g., borrowing money, consuming seed stocks, begging); Decreasing the number of individuals being fed by the household (i.e., migration); and Rationing available foods by reducing meal size or frequency.

As Daniel, (2008) described in his study about Child labor in Ethiopia children's from low income household will engage in different works. Among these one is *Domestic labour*- this involves working within the house of the employer: housemaid, child minder, running errands, washing clothes. He also further describes. *Street labour*- this is working in the streets: petty trade, shoe shining, street vendors, daily laborers, selling vegetable in 'gullit' (a stall in a small local market), selling 'kollo' (roasted and spicy grain and legumes such as wheat, barley, peas or beans), collecting iron materials, used plastic or glass bottles in the village, firewood collection, selling second hand clothes, 'woyalla' (taxi boys calling out for customers or working as cashiers in the minibuses), coin change collection for the 'woyalla', prostitution, selling second hand clothes, begging, theft and similar criminal activity as major survival strategies of poor children's .

Most children engaged in different works to support both themselves and their parents. Among these works one is weaving, its active in some areas and children involve in such activity in order to get daily consumption. In addition to these children's with low income household, actively involved in petty trading. Trading items such as fruits, root crops, cloths and others materials were used by low income households. But, lack of capital, little margin of profit and depreciation when consumed for home are still discouraging those who engage in this activity (shumete, 2009).

Quaye (2008) in his tern provided some Survival strategies which adopted by households to prevent destitution and death due to food shortage. These Survival strategies include: food aid, change consumption behavior; Change takes place in amount, frequency, quality and types of food consumed depending on the degree of the severity of the problem. Skipping the regular frequency of meals and quantity of food they take is also one part of changes in consumption behavior. Furthermore Households usually decide to go hungry for days and skip meals voluntarily after they finished the entire food stock. In addition to these, migration in search of

better life is also a response for food shortages and used as a survival strategy and begging when they rich at last and critical stage of food shortage

2.4. Anthropological Theories of Poverty and Food Insecurity

Poverty in its most general sense is the lack of necessities. Basic food, shelter, medical care, and safety are generally thought necessary based on shared values of human dignity. However, what is a necessity to one person is not uniformly a necessity to others. Accordingly, depending on my experience in teaching and interaction with my students of low income household, I preferred observing chilled food insecurity at school level. Food studies and eating have long been a topic of interest to anthropologists. Anthropologists have researched food insecurity, considering that food plays a central role in all societies and is essential to sustain human life. Although by the late 1950s food was commonly discussed in anthropology, it was not until the 1980s that food as a topic within anthropology began to take shape as its own sub discipline. After that, one of the largest sub topics within the anthropology of food sub discipline, food insecurity was emerged and Anthropological food studding start shedding light on human behavior and broad societal processes (Messer and Ellen 1984, Arriola,2015).

Food insecurity could be defined to as, inability to obtain “a culturally acceptable, nutritionally adequate diet, through nonemergency food sources at all times”. Beyond such definition For Anthropologists, food system has multiple dimensions (material, socio-cultural, nutritional-medical), all of which interrelate and it derives its ‘power’ from the web of the interrelations it evokes. Field working anthropologists are well placed to research the levels and intersecting nodes at which food must be understood. They have long been interested in human diets, specifically in the socio-cultural determinants of diet; changing patterns of food production and markets; and food security at community and household levels. Increasingly, anthropologists are turning their attention to the socioeconomics of hunger, famine and food aid; and agricultural development and food policy (Barnard and Spencer, 2002).

Anthropologists had several interests in the study of food. Among these interests same are food preferences, the emotional values or foods, and techniques for preparing foods. There are many additional social dimensions of food, including how certain food items can designate social status, how and when foods are consumed, and rules for sharing food (Messer and Ellen 1984). When studying food insecurity, there is an important place for studying local or cultural beliefs

about food, as well as explanatory models of illness and the perceived relationship of diet and health, as these all influence the way in which individuals experience hunger and poor health (Ferzacca 2012, Arriola, 2015).

Anthropologists have researched food insecurity, by rising questions such as which members of a society suffer, what actions these individuals take to deal with their suffering (e.g. coping), and what happens to the larger society as a result of this suffering. In studies of social problems such as food insecurity, in discussions of macro-level structures, anthropologists have suggested that structural violence makes an individual's agency nearly non-existent. While individual agency is often severely constrained when individuals hold limited political influence and lack resources, even in constrained situations, individuals often show the amazing ability to adapt to these situations (Arriola, 2015).

2.4.1. Culture of Poverty

Interest in the culture of poverty gained momentum in anthropology during the mid-twentieth century when anthropologists sought to investigate and define poverty as a distinct and separate entity from the norms of human culture. Theorists attempted to explain the poverty construct as an adaptive, self-sustaining system with a unique language and organization that perpetuates the condition. Lewis, O., *La Vida* was the first social scientist to coin the term culture of poverty by suggesting that behaviors and beliefs are learned in early childhood and can contribute to multigenerational poverty (Catherine, 2010). Some of the behaviors in the culture of poverty include sexual promiscuity resulting in out-of-wedlock births, strong feelings of marginality, helplessness and dependency, a lack of clear judgment, and experiences that reflect limited knowledge of personal troubles, local conditions, and their own way of life (Lewis, 1966).

The culture of poverty school of thought asserted that poverty is caused by the generational transmission of beliefs, values, and skills. Thus, individuals are not necessarily to blame because they are subjected to deviant cultures that are socially generated (Bradshaw, 2006). These cultures have a distinct set of behaviors that diverge from the social norm. Studies identifying deviant behaviors such as promiscuity and matriarchal families added fuel to the culture-of-poverty argument. The key statement about the generations is repeated elsewhere. 'Once it comes into existence it tends to perpetuate itself from generation to generation because of its effect on the children. By the time slum children are aged six or seven they have usually

absorbed the basic values and attitudes of their sub-culture and are not psychologically geared to take full advantage of changing conditions or increased opportunities which may occur in their lifetime' (Lewis, 1966).

Oscar Lewis developed this theory the culture of poverty and states that being in Poverty tends to create a way of living that becomes a culture of its own. This culture is “learned, shared and socially transmitted as a behavior of a social group Lewis saw people living in this culture as a separate part of society. He stated that the urban poor make little use of institutions such as banks, hospitals, museums and art galleries. In this way, Lewis argues that the poor segregate themselves from mainstream society tends to perpetuate itself from generation to generation because of its effects on children. He also argue that the real explanation of why the poor are where they are is that they made the mistake of being born to the wrong parents, in the wrong section of the country, in the wrong industry, or in the wrong racial or ethnic group .There are two important ways of saying this: the poor are caught in a vicious circle; or the poor live in a culture of poverty' (Catherine, 2010). So the child's which I am writing about were born from a parent and caught in vicious circle. They are living the life which they did not choose to live.

2.4.2. Structuralism

Theorists in this tradition look not to the individual as a source of poverty, but to the economic, political, and social system which causes people to have limited opportunities and resources with which to achieve income and well-being. Research and theories in this tradition attempt to redress the problem noted by Rank, Yoon and Hirschl (2004) “Poverty researchers have in effect focused on who loses out at the economic game, rather than addressing the fact that the game produces losers in the first place”(Bradshaw, 2006:10).

Much of the literature on poverty now suggests that the economic system is structured in such a way that poor people fall behind regardless of how competent they may be. Partly the problem is the fact that minimum wages do not allow single mothers or their families to be economically self-sufficient (Jencks, 1996). The problem of the working poor is increasingly seen as a wage problem linked to structural barriers preventing poor families from getting better jobs, complicated by limited numbers of jobs near workers and lack of growth in sectors supporting lower skilled jobs (Tobin, 1994). Interestingly research is showing that the availability of jobs to low income people is about the same as it has been, but wages workers can expect from these jobs have fallen. Fringe benefits including health care and promotions have also become scarce

for low skilled workers. These and related economic changes documented by Blank (1997) show the way the system has created increasingly difficult problems for those who want to work.

Chapter Three

3. Research Methodology

3.1. Study Area Description

Ethiopia is the second most populous country in Africa next to Nigeria, with an estimated population of 96.5 million by 2014. According to 2007 census report the population is growing at an average rate of 2.6% per annum (CSA, 2010). It is estimated that about 18% (17,172,948 people) of its inhabitants live in the urban areas in 2014. Among Ethiopian urban centers Addis Ababa the capital of Ethiopia is one of the most populous cities by composing 2,738,248 total populations. According to the new city administration classification, Addis Ababa is divided into ten kifleketemas (sub-cities). Among the ten -kifleketemas, Addis reteam, Armada, Kirkos ,Kolfe and Gulele are the most disadvantaged, that is to say majority of the inhabitants are poor (Tizita, 2001). Entoto Amba secondary school is located in the Gulele sub city, which is among those described economically ‘disadvantaged areas’.

Historically, Addis Ababa was founded at a place known as Entoto which is found at Gulele sub city. This area had been selected as a royal camp by Menilek in 1881. However, the pace of development of this historical part of the city has stagnated for the past decades. In Gulele sub city increasing rate of unemployment, shortage of housing, expansion of slums and insalubrious neighborhoods, poverty, increased number of beggars, street children and other social evils are rampant. Currently Gulele sub city has boundaries form the south east with Yeka, form the south west with kolfeKeranyo, form the south Addis Ketema and Armada Sub city (Plan and Economy Office Gulele sub city, 2004).

According to population census conducted in 2007, out of 2,738,248 total populations of Addis Ababa, Gulele sub city accounts for 10.91% (346, 023) of the total population. Gulele Sub-city is administratively divided into 10 Woredas. The sub city has a population density of 106.40

persons per/ha. The total area of the sub city is 3,252.14 hectares (Plan and Economic office of Gulele sub city, 2004). Despite its earlier establishment economic and infrastructural expansion of Gulele sub city is very stagnant. The sub city exhibits multidimensional social and economic problems. Within the sub city many social problems like unemployment, homelessness, HIV/AIDS, street children, prostitution and other social evils are flourishing at an alarming rate. Most of the houses in the sub city are very rugged and substandard without the necessary facilities. Since formal employment opportunities are not being created fast enough to absorb them, the majority of unemployed adults and youth in Gulele sub city are either employed or self-employed in the informal sector which is the only available alternative to them (Assefa, 2014).

Shiro Meda, the general name of my study areas foundation could be traced back to the conquest of the Gamo Highlands by Emperor Menelik II from the 1890s to the establishment of Shiro Meda Community in the first decade of the 20th century. During the stated time, the Dorze, one of the forty Gamo communities conquered by the Ethiopian Imperial force were brought to Addis Ababa particularly to the vicinity of Shiro Meda. Hence Dorze migrants began settling in Shiro Meda on permanent basis and formed a distinct cultural community and since then Shiro Meda is known for having various kinds of socio-economic and institutions established by the Dorze and other Gamo community residing in the area (Yishak, 1992).

In the neighborhood of Shiro Meda there are several public and private schools. Addis Tesfa, Del-Betigle, Adis Zemen, Kuskum Taitu Bitul primary school and Entoto-Amba Secondary High School are the public schools which existed in Shiro Meda. Among this school Entoto Amba Secondary School is my study area which I choose to observe the experience of low income household students. Entoto Amba Secondary School was founded in the memory of Ameha Desta, the grandson of Emperor Hailesilassie I, and son of popular patriot Desta Damtew having the name of Ameha Desta primary school. Ameha Desta primary school was founded in 1950/51 on the land of Ras Desta which was inherited by his eldest son named Amah Desta having only 250 students, 5 teachers and 6 classrooms (Fancho, 1985). Even if the original name 'Ameha Desta' was given for the memory of grandson of Emperor Hailesilassie, I the name was changed in to Shiromeda primary school in 1977/78, Entoto Amba primary school in 1985/86 and Entoto Amba secondary school Since 2010/11. Currently (in 2017/18 academic year), 2096 grade 9 and

10 students and 184 teachers and other staff members were found in Entoto Amba secondary school.

3.2. Research Methodology

This research was conducted based on the principle of the qualitative research strategy. As Russell, (2006) note the word “qualitative” implies an emphasis on process and an in depth understanding of perceived meanings, interpretations, and behaviors, in contrast with the measurement of the quantity, frequency, or even intensity of some externally defined variables. The keys here are emphasis on deriving an understanding of how people perceive and construct their lives as meaningful processes, how people interact with one another and interpret those interactions in the context of the social and natural worlds, and the importance of observation in natural settings. Qualitative research strategy addresses the subjective reality of the social activities as emanated from individual actions. Hence, it is also known as field research (Fetterman, 1989).

This research was designed to investigate experience; challenge and coping strategy of students with low income household, focusing on Entoto Amba secondary school. Therefore, depending on the objectives, research questions and nature of the issue under investigation, particularly ; prevalence of food insecurity, effects and coping strategy of students of low income household, the researcher believe that , we can better understood through qualitative method. The researcher also tried to reflect, explore and disseminate the views, feelings and experiences of low income household students from their own point of view. Thus, bearing this in my mind, employing such qualitative research methods as observation, case studies, focus group discussion and in deep interview made it possible to collect more qualitative and context based data about the challenge and coping strategies of low income household student.

3.2.1. Sampling Techniques

Creswell (2009) noted that, in qualitative research the site and participants are mostly selected by researchers purposefully and that will best help them to understand the problems and research questions. In addition to these researchers like Rugg & Petre (2007) suggested snowball sampling, to be the best method for studying hidden populations, Due to this and other factors, I

preferred snowball (asking each informant whether they could give me or show me someone with experience of low income household) sampling technique and purposive sampling technique for observation and in-depth interview as well as for focus group discussion, respectively (Creswell, 2009, Rugg & Petre, 2007). I also used information from primary school, list of students who has been receiving school feeding during their primary school attendance, as base line. Accordingly, 15 grade 9th students were selected purposively using list and information from primary school and the rest 10 students were selected using snowball techniques from grade 10 students.

3.2.2. Data Collection Techniques

There are several forms of data collection techniques which are considered as the backbone of every research work, (Creswell, 2009). Depending on the research design proposed above, both primary and secondary sources of data were used in the accomplishment of this research. Much of the secondary data sources were obtained from published and unpublished documents and materials, books, various researches and journals. Primary data about experience challenge and coping strategies of student of low income families were collected directly from students and teachers of Entoto Amba Secondary school.

According to Bojan, (2007), qualitative research involves the studied use of a variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meanings in individuals' lives. Of the above methods I chose four Different qualitative data gathering techniques; observation, in-depth interview, focused group discussion and case study, to obtain the primary data directly from my informants.

3.2.2.1. Observation

Observation characterizes most ethnographic research and is crucial to effective fieldwork. According to Russell, (2006) Participant observation involves getting close to people and making them feels comfortable enough with your presence so that you can observe and record information about their lives. Depending up on the researcher's role he categorizes in to three groups: (1) complete participant (2) participant observer, and (3) complete observer. The first role involves deception; becoming a member of a group without letting on that, you are there to do research. The second role is participant observation. Participant observers can be insiders who

observe and record some aspects of life around them or they can be outsiders who participate in some aspects of life around them and record what they can. The third role involves following people around and recording their behavior with little if any interaction this method also preferred by most ethnographers, (Rugg & Petre, 2007). I am also interested and preferred to use. Using complete observation method I have observed students activity and behavior both inside the school and classroom, so as to get deep understanding about specific behavior of target group. I have also observed some of my target groups coping strategies both in the school compound as well as outside of school.

3.2.2.2. Interview

Interview can be defined as a system in which both the investigators as well as the informant discuss the problem under research, the former usually taking the initiative with the object of extracting maximum information from the latter. 'interview' is applied to one-to-one interactions, one-to-many interactions and many to-many interactions; it's applied in an interactions where the researcher has a prepared list of questions and an interactions where the researcher doesn't have previously prepared list of questions but guided by the informant's answer and research question; it's applied to data collection with and without props, about past, present, future and hypothetical settings, and numerous other aspects (Rugg and Petre, 2007).

According to Rugg and Petre (2007), there are three types of interview. The first is structured interviews, in this type we decide on a structure for the interview before we start; this structure may be a list of topics, or a list of questions so tightly scripted that it's essentially a spoken questionnaire. The second type is unstructured interview, in such case we go in without any predetermined structure and fly the session by the seat of our pants, using our judgment to decide what to do next. The last one is Semi structured interviews, which comes in between. In this case we have some predetermined topics and questions, but we also leave some space for following up interesting topics when they arise. Accordingly, the researcher chose Semi structured interviews, in the process of data gathering through interview with 25 informants. Before the interview I have prepared guiding questions which helped me to achieve the research objectives and using those questions I have made one to one communication with all informants. In the process of interview I have gave them an opportunity to elaborate their filing beyond guiding question and probing. I have also raised several questions depending up on their answers.

In addition to interview with 25 low income household students, I have selected three key teachers. These three (3) teachers specifically school director, head of charity club of the school and vice director of the school were selected as key informant. These teachers were selected due to their strong attachment with target groups. Key informant interview was employed to get information on challenges, children face in every day situation of the school. The choice of these three individuals was made purposively due to their strong interaction, expertise knowledge about vulnerability status of poor children. According to the researcher argument the school director, Vice director and head of charity club of the school were the most important informants due to their proximity to the issue and day to day interaction with target groups. The data that were exploited form key informants also made it possible for me to understand the challenges of child poverty both for teaching learning and student's life.

3.2.2.3. Focus Group Discussions

A focus group discussion was conducted to examine the existence of consensus among the different groups on some common and specific issues. It is vital to identify and discuss issues common and important to all and get their consensus on the same (Rugg and Petre, 2007). As we know FGD is data collection method which gives detailed information and helps to get data easily in participatory way. So focus group discussion helped me to gather my information easily by participatory way and helped me to know more about the challenges which low income household student faced and the major survival strategies in which poor students employed. The participants of focus group discussion were selected purposively among the 25 student's which already identified for interview. First I had conducted an interview then I picked out 16 students purposively. Then I had divided them into two groups and conducted two Focus Group Discussion with a group of children from low income (or poor) households by dividing them on the bases of sex (one group for male and the other for female) so as to give them freedom of expression. Each group consisted of eight individuals and its composition included physical impaired, orphan and children from female headed households.

3.2.2.4. Case Study

The extended case method was initially developed by Anthropologists Max Gluckman (1911-1975) and Jaap van Velsen (1921-1990) in the late 1950s and early 1960s (Burawoy, 1998:5). As conceived by Gluckman, the method places less emphasis on identifying structural regularities

and more on detailed analyses of social processes wherein individual strategies and choices reveal the context of everyday life. Case study method is a very popular form of qualitative analysis which involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It is a research method which study in-depth rather than breadth by giving more emphasis on the full analysis of a limited number of events or conditions and their interrelations. According to Yin (1984) Case study is a unique way of observing any natural phenomenon which exists in a set of data. Unlike quantitative analysis which observes patterns in data at the macro level on the basis of the frequency of occurrence of the phenomena being observed, case studies observe the data at the micro level.

In other words, Stake (1995) mentions four defining characteristics of qualitative research which are valid for qualitative case studies. The first one is “holistic” Holistic means that researchers should consider the interrelationship between the phenomenon and its contexts. The second characteristic is “Empirical”, which means that researchers base of the study in their observations in the field. The third defining characteristics of qualitative research is “interpretive” which means the researchers rest upon their intuition and see research basically as a researcher subject interaction, which is compatible with the constructivist epistemology. Finally, Empathic which means that, researchers will reflect the vicarious experiences of the subjects using emic perspective (Yazan, 2015).

Cases are often chosen because they provide a suitable context for certain research questions to be answered. As such, they allow the researcher to examine key social processes. In line with the above statement, for better understanding of the subjective experience of student towards poverty and some practices in which students involve, so as to coping up from their problem, extended case study has been employed as a primary data collection mechanism. The researcher believed that, this technique is important to understand the subjective experience and challenges as well as to analyze coping up mechanisms through their experience. Using this method detailed qualitative data of the experience of the student from low income households had taken and their deep life history have been studied systematically and carefully through purposive method.

The researcher conducted 5 case studies using purposive sampling technique from among 25 students from low income households, which were identified through in-depth interviews. I

believe these individual cases could illustrate findings regarding experience, challenge and coping strategies to food insecurity by students from low income families. These five students were chosen on the bases of some requirement like gender, physical condition and parental states. Accordingly, amongst five students, three were boys and two were girls. One of them is physical impaired (visual impairment). Among five cases there is one orphan student and another girl who has no idea about whereabouts of her family, one female headed (lost his father), one student who lives with both mother and father and one student who live with his relative were selected for case study.

According to Yin (1984) there are three types of case study namely exploratory, descriptive and explanatory case studies. Exploratory case studies set to explore any phenomenon in the data which serves as a point of interest to the researcher. In this case study, prior fieldwork and small scale data collection may be conducted before the research questions and hypotheses are proposed. As a prelude, this initial work helps prepare a framework of the study. A pilot study is considered an example of an exploratory case study (McDonough, J. and McDonough, S, 1997). Second, descriptive case studies set to describe the natural phenomena which occur within the data in question. The goal set by the researcher is to describe the data as they occur. McDonough, J. and McDonough, S (1997) suggest that descriptive case studies may be in a narrative form. Third, explanatory case studies examine the data closely both at a surface and deep level in order to explain the phenomena in the data. Among these three categories researcher used descriptive case study to describe the challenge and coping stratagems of low income students in natural setup.

Using these five extended Case studies, I tried to understand the whole case in the totality of the participants' environment. Not only the present actions of an individual but also his or her past environment, emotions and thoughts through their experience of poverty

Chapter Four

4. Findings and Discussion

4.1. Personal Information of Informants

Twenty five Entoto Amba secondary school students who are from low income households were selected for the purpose of studying their experience, challenges and coping strategies to food insecurity. All the selected students were asked questions on their age, educational status, parental income, food consumption patterns, their family size, and experience of hunger.

The twenty five participants of in-depth interview were composed of 14 girls and 11 boys. All were under the age of 18, which means that they belong to children category. As defined by UNICEF and African Charter on Human Right and Welfare of the Child, the term "child" means a young human being who has not reach the age of 18. Out of the total, 15 of the students were selected from grade nine while 10 were from grade 10. This indicates that, last year, only 10 grade nine students were registered as vulnerable group while the number grew to 15 this year (2017/18). This shows that the numbers of vulnerable children in grade nine who have been registered by the school this year is larger than number of vulnerable children registered last year for the same grade level.

Out of the 25 low income household students which were selected for interview as source of information in this study, I have purposively selected five children as case studies for in-depth understanding of experiences, challenges and coping strategies of students from low income households. The five students were represented in the discussions by their nickname assigned to each of them. So that, Case I is about life of 15 year old grade 9th student called 'Tagel'. This boy's life was worsened following development induced displacement. The second case is about life of 17 year old grade 10 orphan student nicknamed as 'Bedilu'. The third case is about 17 year old young girl of grade 10th student, who lives with her physically impaired parent and I

have represented her as ‘Tesfanesh’. The fourth case is about 15 year old grade 9th student who lost his mother when he was two years old and this childless life was changed following surgical error on his father and it is represented as ‘Deribe’. The last case with nickname ‘Tigist’ is about 17 years of old blind girl of grade 9th student of entoto Amba secondary school. Currently she lives with 6 of her friends by renting together with her blind friends. Generally, amongst five students there are three boys and two girls. Regarding to class distribution two were grade 10th and three were grade 9th students. In addition to these two FGD has been employed by arranging one for girls and another for boys. Both case study and FGD were chosen purposively based on their importance to achieve my objective.

4.2. Experiences of Low Income Household Students

At the beginning of the interview the participants were asked about their understanding concerning to poverty and the major factors that lead to poverty. They described their feeling and experiences towards poverty. All of the participants also listed many factors that lead them to poverty. Most of the participants listed factors like parental status, parental health condition, parental physical condition, levels of education and parental income. In addition to these they have told what did by poverty meant for them. Accordingly, 15 of my informant reported that poverty is inability to fulfill basic needs like food cloth and shelter. They believe that, when they compare themselves with other students, they are not only poor but also they are poorest of poor (they are found at the level of absolute poverty).

Amongst my target groups for data in the study of experiences challenge and coming strategies of low income household student I have selected five cases among these one is the case of an orphan child nicknamed him as “Bedilu” is 17 year old orphan grade 10 student, who live in physical education store room of Entoto Amba secondary school. He was born at Tigrina region and came to Addis Ababa following the death of his parent to live with his married sister. Unfortunately, life was not as good as he expected due to absence of hospitality from his sister husband (brother in law) and the only breadwinner of their household. He said,

“One day when I return from school my sister told me to leave her home. She told me that her husband gave her two options, to choose one out of her brother or her marriage. So that she chose her family (husband and her two children). After that I left their home and became street child. He also believed that his sister took that measure so that she will take care of her children’s (case of Bedilu).

According to 'Bedilu', immediately after he expelled from home, he has no idea what to do and further explained that

Initially, I wanted to return back to my birth place. But there is nobody who can give me shelter and protection. So I decided to stay here in Addis and I started living in the street (spent the night near Miskaye hizunan church) by doing any work available. Unfortunately, street life becomes difficult for me compared to other street boys who adapted themselves to the street life and socialized with other children on the street. While I was in the street I had two big problems. One, since I was new for big city like Addis Ababa it's difficult for me to socialize with street life and the behaviors of street children.

He further said that,

Street life was too hard and it was challenging. Unlike my behavior" which was shy and coward, in the street you have to be active, sociable and intrepid. Not only these, I have to do anything including stealing, for which I don't have the skill and moral strength. The second problem was my education. When I left my sister's house I was grade 9th student. So I decided to continue my education, which is my only future. After a while I get one friend who faced the same fate with me and we tried to rent a house together around Entoto for 600 birr per month.

Unfortunately, life at Entoto didn't extend more than two months of last summer. Finally, with the help of one teacher able to get access to live in the store room of physical education of the school.

Following this arrangement he started communicating with different teachers and they gave him cloth and some of them covered school fee. "Thanks to charity club of the school," he said he started getting lunch from school café through school meal program organized by the club and school teachers. For his dinner he uses BULLE (trash food) from the school café. Same teachers also provide him with old cloths and invite to their house for holiday.

In addition to 'Bedilu' there are also other students who shared their experience towards poverty, thought their life Students of low income household have passed through different experience. According to my informants with the exception of 9 students the remaining students' life experience of past and present was similar. Amongst total numbers of my participant 14 of my informants have been living difficult life since childhood and still they live the same life but for those nine students, life was completely different. For instance, the life of one of my informant was better until he lost his father in unfortunate accident and following that accident his mother became the only responsible person to lead her family with four children. According to this student he has been attaining his education at one of the privet school up to grad six. But following the death of his father, his mother took some measures, among these the most important were transferring her children to governmental school, changing living quarters in to

Shiro Meda, for the search of cheap rental house and reducing quantity, quality and meal items. He also said that *previously we don't bother about what kind of meal do we eat but at this moment our worrisome is not the quality and quantity of meal but the availability of any food (interview with 17 year old girl of grade 10 student; Entoto Amba secondary school, 22/02/2018).*

The other child 'Tesfaye' told that his life was changed to worst following his father's disability on his leg. He further explained the condition that, *before seven years my father's leg get disabled due to medical error occurred while he was on the process of surgery for his lag treatment and he became permanently paralyzed.* Long before that he also has lost his mother when he was 2 years old. He believes that those two incidents changed his life to worse. Right now Tesfahun is living with his parents: step mother and his father and other three children. Previously, (before incident), the basic source of income for their family was his father's monthly income. His father used to work as a bus driver at one of government institute. Following the accident his father left his job and start living on his retirement benefit. Obviously, his father's retirement benefit is not good enough to cover monthly expense of their family. So, he engages in begging activity at kidane mihiret church, according to information from in depth interview and case study with Tesfahun. He also further explained his current condition that

My step Mother gives me food if and only if my father is available at home and its long before my father became paralyzed I have dressed new cloth, since then I started taking selvage clothes from churches and other individuals. Bulle (left over food) also became our common type's meal (case of Tesfahun).

The other boy who has been living a better life before developmental induced displacement distorted his parents living condition told that

Our previous life at Giyorgis area (Dejach Wube sefer) is a nice place to live. I used to play with my friends in our grandparents big compound, I used to eat better food, wear good cloth and live in better home. Right now I don't have friends to play with. Even if there are many children in my neighborhood, my mother doesn't allow me to play rather she sent me to work as shoe shiner so as to support our life unlike my previous life which I used to play after school, I engage in different income generating activates like shoeshine, in my part time and gives the money for my mother Said 'Tagel'.

The other case is about Tigist. She told me that,

After two years of happy life here in Addis Ababa with my aunt, I started feeling of pain in my eyes. I asked my aunt to take me in to hospital for medical treatment but they didn't give me emphasis. Finally, when I failed to see things properly they took me to Menelik hospital but it was too late for treatment and I lost my sight. Immediately after that they told me to get back to my home land,

towards my parents. Unfortunately I refused to accept their arrangement and forced to leave their home. After that moment begging becomes the main source of income and street becomes my home.” While I was street child, she said, I have faced many challenges, which threatened even my life. But Thanks to one old woman who gives me access to shelter in her kebele rental house, I just able to relieve from my economic problems for the time being.

For majority (about 14 of informant) of my interviews, poverty is something which they inherited from their families especially for those who were poor since childhood. They told that poverty is something which they get from their parent and there is nothing they can do to improve this situation, such attitude is common especially among children’s of beiger. One of my informant, Re VII told that his belief about source of poverty by citing one popular saying ወይ ካለው ተወለደ፣ ወይ ካለው ተጠጋ, so for them to be economically self-sufficient, there are two options one to be born from rich family or the second to be raised by rich family but they didn’t belongs to ether to the richest family or raised by (adopted by) rich households. Generally, those students who were originally poor, beginning from their childhood and those who adopted poverty after same period of time had different adaptation towards poverty. For the former poverty is nothing more than failure to fulfill food and shelter. But for the latter groups it means everything beginning from failure to fulfill basic needs up to loss of social bond and prestige.

4.2.1. Causes of Child Poverty

Even though poverty has many dimensional causes, this research has only identified some of the causes which makes Entoto Amba Secondary school students vulnerable for poverty. As I tried to indict perversely in 4.2 multidimensional factors were provided as source of poverty for their family. At the beginning of the interview the participants were asked about major factors that lead to poverty. All of the participants listed many factors that lead them to poverty. Most of the participants listed factors like parental status, parental health condition, parental physical condition, levels of education and parental income. Accordingly, I will try to observe each cause independently.

4.2.1.1. Parental Status of Students

Regarding to family status and living condition of selected students, researcher identified at least five types of students based on their parental status or students’ caretaker. The first groups of student were those who live with their both mother and father. The second were the group of student who lives with relatives (even if their parents are alive). The Third groups were those

who live only with their mother. The Fourth variable goes to those who lives only with their father and finally orphans. Accordingly, majorities (14 informants) of my informants' parent (mother and father) are alive. Unfortunately, only nine out of 14 students live with their both parents' (mother and father). The remaining five students (out of 14 students whose both parents were alive) live with their relatives, who didn't have financial capacity to fulfill basic needs of the children due to economic problem and same times(according to informant 12) relatives doesn't call attentions (have lack of concern) for children's future life and education. The second dominant group (Six of my informants) is those who live only with their mother and in this case mothers were the only breadwinner due to death or divorce of husband. Unfortunately, there are only two students who live only with their father. The last category is orphan (three students).

According to information gathered through interview, almost all (23) of my informant argued that being living with both parents is more important for physical and mental development of children. Only two of my informants preferred living only with their mothers. Those vulnerable children who live with their relatives were separated from their family due to different factors. For instance, according to case nickname "Tigist", which is a 17 years old blind girl of grade 9th student description she was born at Amhara regional state, Gonder and came here to Addis Ababa to live with her aunt. She further explained her background that:

I was brought to Addis because of poverty for the search of better life. My parents were poor farmers who have six children. I was a little girl, probably 8 or 9 years of age when I came to Addis Ababa with my aunt. My aunt brought me to Addis Ababa by promising to my parents to taking care of me like she does for her child. She persuaded them by promising that she will send me to school and give me a better life. Initially, things were good as I expected but after some time everything changed and she started treating me as a servant (Case of "Tigist").

This child hoped to escape from poverty when coming Addis Ababa. Unfortunately, she moved from better to worst; it happened due to false promises made to her life and education; what is more worrisome is that such false promise were made by a relative who abused the trust of the young child and her parents; the researcher believes that she is only one example and there might be a number of students who have been separated from their families due to poverty and exposed to hunger and related problems while living in the city.

There were also children who still live with both of their parents but exposed to poverty due to the physical condition of their parents. For instance, one of a 17 year old young girl of grade 10th

student and my informants for both case study and interview called Tesfanesh who was born in Addis Ababa and lives with both of her parent at a single private rental house together with 6 of her sisters and brothers, said that *I live with both of my parents but they both had physical impairment....* So that, they don't have accesses to work and economic power to fulfill her basic needs. During our interview another informant whose family's main source of income was begging, told that *"I believe, I wouldn't be poor if my father is alive, because just like my friends parent he will work and make as equal with our friends"* (16 year old grade 10th Informant).

The other case which explained about parental condition is the case of 'Bedilu' which is a 17 year old grade 10 student, of an orphan child who lost his both parent. Not only 'Bedilu' the remaining two orphan informants who live alone also strengthened his point. They believe that, the idea of life is fate and they are living a life which is given by creator. So, for them poverty is something which is given by God. Among them one 16 year old grade 10th street child informant argued that, poverty is the result of fate and he believes that if his families were alive he could have been living a better life like his friends.

In addition to interview, both groups of FGD participant argued that, being living with both parent is not only important to fulfill basic needs but also it enhance self-confidence of students. They also concluded that, by comparing their life with their friends, those economically able children's were dominantly lives with both parents and all of FGD participant choose to live with their biological parents. The previous cases show as that, even if poverty is the fate of every student irrespective of parental status, poverty level and exposure are different in being living with or without parent. Children who live outside of their parent are more vulnerable than children who live with their parent. Not only this but also those students who lived with single parent were more vulnerable than others who lived with both families and orphan students are more vulnerable than other groups of students.

4.2.1.2. Parents Physical / Physiological Status

In addition to parental status, Prevalence of poverty varied depending up on parental physical status. Some (six) of my informant who came from families who have physical problems revealed that they remained poor due to prevalence of such problems. Accordingly, one of my informants called Tesfanesh stated by providing her physical impaired parents' as example that, poverty has direct relationship with parental physical, mental and physiological states. She said

that, *Beginning from my childhood (period she knows herself), I have been living with poverty due to physical conditions of my parent.* Her mother had physical impairment on her leg and she can't move from one place to another. Her father who had physical impairment on his right hand also can't work and support his families' economy, according to Tesfanesh. In addition to her parents, one of her sister had mental problem and the other left home to join street life since last year. This shows as that parental physical condition affects not only by exposing children's life for poverty but also it makes children's vulnerable for several problems like street child.

Among my informants I had also found students whose family had health problem. One of my sources for in-depth interview for instance told me that:

I live with my mother and have no idea about whereabouts of my father, except mom told me that he is alive. My mother used to spend much of her time at gulit (petty trade) selling potato, tomato and other vegetables. After some period of time she starts collapsing due to epilepsy and she stopped working as usual. Consequently, our income reduced and we started taking same measures like reducing quality and quantity of our daily meals. I also started working as "weyala" apart from my education so that I can support my mother, (interview with 16 year old grade 9th student at Entoto Amba secondary school, 23/02/2018)

For some other students Health problem is the other factor that caused poverty in the student's family. Among low income household students of Entoto Amba Secondary School, there are students which face economic problems due to parental health problem. For instance one of my informants whose parental economy is dependent on begging told me that

I was living a good life until my father lost his job and his leg because of care accident he faced. Even if there was money which we received from insurance company, which is not enough even to cover his hospital fee, my father remained a person who seeks some ones help to move from one place to another and he became hopeless, jobless and physically impaired. Then after we start facing strong challenges of life which extended from living with hunger at rental house up to family breakdown, since we have no idea the whereby of my little sister (Interview with 17 year old grade 10th girl)

Only 9 students responded that they lived with healthy and able families unfortunately, these few poor family head were old aged whose income is dependent on retirement benefit. Therefore, these families were dependent on some ones' help for both living and movement from one place to another. In addition to this all of my informant s revealed that most of low income household students had responsibility of engaging in several forms of income generating activities to support their family, even though the level of participation and exposure is varied. Those students who came from families who had physical, mental and physiological problem were

more vulnerable than that of students who came from able bodied parents, for the fact that they had at least limited role in supporting of their families.

4.2.1.3. Parents' Educational Status

Majority of my informant s' parents attended lowest levels of education. Almost all of mother headed families (six informants) of my informant s revealed that their mothers didn't complete primary school. Surprisingly, no single parent holds diploma and above. Among 25 informants in interview, 10 of my informants informed that their parent (father) accomplished secondary school but with no technical or vocational training. With the exception of few (four informants) student, most of my research participants believed that their parents' low level of education is amongst the major factors that contributed a lot for their poverty status. According to Tesfahun's argument, if his father has good educational record (attained at list up to grade 12th) his organization would have given him office work than retirement. Both groups of FGD participants argued that, they could have been in a better economic condition if their parents had some level of educational training or hold degree and diploma.

4.2.1.4. Parental Employment and Source of Income

Among these factors the one which is accepted by all of my informants was that, Absence of job for illiterate, unskilled and physically impaired individuals, so that families of such children engaged in physical labor, begging and other daily activities. According to data gathered through FGD, Lack of commitment is also the other factor for being remaining under poverty, as some parents were not on the position to take care of their children even if they get much money and other students live with their relatives so that they don't get proper attention and treatment as a child. For 17 year old grade 10 informant in other hand Lack of Money management is one of the major sources of poverty. According to him this family earn sufficient money by working day and night but his father wests for drinking of alcohol. So he believed that if his parent properly managed the money they get, they would have been living berate life. But since their parents have lack of proper money management skill they remained poor. In this contexts the other informant told me the same story in which his father who engaged in local cotton production (shema Seri) works hard and gets somehow good money but wastes for drinking of alcoholic so that, the livelihood of their family fall on the shoulder of her Mother, who sapient much of her time in collecting of fire wood from Entoto forest for selling.

Regarding to parental employment status and source of income the researcher identified different types of activities that people do for their livelihood. The majority of my informant s' parents or guardians were unemployed that they gained their income from several informal sources. Accordingly, six of low income household students have informed that the primary source of income for their family is begging and the same number of informants told weaving (shema sira) as the main source of income. Only three of my informants' parents were government employees (two working as guards and one as a cleaner). The other three students were orphans who use different source like begging, individual support (donation from volunteer teachers) and street life. Four of my informant responded that their parents depend on retirement benefit for their livelihood and another three meet their livelihood working as daily laborers like wood selling and street vending.

Even if students' families have some sort of income, according to my informant s, it is not sufficient enough to fulfill basic needs of entire family. Sometimes it's difficult to get work or income depending up on the job they engaged in; at this very moment not only fulfilling basic needs, being covering daily food consumption for the family is becoming a challenge. According to data gathered through FGD and in depth interview from children's whose families' source of income is begging, the amount of income gained from this activity could depend on the place (location), day (holidays) and other conditions in which begging is conducted. So, if they are lucky they will come up with money that can cover daily consumption of their family but if they are not lucky, they might not earn even for daily food consumption. The other student who came from single mother headed family explained that the main source of income for her family was daily labor. Her mother works several daily works including wood collection for sell from Entoto forest and washing cloth for other people. Even if she is engaged in such difficult works, she only makes limited amount of money which hardly covers their daily consumption including saving for house rent payment (interview with 16 year old grade 9th mother headed household student, Entoto Amba school, 22/02/2018).

In addition to this there are students who blame government for remaining under poverty. According to these students poverty is not a gift or fate which they get in nature but it's a result of failed policy, corruption and maladministration. This is evident in the life of one of my informant whose family's income was reduced due to development induced displacement from *Dejach Wube* area. According to him previously his mother used to sell *Tela, Areqe* (local beer)

and Injera, using her family's house and she supports both her family and children. When they were at *Dejach Wube Sefer* he used to study at a private school. His mother, not only paying school fee for two of her children, she fulfill basic needs and academic materials of her children. While they were at *Dejach Wube Sefer*, He did not bother about the types and availability of meal, cloth and school materials. But following relocation he was forced to shift in to governmental school. At the initial stages of the relocation he said:

Our mother used to provide us with good food including lunch for our school but gradually she start reducing the items of meal then size and finally we stop taking lunch in to school. Currently we all are familiar with hunger because, our mother is sick so she can't work as hard as she used to work before (Case of 'Tagel').

So that, He claims displacement as core reason for his families' imposition in to poverty and he further argued that his Mother lost her job when she left her former area and she tried to work different places by changing her job but she couldn't improve their living standard. So that she became unemployed. He believes that employees only see diploma, degree, vocational trainings certificate, and sometimes good physical appearance and age as requirement for different job. But he said *"my mom doesn't have those all requirements; she is illiterate, unskilled and old women"* (Case 'Tagel').

4.2.2. Manifestations of poverty

Poverty has various manifestations, including lack of income and productive resources sufficient to ensure sustainable livelihoods; hunger and malnutrition; ill health; limited or lack of access to education and other basic services; homelessness and inadequate housing; and social discrimination and exclusion. For an orphan child known as Tager, absence of basic needs like food shelter and cloth were the major manifestations of poverty. Just like 'Tagel all of participants of FGD linked Poverty with condition of housing, consumption and clothing.

According to information gathered from interview Almost all of my informant s' parents or guardians were living in rental private houses and only one student lived on the street. (Right now he lives in the school). In Shiro Meda area there are a number of kebele rental houses, which were supposed to be given for different people but those poor students families have been waiting for long period of time hoping to get access to rental kebele houses. Yet, they live in houses rented from private individuals by paying almost half of their income, according to my

informant. This shows that poor students' families have been spending much of their income for house rent rather than spending on their other basic needs like food and clothes.

As I have tried to describe previously, almost my entire informant s live in rental private house. Among 25 students only two of them responded that they live in a house with two room and majority of them live in a single room. In relation to number of people per family, the highest number is nine while the lowest number is 4. Specially, one of my informant s told me that

We live in one single room with seven members of our families, paying two thousand birr per month. The room is somehow large but we use this room as living, dining, kitchen and bedroom. The problem is then during night time when everybody come home to sleep. I think our home environment is one of the major factors which forced my sister to leave our home. In addition to her, my elder brother also comes only once or couple of days a month. Other times he spends the night with his friends (case Tesfanesh).

The other physically disabled girl responded that she shares single room with six of her friends for 1500 birr per month. Generally speaking, the poverty level of low income household students could be worsened by expensive house rent and large number of family. Among these large family members majority of my informant referred that the member of their families are under the age of 18, so that they are dependent both mentally and economically. Overall the family members are somewhat large to provide with the basic necessities to those with low level of living standard. In addition to these according to majority of my informant s, sharing single room for entire family is difficult especially for students who want to read.

As I gathered information through in-depth interview about how many times they eat in a day, the type of food they usually consume and how long they face the food shortage. Student responded that, most of low income household students food intake on average is two times meal per a day and these students do not take proper food. Rather most of them are eating leftover food (*bulle*) from households and restaurants. Regarding food item which are common for low income household's majority of student responded that they don't have specific type of food item. The main reason is that, most of the time they eat left over foods which is locally known as *BULE* (trimming) which is bought from different hotels. Consequently, they don't choose what and when to eat, rather they eat whatever they get and whenever they get it. According to my informant, the price and quality of BULE is varied depending up on the source from where it comes (e.g., which particular hotel). If the source of BULE food is high standard hotels, its price becomes high. So that, such kind of food is available in few places like *paisa*. Such food could

be preferred by most of poor families and street children's. The price of such food is relatively high due to the fact that there is strong tendency of getting items like meat.

For most of low income household students homemade food items were available only for holidays. For instance, Tesfanesh told me that the basic meal in their home is left over food. They only prepare food like *injera* and *siga wote*, for major holidays like *fasika* (epiphany). He have never brought lunch to school due to absence of food at home. He sees having three times meal per a day and taking lunch to school as a luxuries life. Majority (15) of my informant s confirmed that a local food like *kashka* is the most commonly available food items of their family. Unfortunately those who revealed the availability of local food like *kashika* also eat once or twice day due to their poverty status. My Informant further strengthened this point during FGD discussion that they don't know why, once they consumed KASHIKA they will stay long time without feeling of hunger. Others also told that *enjere be shiro wet* is the most available meal in their home. Finally, all of informant have assured me that they have never get accuses to get three times meal per day at their home.

Poverty in its most general sense is lack of necessities. Basic food, shelter, medical care, and safety are generally thought necessary based on shared values of human dignity. However, what is a necessity to one person is not uniformly a necessity to others. Needs may be relative to what is possible and are based on social definition and past experience (Rucker .et al, 2010). Accordingly, Regarding to the question about which need is currently important for students from low income households, the researcher identified two types of views. Amongst 25 students, majority (nine among 13 girls) of girls both during in-depth interview and FGD discussion revealed that cloth, shoes and other clothing related needs as basic challenge. Furthermore, during FGD discussion they explained that anybody might discriminate them only by observing the types of cloth they wear. This point also strengthened by another female student called Tesfanesh. She told me that;

Nobody knows whether I eat or not but everybody sees what I am wearing. Hunger has been my closer friend starting from child hood. So, I just learned handling my hunger but what I couldn't handle is the exclusion and questions raised by my friends regarding to cloth and shoes and it makes me feel sense of inferiority with my friends". Other girl said that "I have only one shoes, so every time I wear that shoes and my friends ask me why I always keep wearing this shoes I tell them that I like this shoes, she told me that nobody asks her weather she eat or not but most of her classmate ask her why she dressed the same every time.

The other girl who described food as secondary element also explained that, as far as she is at school cloth is her primary concern. She further explained that, *'due to absence of cloth for sport I used to miss practical section of physical education class for long period of time. Due to this I failed to score pass mark of that respective subject. Finally, I told my teacher about my condition, when she gives me warning.'*(in-depth interview with 16 year old grade 9th girl).only few girls responded that food as their primary challenge but those who referred cloth as primary challenge argued that they didn't mean that food is not important rather they prioritized cloth. Unlike female students, almost all of my informant s of boys revealed that food is their primary challenge. So, boys and girls have different priorities, when boys give priority for food consumption girls emphasize for clothing and shoes for the fact that at younger age girls wants to get attention, according informants of FGD.

4.3. Challenges of Low Income Household Students

4.3.1. Academic Failure

Other challenges were also specified by students, which include poor academic performance. Out of 1988 grade nine students of Entoto Amba, 88 students scored under minimum requirement to pass in to next grade in 2016/17 academic year. Among these students, according to school principal, the vast majority of them were children from low income households. Some of these students from low income households whom I interviewed explained that they performed poorly in their education since them most of the time think about their economic problems at home. Accordingly, the case of Tesfanesh explained that she only attained school to satisfy her mother, who wishes for her daughter a better life and telling her not to pass through the life her mother passed. She also added that

Whenever I return home from school and see the problems, especially of economic problems, I feel like I am exploiting my parent. Because, I live in a single room private t rental house, I eat leftover food which is bought from street (bulle), if it's available. The whole expenses for such things were covered by little money made through begging by physically impaired parents .I wanted to drop out of my education many times but my mom insisted that I should stay in school . Late alone dropping out of school, my mother doesn't like to see me even missing classes because she believes that education is the only way to change our life . So, I am studying only because it's my mother's interest. If it is for my interest it's better for me to engage in any kind of income generating activity and support my family. I want to give my mother a rest like other house wife's. I am not good in my education, I hate going to school because it's another area which shows me how much poor I am.,

It's a place where I observe the gap between my life and the life of other school children, especially those of my age (case of Tesfanesh).

Other children's also raised challenges of lack of access to reading material, place and time. They ask: "how could we compete with other students who learn in comfortable school and home environment?" As I tried to show at housing condition of students from low income households, most of the poor students live in a single room houses which is not suitable for reading. In addition to this, unlike their friends, poor children spent much of their free time by engaging in different types of income generating activities.

The major challenges that faced on poor children's, based on FGD and most of in depth interview participants point of view were like; failure to achieve academic goal, hunger, lack of alternatives for future life, not being ready for progress and feeling of inferiority. Most of student's also reviled education should supposed to be their only future hope and opportunity. Unfortunately, with the exception of few high ranking students of low income household student, majority of them were weak in their academic performance, as they reviled during FGD discussion.

According to case of Tesfahun who lost his mother when he was child, he faced several challenges due to lack of sufficient income for his family. Among these, according to him once up on a time his education has been reached endanger of dropout due to his mother's imposition against his education. She wants him to dropout his education and forced him to work as shoeshine and WOYALA for taxi, so that he become source of income to support their living. Unfortunately, his father wants him to proceed his education most importantly, because he wants to keep the commitment he oath for his late wife and Tesfahun remained student. The other challenge for him is food, '*the common type of meal in our home is BULLE*' he said. Same times when my dad earned good money especially during religious holiday period, we eat homemade foods like *injera*.

The other visually impaired student known as Tigist, also shared her challenge saying that, "*I have lost my sight when I was a grade five student and I have to first start learning so as to proceed my education. So that I join up Hiywot Brehan Blind School and started learning brail after one year of break up*". Her challenge also continued after two additional years due to death of her care taker (old mother who sprout up her from street). Following the death of her care taker she was forced to leave the kebele house which registered in the name of her care taker. At

these crucial moment she was able to get support from an NGO for house rent payment and educational material. But she has to work harder to cover the rest of her necessities including food and cloth. In addition to this she further pointed out other challenges of poor students specially challenges of children with disabled like her

Sleeping in the class room is also another challenge which reported by both students and school principals. In addition to in-depth interview and FGD, I used to observe exhausted and hungry students sleeping in the class room. . Sleeping in the class while teaching and learning is on progress will affect poor student in two ways. One, when they sleep they will lose the course which they have to learn and at the end of the day they will fail in exam. The second dimension is that, sleeping in the class is one of behavior which considered to as miss-behavior by most teachers. So this might lead to conflict with teachers finally in to punishment.

Another event which I witnessed in my observation and strengthened by the school principals is collapsing due to hunger. “This problem is commonly observed problems in our school” said our school’s director Ato Dawit. Specially, student faces collapsing during exam and mostly at afternoon section. According to student they face such problem in a condition beyond their control. Mostly Such students feel lonely, crying and sometimes being arrogant, according to Vis director of the school. Most of poor students miss class due to absence of food, sickness and absenteeism in search of work to support their family. One of my informant s told me that she miss class at least two days per week. She further explained that:

Since my mother had physical impairment and that begging is the main source of income for our family. I have responsibility of taking my mother to Paisa or Georgis area most of the time, and to different churches occasionally early in the morning. After that I have to go to school. But I am often late reaching school since I have to walk l long distance on foot to school.

Most of the time low income household students involve in different works or activities s to support their parents. As a result they come to school late or become absent from class and Absenteeism by itself affects academic achievements of the student.

4.3.2. Faller to Bring Lunch In to School

Vast majority of my informant s responded that they have never brought lunch to school. Obviously these is because of absence of food in their home but as information gathered through focus group discussion some other non-poor students also fall to bring lunch due to the nature of food which is available at their home . Even if there is sufficient food for lunch some traditional

foods are difficult to bring at school. Among these food items the most common was *kashika*, one of the most popular food items for Dorze community. For other student quality, quantity and items of food are the basic cause for the filler to bring lunch at school. As I understood from focus group discussion poor student afraid to bring food which cannot be compared with other students both in terms of quality and quantity so that they preferred to come without lunch.

As data gathered through FGD most of Entoto Amba student failed to bring lunch due to feeling of shame to hold bag if they have to come up with lunch they need to hold bag but being having bag is the characteristics features of *fara* (uncivilized) student, according to my informant , so that they preferred to came up without lunch. Such students were not from economically poor family and their parents have both ability and willingness to provide lunch for their children but their children's were not in the position to hold bag due to fear of labeling by their friends as backward, uncivilized (ፋራ፣ ቆምጨጭ..) . Mostly such kinds of students like to hold only few exercise books in their hand.

The second groups of children were, according to FGD report, group of student who has ability to bring lunch but they don't have confidence about the quality, quantity and content of food they will came up with and they don't want to compare their food with their friends. So, whatever the quality, quantity and content of food they have, they have not confident to bring into the school rather they prefer coming without lunch. In addition to these, there are also students who have ability but failed to bring lunch due to the nature of food item which is dominantly consumes in their home. As I tried to show in the study area description part of this study most of residence Shiro Meda communities are Gamo and among the traditional foods of Gamo community one is kashka. This food is, according to my informant, a traditional meal which is available in most of Gamo community and once you consumed Kashka, it can give you strengthen and eliminates hunger for long time. Even if it's good in terms of economic value, it's difficult to take in to school since Kashika is consumed while it's fresh and hoot.

The last groups of students are, according to FGD and in-depth interview report, those whose families are incapable of providing them with lunch and this groups share vast majority of school students. Some student told me that they want to bring lunch to school but they have nothing to bring, not only bringing lunch but also eating once per day is under question mark. So they don't want to go to their home for lunch rather they preferred to remain at the school fence. Among

these groups 'Bedilu' one of my informant in case study reported that *commonly I consume once per a day and sometimes tow-wise per day, morning and night. I don't remember the period I consumed my lunch unless invited by same one.*

4.3.3. Weak Social Interaction

This study finds out that low income households students have a social barrier that most of these students have a little interaction with their peers and teachers at school. Low income household students face several challenges both inside and outside of school. Among the major challenges in which poor student face at school is social exclusion. Poor students exclude themselves from their friends due to the feeling of inferiority. One of my grade 10th informants from mother headed family told me the following:

I don't want to interact with other students who are from parents with good economic status. I just compare my living condition with them I observe their clothes, shoes and even their exercise books, all of which I couldn't afford to get (In-depth interview with 17 year old girl).

Both according to information gathered through interview and FGD participant of low income households' students were stigmatized and looked down upon by their peers, particularly those whose parents are beggars. This makes them feel inferior and sometimes display aggressive behavior.

As a result students from low income households have limited positive social interaction both within the school and outside of the school environment. Among students black listed by the school (a list in which the school documents students with disciplinary problems) the majority of them are students were from low income households, according to the school principal. Several of my research participants revealed that they have been given warnings for misbehavior in school like fighting with student, stealing students and school property, and disturbing teaching and learning process. In addition to these most of students from low income households have few friends and spent much of their school time alone. Even in their rest times they either spend times in library or in their class room by segregating themselves from the rest of the students.

Yet, there are some students from low income households who are sociable and have good conduct. One of my interviewees from grade 10 revealed that, there are students who played important role in supporting low income household students. According to my informant called Tesfanesh, she had one best friend who brings lunch for both of them. My informant's friend is

from a relatively better-off family and every time she comes with a lunch, which is sufficient enough for two people and eat that lunch with her friend. Finally, she expressed her friend that” *she is so kind for me and I can’t express her as my friend rather she is my sister*”. Few low income household students also told me that sometimes they bring their lunch in to school but they eat alone and they don’t want to share their food with others because they were ashamed of the quantity and quality of food they brought.

With exceptions of blind student who have membership in special need club from the very beginning , the rest of low income household students do not have participation in any of school clubs, until they joined charity club for rendering lunch service from the school. As data gathered from FGD, most students of low income household spent their extra time by working different works to support their family rather than participating in co-curricular activities. So that they don’t get chance to identify and develop their talent, which is the major objective of such clubs.

As data gathered through FGD and in-depth interview, some students from low income households especially children of beggars have their own group. They told me that they spent most of their break time in the school together and share everything including food they get. “Since we have common background and feeling we understand each other” said one of my informants. The other informant also reviled that “we don’t want to socialize with others because of sense of inferiority. The major source of inferiority originated due to inequality in clothing, food and shelter. These by itself have moral effect against low income household students.

4.4. Cope up Mechanisms

Poor students use different strategies to get food both while they are in school and off the school. Among these strategies the most common were getting food from friends and asking help from teachers when their hunger is beyond what they could tolerate. But if they failed to get food specially, those shine students, spent their lunch time in library and in class rooms by hiding themselves from their friends. One of my informants told me that last year (2016/17) she used to spend her lunch time at church (Silase chapel) so that no one knows whether she had lunch or not. But currently (2017/18), since they are not allowed to get out of the school compound for lunch, her secret has been exposed so her classmates know that she does not eat lunch.

As data gathered from FGD participants show, many poor students use stealing of other students' lunch, asking for teachers' help and begging for leftover food from school café as the main coping mechanisms to hunger while they are at school. In addition to these, some of the informants told me that they drink *Korofe* (a fermented drink prepared from flour of roasted barley) as another coping mechanism to hunger by many male students from low income households. One of my informants explained that "early in the morning I consume two cups of *Korefe* and one piece of bread for only six birr. After that I can spend my entire day without having any other food." He further stressed that; Six birr could buy little, if any, food if he went to café. In this regard, informants expressed such strategy as "minimum price- maximum satisfaction". The phrase 'maximum satisfaction', however, should not be taken literally. It appears to refer to the fact that children from poor households manage to meet the minimum requirement of the most fundamental basic need for 'survival', which is food, with minimum cost. 'Satisfaction' in this regard indicates their attempts at lessening or easing the severity of hunger rather than getting what is normally required, both in terms of quality and quantity, for them to lead healthy life.

What is presented above is essentially similar to the situation of other students (e.g., an orphan child-Tagel & another child Bedilu) from poor households who described the practice of having three meals a day as luxury. For them, reducing the size and number of meals are common strategies of coping with food shortage at home. Similarly, FGD discussants revealed about a strategy known as *arat-aseera ande*, which literally means 4 -11. This basically refers to a strategy where only two meals-one at 10 am and the other at 5pm- are consumed in a day. The intention is obviously to reduce the number of meals one takes in a day. In such a pattern of meal arrangement, lunch is obviously skipped but the feeling of hunger at that particular time of the day is thought to be eased by having late breakfast at 10am and early dinner around 5pm.

In addition to specific coping mechanisms discussed above, informants also described other general settings where they could look for food whenever they feel hungry. Children from poor households reported that they visit public events or gatherings where food is often served to the attendants, which include weddings, mourning, and religious and social gatherings such as *mehaber*. Children from poor households who depend on begging for their survival indicated that churches are the main source of food for them, particularly during religious holidays like Christmas, Epiphany and Easter at Ethiopian Orthodox Tewahedo Church. In this regard, some

of the children outlined particular local churches such as Kidanemihret, Silase, Qusquam and Entoto Maryam churches.

Outside of the school life students from low income households have other challenges beyond looking for their own food and fulfilling their individual basic need. Many of them engage in supporting their poor families by doing anything necessary. For instance, one of my informants known as Tesfanesh said that she involved in several works in order to help her poor families. Among her works include washing clothes for other people, babysitting, selling of chewing gum and *Kolo* (roasted barley) along the streets, changing birr (paper currency) into coins for taxi conductors and receiving ‘service charge’ over it. In addition to these sometimes she participates in begging activity together with her mother. She expressed the weight of the burden that she carries as follows:

In our home I am not a child who needs protection and care. Rather I am the one who controls every activity of our family including moving my mother from home to work (place where she begs), managing home activity, caring for my little mentally ill sister, and bringing my drunk father home.

Many of low income household students involve in similar activities in order to help themselves and their poor parents. They perform such activities as shoeshine, lottery selling begging, cloth washing, baby-sitting, fire wood collection and selling and other works as income generating activities as survival strategies. As data gathered through focus group discussion poor student are the most vulnerable group of people for illegal activities like commercial sex work and street vending. During my interview with target groups one of my informant told me that she engaged in many jobs which she didn’t want to tell me about. According to a 17 year old grade 10th girl whose main source of income was retirement benefit description; Even if she works harder, in her extra time than her education, things are becoming more challenging for her due to an increment in the price of basic goods.

The other participant known as Bedilu explained that in addition to individual’s contribution (as I tried to describe at experience part) he engaged in several works as being messenger for different people and washing cloth for food and money. In addition to these the school principals give me priority for any meetings and trainings which is organized by government and NGO’s, so that, he receive payment (50-100 birr per day). Regarding to future hope he referred that *I don’t want to*

precede my education even if he get pass mark for preparatory, so that he is hop less without feature plan.

In addition to individuals contribution he engaged in several works as being messenger for different people and washing cloth for food and money. In addition to these the school principals give me priority for any meetings and trainings which is organized by government and NGO's, so that, he receive payment (50-100 birr per day). The other boy which is nicknamed as Tesfahun also revealed that in addition to education he works in several income generating activities, for his break and weekend time. Among these activities the most common were serving as *woyal* (assistant for taxi driver), shoeshine, and *SANTIM MEZERZER* (changing coin or sealing one birr by 80 cents). Among these being *woyal* is the one which he gets good money. When I work as *woyal* he said I don't bother about food I consume with the driver and I get up to 100 birr per day. The problem is that taxi drivers don't want part-timers like me rather they want to employ full time *woyala* who can work the whole day.

Most of my informants are students who have been identified as low income households and provided with at least lunch service by charity club of the school. This club has been founded by school community by contributing 10 birr per month and students were identified by gathering information from the 5 tributary primary schools of shiro meda neighborhood. Some of low income household students have been rendering lunch meal service in a project called "*Yenat Weg*". This project was developed and facilitated under the leadership of ex- prime minister Hilemariam Desalegn's wife her Excellency Roman Tesfaye. But its provision is only limited to some selected primary school of Addis Ababa. But those children who have been taking such support in their lower grade experience have been left without further plan. So that the school community start taking some measures so as to improve students condition while they are in the school by rendering at least lunch for poor students once per day.

According to head of charity club report, at the initial stage the provision was one "*beyaynet*" for one student but gradually due to increasing number of vulnerable students the provision was reduced in to "N- one" (two pieces of Injera –*beyaynet*- for three student. In addition to this there are also few students who consume lunch with their friends. As one of my informant explained during in-depth interview and further strengthened by FGD participant, there are some students

who came to school Every time they hold their lunch in large lunch material which is enough for 2 persons and share it with other poor students.

Even if government of Ethiopia and NGOs have important role in poverty redaction, only few informant told that they have been receiving material moral and financial support from individuals, organizations and NGOs. Surprisingly all of my informants have never got any kinds of support from government. Some of my informant told me that their families have register at kebele, hoping to get kebele house. Regarding to urban softy net kebele officials told me that there are peoples who have been provided with governmental support under urban safety net program. Unfortunately, all of my informants family have never been included in such program.

Chapter Five

5.1. Conclusion

This thesis has tried to look at the experience, challenge and coping mechanisms of students from low income households, focusing on Entoto Amba secondary school students of 2017/18 academic year. In this thesis I have used none-probability sampling technique and employed four types of data gathering instrument namely; observation, in-depth interview, FGD and case study. Finally, the whole works were presented under five units and this chapter devoted to summery and recommendation part.

This study has addressed three research questions. The first and important research question deals with the overall experience of student with low income households in terms of poverty in general and food insecurity in particular. In this regard vast majority of my informant revealed that, they experienced poverty through their life time. This shows poverty for such children is the fate they inherited from their parents. Similarly low income household children who were not invested in may grow up into poor adults like their parents. Children whose basic needs are not met and who are unable to attend school properly are likely to have negative experiences. And 'living in poverty is not only damaging to children's present expectations of life; it can also include their hopes and aspirations for the future' (Attree 2006).

According to the proponents of culture of poverty, poverty is caused by the generational transmission of beliefs, values, and skills. 'Once it comes into existence it tends to perpetuate itself from generation to generation because of its effect on the children. By the time slum children are aged six or seven they have usually absorbed the basic values and attitudes of their sub-culture and are not psychologically geared to take full advantage of changing conditions or increased opportunities which may occur in their lifetime' - Lewis, O. (1966). Accordingly, researcher found that most of low income household students think poverty as normal and do nothing to improve their life permanently. Poverty means, especially for boys, filler to accessing three times meal per day and for most girls it mean filer to get access to close and clothing. Almost my entire informant conceptualized poverty from food insecurity point of view by ignoring other dimensions like fulfillment of basic needs. The impact of poverty also conceptualized through gender bases. At some points one aspect of poverty could be more

harmful than another depending up in their gender. For example, boys prioritized hunger as the major problem and for girls clothing is influential challenge.

Children reflected common feelings on poverty, with multidimensional causal factors as cause of poverty in general and food insecurity in particular. According to my finding there are also students who blame economic, political, and social system for being filer to achieve minimum income and wellbeing. Accordingly, low income household children agreed that parental ‘extravagance activity’, parental physical, mental and physiological conditions, failed governmental policy, Developmental induced displacement, traffic accident, inefficient medical professionals, increment in price of food and none food products, corruption and other governmental and social structures as causes of poverty.

The second research question has attempted to deal with challenges of child poverty; with the life of student in general and academic achievement in particular. In this regard the finding of the study made clear that children were the primary victims of poverty. The challenge also extended from hunger, hopelessness, academic failure due to absenteeism, misbehavior and lack of attention up to social exclusion. So as to cope up from such challenges low income household students employed number of strategies, which is the last research question and focuses on the coping strategies which employed by low-income household students. With the exception of few students the rest of my informant told that they engaged in certain income generating activity. Among these survival strategies begging, daily work labor, street vending, reducing quality and quantities of meal per day and the like were most of survival strategies used by low income household students.

Seem that poverty is one of the major challenge that make student vulnerable for different challenges like absenteeism, hunger , substance abuse, commercial sex working, child labor abuse street vending etc. . In order to cop up the challenges students involve in certain legal and illegal activates. So if anybody wants to intervene the researcher will suggest the following recommendation.

Obviously, poverty is one of global problem which identified as the majored global challenge to be improved. Due to this, international community showed its determination by giving primary position in millennium development goal and pledged to reduce poverty and extreme hunger .

Under road map of MDG, Ethiopian government also proposed several strategies to improve level of poverty in Ethiopia. It is clear that government efforts are valuable to enhance poverty in general and child poverty in particular, particularly in addressing educational demand of poor children's, it is apparent that the government cannot do everything alone. So that, it is observed that the government of Ethiopia has been working with different national and international organizations such as UNICEF, UNESCO, WFP, AED, etc. unfortunately, the contributions and support of such national and international organizations had limitation in terms of accessing vulnerable groups. Most of the time the beneficiaries of such supporters were, probably, to those households who have relatively better economic and living conditions. So the researcher recommended that both government and NGOs should have to make sure wither the support and provision is provided for intended individuals.

An obvious factor that is related to poverty is a family's employment status. When parents have stable employment, the family is more likely to be able to provide their children with better life. So, it is better to support and empower children's family. Such kind of support is better especially for those children's who live with their parents. In addition to this especially for orphan children's, establishing organized Alternative Parental Care system is another alternative mechanism which we can use to reduce child poverty. In such system children will get parent and caretakers in which they can provide them with love and care as well as opportunities for better educational environment.

Government NGOs and other concerned organ have to work to developing social capital. Developing Social capital is a social resource like networks, claims, social relations, affiliation, and association, up on which people draw when tracking different livelihood strategies. These are developed through networks, connectedness, membership of more formalized groups, and relationships of trust, reciprocity and exchanges that facilitate co-operation, reduce transaction costs and may provide moral material and financial support for the poor. In Entoto Amba secondary school context for instant, there are students who share their lunch for students of low income household. There are teachers and students who donate clothes and other school material for students in need.

The other recommendation is that strengthening our human capital. As scholars of poverty and poverty related study suggestion one of the most effective ways to break the self-perpetuating

cycle of poverty is by providing enhanced income option for the future children by promoting policies and activities that develops their educational skills and other capacities that are needed for their eventual contribution as adults to national economic development and their own economic progress. So, providing life skill training and IGA supports for vulnerable children's will equip them with the necessary moral and economic strength.

In addition to these being providing urban safety net program for an intended and vulnerable group is another recommendation. Productive safety net program (PSNP) is one of the social protection programs designed to protect the Ethiopian population. It was started in 2005 by the Ethiopian government with the help of international donors as a new approach to responding food insecurity. At the initial stage safety net program was planned for rural areas but currently urban productive safety net program is being undertaken in urban areas like Addis Ababa. Unfortunately most of the time beneficiaries were not urban poor who deserve real support. So that the concerned organ should have to make follow up over the implementation of the program and they need to make sure that support is given for an intended groups

The other compliment is that considering food security as human rights issue. According to United Nations (UN) whom recognized access to food as a human right and outlined under Universal Declaration of Human Rights (UDHR): Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control (FAO 2015). Using this concept as guide line, NGO, researchers, bloggers and other organization who works to improve life of poor household have to address properly by considering the "right-to-food" approach as solely the idea of human dignity, and other considerations are secondary dignity. In addition to these they can push government to be more accountable, transparency, and concerned about empowerment of poor's and disadvantaged individuals.

Beyond the previous points I suggest the following points as summery of my recommendation.

- Supporting poor by giving Public housing (kebele house)
- Expanding National School Lunch Program up to secondary school

- Increasing Awareness of the Incidence of Poverty and its Consequences.
- Providing moral and material support for poor children and their families.
- Social movement and mobilization to support better jobs for the poor and disabled groups.
- Increase wages and gain employment for persons systematically excluded like disabled groups.
- Creating and developing alternative institutions which can help the poor to gain wellbeing. The aim of these institutions will be to provide alternative businesses, housing, schooling, and health care.
- Promoting policies which can practically help as to reduce child poverty; policies to create job opportunity for disadvantaged groups, to raise wages, expand and follow safety net, assure effective access to medical care, and coordinate social insurance programs.

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Appendix

Appendix I; Table of personal information of respondent for interview

No	Informant	Age	Sex	Grade	Parental condition	Source of income
1	Re 1	16	M	10	Orphan	Street child
2	Re2	16	F	9	Orphan	Begging
3	Re3	16	M	10	Orphan	Individual support
4	Re4	15	M	9	Both are alive	Begging
5	Re5	16	M	10	Only Mother alive	Begging
6	Re6	16	F	9	Only father alive	Begging
7	Re7	17	M	10	Both are alive	Begging
8	Re8	17	F	10	Both are alive	Begging
9	Re9	17	F	10	Both are alive	Retirement benefit
10	Re10	17	F	10	Only Mother alive	Retirement benefit
11	Re11	16	M	9	Only Mother alive	Retirement benefit
12	Re12	15	F	9	Both are alive	Retirement benefit
13	Re13	16	F	9	Both are alive	Shema sira (waving)
14	Re14	17	M	9	Both are alive	Shema sira (waving)
15	Re15	17	F	10	Only father alive	Shema sira (waving)
16	Re16	16	M	10	Both are alive	Shema sira (waving)
17	Re17	17	F	10	Both are alive	Shema sira (waving)

18	Re18	15	M	9	Both are alive	Shema sira (waving)
19	Re19	16	M	9	Only father alive	Government employ
20	Re20	15	F	9	Both are alive	Government employ
21	Re21	16	F	9	Only Mother alive	Government employ
22	Re22	17	M	9	Both are alive	Daily work
23	Re23	16	M	9	Both are alive	Daily work
24	Re24	16	F	9	Only mother alive	Daily work
25	Re25	16	F	9	Both are alive	Daily work

Appendix II

Personal Information of participant for case study

No	Nick name	sex	Age	Grade	Cause of poverty
1	Tagel	M	15	9	Developmental induced displacement
2	Bedilu	M	17	10	Orphan
3	Tesfanesh	F	17	10	Parental Physical problem
4	Tesfahun	M	15	9	Medical defect
5	Tigst	F	17	10	Parental physical problem

Appendix III

Personal Information of participant for key informant

No	Name	Role/ Authority of participant
1	Dawit kebede	Director of the school
2	Melese Asefa	Vise director of the school
3	Mesay Hailu	Head of charity club of the school

Appendix IV

Guide Questions for in-depth interview

Personal information

AgeSex.....Grade..... Living province

➤ Educational states of your family

Probe; elementary

High school

College diploma

Degree

➤ Parental status

Probe; both parents are alive

Only father is alive

Only Mother is alive

Orphan

➤ With whom are you living

Probe; with both parents

Only With your mother

Only with your father

With Relatives

Alone street

➤ Where do your parents live?

Probe;Rented privet house

Kebele (rental) house

Privet house (own)

Other place specify

➤ How money people lived in your household

➤ How money room does the house you live have

➤ What is the primary source of income for your family?

Probe; Government employment

Daily laborer

Retirement benefit

Other sources specify

➤ Could your family's income fulfill its basic need? If your family's income is not sufficient for your basic need like Food, how many times do you eat in a day? Which are the common meals (type of food) available in your family?

➤ How do you understand poverty? What is your experience with poverty? Do you think you are poor? If you think that you are poor what are the main factors that caused poverty in your home

Probe; Absence of job

Lack of commitment

Money mismanagement

Health

Any other reason

➤ Will you compare your current and past life experience?

➤ Being a student, what other strategies do you use to get food when your families couldn't have enough money for food?

Probe; Get food from a friend or relative, or go to their home for a meal

Borrow money for food from friends or relatives

Seek employment or work more hours

Other specify-----

➤ What kind of challenge have you face in your school due to poverty

➤ Have you ever brought lunch to school if not why?

➤ Have you experienced any health or emotional problem in school due to lack of food(lunch)

probe; Collapsing

Sleeping in the class

Crying

Being alone

➤ Did you miss a class because your body was too weak from not having enough food?

- How was your social interaction in your school in general in your class room in particular, how many closer friends do you having (student you see or have daily contact with)? Or do you have a person that you think of as your best friend
- How often do you join your friend, to eat together at your school? If you don't why not?
- Are you a member of student groups/organizations (e.g. clubs) outside the classroom?
- What do you feel should be done to improve the situation of poverty in general and your problem in particular
- Are there any questions that I haven't asked that you think I should to help get a better picture of your experiences with having limited food
- How do you cope up with the challenge you face in relation to food insecurity?
- What is your future plan to improve your life?

Appendix V

Guiding Questions for FGD

- A. Is child poverty common in your school? How did the problem perceived by the school community?
- B. What are the challenges encountered as the result of poverty? Especially, because of absence of sufficient food?
- C. what possible coping up mechanism do you and your fellow students took to alleviate from your problem
- D. How do you describe the various attempts made by different organization to change the situation?
- E. What should be done to improve the challenges faced due to poverty?

Appendix VI

Guiding questions key Informant

1. Do you think there are students from low income household in your school?
How do you identify these students from the rest of the student?
2. Is there any form of miss behavior which registered by such student? if yes what kind of miss behavior
3. Was there any kind of support which is given for these students?
4. What do you think the basic challenge of such student?
5. What do you suggest to improve the life of such student?

Appendix VII

Observation checklist for children from low income household

- Name of the study area
- Location of the area/ description of the area
- Interaction with their friends
- Availability of food at school
- Service provided by school
- Students activity while they are at school