

**IMPACT OF PRIMARY SCHOOL FEEDING UPON ENROLLMENT,  
ATTENDANCE, AND DROPOUTS: THE CASE OF SOUTH WOLLO  
ZONE IN AMHARA REGIONAL STATE.**

**BY: MENGISTU TEMTIM**

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# Table of Contents

| Content                                                    | Page |
|------------------------------------------------------------|------|
| Acknowledgements.....                                      | i    |
| Table of Contents.....                                     | ii   |
| List of Tables.....                                        | iv   |
| List of Pictures.....                                      | v    |
| List of Acronyms.....                                      | vi   |
| <i>Abstract</i> .....                                      | vii  |
| <b>CHAPTER ONE</b>                                         |      |
| 1. The Problem and its Approach.....                       | 1    |
| 1.1 Background of the Study.....                           | 1    |
| 1.2 Statement of the Problems.....                         | 5    |
| 1.3 Objectives of the Study.....                           | 6    |
| 1.3.1 General Objective.....                               | 6    |
| 1.3.2 Specific Objectives.....                             | 6    |
| 1.4 Significance of the Study.....                         | 6    |
| 1.5 Limitation.....                                        | 7    |
| 1.6 Delimitation of the Study.....                         | 7    |
| 1.7 Organization of the Study.....                         | 8    |
| 1.8 Definition of Key Terms.....                           | 8    |
| <b>CHAPTER TWO</b>                                         |      |
| 2. Review of the Related Literature.....                   | 9    |
| 2.1 Food and Education.....                                | 9    |
| 2.1.1 School Health and Nutrition.....                     | 12   |
| 2.1.2 Overview of School Feeding Concept.....              | 13   |
| 2.1.3 The Need for School Feeding Programs (SFPs).....     | 15   |
| 2.2 History and Development of School Feeding Program..... | 16   |
| 2.2.1 Historical Origin of School Feeding Program.....     | 16   |
| 2.2.2 The Development of School Feeding Program.....       | 17   |



|                                                                                 |    |
|---------------------------------------------------------------------------------|----|
| 2.3 The Relationship among Poverty, Education, SF Practice.....                 | 20 |
| 2.3.1 Poverty, Education, and School Feeding Relationships .....                | 20 |
| 2.3.2 Some Findings of school Feeding Impacts on Education.....                 | 21 |
| 2.4 The Role and Interventions of WFP in Education of Developing Countries..... | 26 |
| <b>CHAPTER THREE</b>                                                            |    |
| 3. Research Design and Methodology .....                                        | 32 |
| 3.1 Research Method.....                                                        | 32 |
| 3.2 Sources of Data .....                                                       | 32 |
| 3.3 Sample of Population and Sampling Techniques.....                           | 33 |
| 3.4 Instruments of Data Collection.....                                         | 33 |
| 3.5 Methods of Data Analysis .....                                              | 35 |
| <b>CHAPTER FOUR</b>                                                             |    |
| 4. Presentations and Analysis of the Data.....                                  | 37 |
| 4.1 Characteristics of Respondents .....                                        | 37 |
| 4.1.1 Teachers Responses to Close Ended Questions.....                          | 39 |
| 4.1.2 Teachers Responses to Open Questions .....                                | 41 |
| 4.1.3 Student Respondents Characteristics by Age and Gender.....                | 47 |
| 4.1.4. Students Response to their Conditions and School Feeding .....           | 49 |
| <b>CHAPTER FIVE</b>                                                             |    |
| 5. Summary, Conclusions and Recommendations.....                                | 60 |
| 5.1 Summary .....                                                               | 60 |
| 5.2 Conclusions .....                                                           | 61 |
| 5.3 Recommendations .....                                                       | 62 |
| References .....                                                                | 63 |
| Appendices.....                                                                 | 72 |
| List of Maps .....                                                              | 89 |

## List of Tables

|                                                                                                              | Page |
|--------------------------------------------------------------------------------------------------------------|------|
| Table 1: Sample Woredas and Schools.....                                                                     | 33   |
| Table 2: Population characteristics of teachers in both woredas included in the questionnaire ....           | 38   |
| Table 3: Teachers responses on the impact of school feeding upon enrollment,<br>dropout and attendance ..... | 39   |
| Table 4: Student Respondents Characteristics by Age and Gender.....                                          | 47   |
| Table 5: Students respondents in both woredas (n=259) .....                                                  | 48   |
| Table 6: Students Response to their Condition and School Feeding in Sayint Woreda (n=140) ..                 | 50   |
| Table 7: Students Response to their condition and school feeding in Legambo woreda (n=119).                  | 53   |
| Table 1: Characteristics of Respondents Included in FGD .....                                                | 55   |

**List of Pictures**

Figure 1 Photographs taken during observation ..... 57

Figure 2 Additional photographs taken during observation..... 59

## **List of Acronyms and Abbreviations**

|         |                                                                 |
|---------|-----------------------------------------------------------------|
| CIDA-   | Canada International Aid                                        |
| EFA-    | Education For All                                               |
| ESDP-   | Education Sector Development Program                            |
| ETP-    | Education Training Policy                                       |
| FAE-    | Food Assisted Education                                         |
| FAO-    | Food and Agriculture Organization                               |
| FDG-    | Focus Group Discussion                                          |
| FDRE-   | Federal Democratic Republic of Ethiopia                         |
| FFE-    | Food For Education                                              |
| MDG-    | Millennium Development Goal                                     |
| MoE-    | Ministry of Education                                           |
| NGOs-   | Non-Governmental Organizations                                  |
| PASDEP- | Plan for Accelerated and Sustainable Development to End Poverty |
| PRSP-   | Poverty Reduction Strategy Paper                                |
| SDPRP-  | Sustainable Development and Poverty Reduction Paper             |
| SF-     | School Feeding                                                  |
| SFP-    | School Feeding Program                                          |
| TGE-    | Transitional Government of Ethiopia                             |
| UN-     | United Nation                                                   |
| UNESCO- | United Nations Educational Scientific and Cultural Organization |
| UNHCR-  | United Nations High Commission for Refugees Emergency Fund      |
| UPE-    | Universal Primary Education                                     |
| USA-    | United States of America                                        |
| USAID-  | United States Agency for International Development              |
| WFP-    | World Food Program                                              |
| WHO-    | World Health Organization                                       |
| WWII-   | World War II                                                    |

## **Abstract**

*The purpose of this study was to identify the impact of school feeding upon enrollment, attendance and dropout of students in Amhara Regional State, the case of South Wollo zone. The method of the study was case study method. The subjects in this study were 29 teaches, 274 students, 3 principals, 2 supervisors 2 focal persons, 10 parents of students who are in the school feeding beneficiary sites and 6 woreda educational personnels. Data were collected through questionnaire, interview, focus group discussion, and observation checklists. Documents were consulted regarding data analysis. Percentages were used for some data and qualitative data were analyzed qualitatively by the interpretation and description of respondents ideas. The findings of the study showed that school feeding has a positive impact in the teaching learning process by increasing enrollment, stabilizing attendance, reducing dropouts and making students concentrate in the classroom. Parents are highly interested to send their children to school for the sake of feeding; students also preferred feeding beneficiary schools. The study also showed that school feeding has some negative impacts like overcrowding of students in the feeding schools and as a result overload on time, material and human resources appeared. Based on the findings of this study, school feeding program should include additional sites, and the food should be diversified, the Ministry of Education and the Regional Government should plan to support school feeding locally to strengthen the access of students to primary education.*

# **CHAPTER ONE**

## **1. The Problem and its Approach**

### **1.1 Background of the Study**

The benefits of education on economic growth and its contribution to increased productivity have been demonstrated. Investments in human capital, particularly in education, are more conducive to economic growth than investments in physical capital. Both society at large and individuals benefit from basic education (WFP; 2001).

Recently published researches on a relationship between education and development have emphasized the essential role that primary education plays in increasing physical productivity, and its high social rate of return (Magnen, 1991; Psacharopoulos and Woodhall, 1995). A study by the World Bank, as Psacharopoulos and Woodhall (1995) discuss it, shows that in the field of physical productivity, farmers with some level of education are more productive than illiterate farmers. According to this study, on an average, the physical productivity of farmers with 4 years of elementary education may be 8.7 percent higher than those farmers without education. This is a condition when required complementary inputs are not used. But, the study further shows that when complementary inputs are used the productivity of farmers may be increased to 13.2 percent higher than that of illiterate farmers.

In other fields too, the importance of primary education has been found to be eminent. For example, it is stated that (MOE, 2002) "a person with 4 or 5 years of primary education is more responsive to attitudinal changes in nutrition, health, family planning, etc."

In a very broad but still useful-sense to indicate the importance of primary education (Wall ,1975) also documents the following:

Primary education is an important continuing state in the transition from fantasy to reality, from complete ego-centricity of thought to a more objective view, from notion to the omnipotence of wish to realistic notion of self as an agent in a lawful world.

Form the above quotation we can infer that primary school is an essential instrument to develop mental, emotional and cultural aspects of human beings. Generally, it equips people with the skills they need to participate fully in the economy and in society (World Bank, 1996).

International and national policy documents, declarations, conventions, and framework for actions regarding education have confirmed that education is becoming more and more a necessity and an intrinsic right of citizens. For instance the universal declaration of Human Rights, (1948) states that every one has the right of equal access to education. It establishes the principal of free basic compulsory education for citizens. Similarly the world declaration on Education For All, EFA(1990) also declares the inherent right of a child to a full cycle of primary education.

Ethiopia in line with these and other relevant international policy documents, has formulated and established national, legal and policy documents in realization of its citizens the inherent right to appropriate and quality education. The Constitution and the Education and Training Policy are among the major documents that declares the right to education.

The Ethiopian Constitution (FDRE, 1995), article 41, and 90 established universal right to education. In line with the constitution, the Education and Training Policy also requires universalizing primary education (TGE, 1994).

Because of this the Ethiopian government has been trying to access primary education to all citizens through its new Education Policy.

The guiding framework for Education Policy in Ethiopia is the 1994 Education and Training Policy (ETP). The ETP has been implemented through a series Education Sector Development Programmes (ESDP) (Background paper for the Chronic Poverty Report 2008-2009). Since 1997, the ESDP has been revised twice with ESDP broadly overlapping with the period of the SDPRP (Sustainable Development and Poverty Reduction Paper).

In the background paper for the chronic poverty report of 2008/09

The primary trust of all three ESDPs is:

To improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015. (MoE 2005)

The policies and strategies as laid out in the SDPRP and implemented through ESDP II are driven by concerns with equity and expanding access to achieve the MDG (Millennium Development Goal) (Background paper of Chronic Poverty Report 2008/09). With MDG two in mind, the SDPRP declared that the government aims to achieve a gross enrollment rate (GER) of 65 percent by the end of PRSP (Poverty Reduction Strategy Paper) period (2004/05). To achieve this aim, the SDPRP stated that the government would construct, upgrade, and rehabilitate several thousand primary schools, (MoEd 2002).

These policies and strategies are inclusive of chronically poor households. Building primary schools and alternative basic education facilities in closer proximity to communities should make it easier for children in poor households to enroll in and stay in school.

Among several measures to increase enrolment in general and enrollment of chronically poor children in particular include: school feeding programs.

ESDP II identified school feeding programs as a strategy to raise enrollment by boosting demand for school attendance among food insecure and vulnerable households:



In order to improve access, stabilize attendance, reduce dropout rates and alleviate short term hunger so that children can attend classes attentively. School feeding program shall continue and be expanded in areas where there is serious shortage of food and that the feeding program will actually serve as incentive to go to school. (FDRE, 2002 in Rose and Dyer 2006)

WFP and the government have been running school feeding programs in Ethiopia since 1994. The program has been carried out in chronically food insecure areas of Amhara, Tigray, Oromia, Somali, Afar and SNNP. In 2004/05 they reached about 544,000 primary school children (MoE 2005, ESDP III). School feeding continues to feature PASDEP. (Plan for accelerated and sustainable development to end poverty)

In those schools where it has operated, school feeding has contributed to stabilized attendance, reduced dropouts rates, improvements in the ability of children to learn, and a decline in the gender gap (Rose and Dyer 2006). The program is getting children into school.

Even the developed world has taken advantage of school feeding. Many countries have had or continue to run nationwide or target school feeding projects. Japan and the US are among these examples as well as European countries. Therefore, school feeding is a worldwide intervention in accessing universal primary education.

Basic education is one of the most effective investments in improving economies and creating literate self-reliant and healthy societies. Yet, more than 46 million children are out of school in Africa. They represent more than 40% of the world's out of school children (UNESCO, 2002). In April 2000, 164 countries participated in the World Education Forum in Dakar, Senegal, and adopted the Dakar Framework for Action to reaffirm their commitment to achieve education for all by the year 2015. But without a strong and concerted effort to reverse current trends, this goal will remain a dream for Africa.

Moreover, the world declaration on Education For All noted that poor health and nutrition are crucial underlying factors for low school enrollment, absentism, poor classroom performance and early school dropouts.

In many African countries learning and school performance are compromised due to ill health, hunger and under nutrition, which affect a significant proportion of school-age children. Hence both nutritional and educational outcomes in developing countries.

Some literatures on FFE programs suggesting that the programs have considerable impacts on primary school participation (Jacoby et al. 1996: Ahmed (2004(; Ahmed and Del Ninno (2002), in particular for girls (Kazianga et al. 2009; Afridi, 2009).

Despite these potential benefits of the school feeding programs there are very few studies about the impacts of the program and also no research has been done locally. Therefore it was the theme of the study to assess the impacts of the program up on enrollment, attendance and dropouts in primary schools of the Amhara regional state in the case of South Wollo.

## **1.2 Statement of the Problems**

As stated earlier; there are no researches in the region as well as in the zone upon impact of school feeding as far as the researcher's knowledge of it. Therefore this study would fill this gap. That is why the researcher interested to study the impact of school feeding.

At present in the Amhara Region 146 Primary Schools are beneficiaries of school feeding program with 138,153 students enrollment (MoE,2003). Among these schools 39 schools are found in South Wollo Zone in 9 (nine) woredas with a total enrollment of 36415 students of these 18606 are males and 17809 are females (MoE,2003).

Therefore it was important to assess the impacts of the school feeding program. The purpose of this study was also to identify some impacts of the program. Based on this above mentioned purpose, the study will focused on the following basic questions:

1. To what extent school feeding affects the teaching learning process?
2. What were the major impacts of school feeding program in affecting enrollment, attendance, and dropouts?
3. What were other impacts of school feeding in the school environment?

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The main objective of this study was to identify the impact of primary school feeding upon enrollment, attendance and dropouts in the case of South Wollo Zone in Amhara Regional State.

#### **1.3.2 Specific Objectives**

The specific objectives of this research were mentioned as follows:

- ❖ To assess the impacts of school feeding upon teaching learning process in the four selected primary schools of two woredas of South Wollo Zone.
- ❖ To know the program's effect in accessing primary schooling in the four selected schools of the zone in the two woredas
- ❖ To identify other impacts of the feeding program in relation to the school environment in the selected primary schools under the study

### **1.4 Significance of the Study**

Food Assisted Education (FAE) is a long-standing approach to improving both nutritional and education outcomes in developing countries. FAE is most often delivered in the form of breakfast or lunches given to the most impoverished children in selected schools. It is seen as a way to improve school enrollment, attendance, retention of students and cognitive performance rates. Hence it was important to assess impacts of the school feeding program to make it as a support in accessing universal primary education in developing countries.

Therefore, studying this topic would be helpful:

1. To identify some major impacts of school feeding program and forward some possible solutions, so that the results of the study would contribute its part for the program in targeting. More over it would give information to educational personnels and donors.
2. To know to what extent the program affects the access of primary schooling.
3. To give a clue for further research on the program.

### **1.5 Limitation**

Currently school feeding program is being offered by NGOs like WFP (World Food Program) and UNICEF in cooperation in Amhara Regional State. Therefore accomplishing a research work in all zones of the region and in all primary schools of the selected zone would be impossible for various reasons, of which time constraint, large number of population and wide geographical area are the major one.

The researcher also conducted this study passing through any other different challenges. These were: lack of recent and related literatures in the area of impact of school feeding in the region and in the zone and lack of financial resources. Moreover it was difficult to visit frequently and observe all four schools in two woredas during data collection because of geographical barrier and transportation problem. Despite these constraints, the study was plainly managed and completed according to its plan.

### **1.6 Delimitation of the Study**

From eleven zones of the Amhara Region State, South Wollo zone is one of the selected area for providing primary school feeding and 39 primary schools of the zone are beneficiaries from the program.

Hence, to make the study manageable, it is delimited to two woredas, and four primary schools (10%) i.e. two primary schools from each woreda. Furthermore,

the study focuses on the primary schools of rural areas because the program of school feeding is being running in rural primary schools run by government.

The main issues covered by the research are enrollment, attendance and dropouts. These issues are chosen because they are most important in rural primary schools.

### **1.7 Organization of the Study**

The study is organized into five chapters. Chapter one deals with the problem and its approach. Chapter two deals with review of the related literature. Chapter three about research design and methodology. Chapter four on presentation and analysis of data. Finally chapter five includes the summary, conclusions and recommendation of the study.

### **1.8 Definition of Key Terms**

**Region-** Is a state government of administrative sub-division of the country. Amhara Region is one of these administrative classifications.

**Woreda-** Lower echelon of administrative division that have defined authority and responsibility (proclamation No. 7/1992) with estimated population of about 100, 000.

**Zone-** It is an intermediary administrative division between the region and lower district (woreda).

**Dropout-** Pupils who for one or another reason leave school before completing the grade or the educational cycle for which they are enrolled (UNESCO, 1980).

**Enrollment-** It is the total number of students registered in the school system or cycle.

**School Feeding-** The term school feeding means the provision of meals or snacks at school to reduce children's hunger during the school day.

**Attendance-** The act of going regularly to school.

**Primary School-** It is the grades from 1-8. The level has two cycles. First cycle (grades 1-4) and second cycle (grade 5-8).

## **CHAPTER TWO**

### **2. Review of the Related Literature**

This chapter deals with the review of related literature in particular reference to topics associated to education and impact of school feeding program.

#### **2.1 Food and Education**

Food is basic, and people's emotions become involved. Aside from satisfying hunger food means many things to many people—security, a soothing balm, a means of avoiding idleness, a symbol of success and sensual appeal. Food quackery plays on such human attitudes like determining likes and dislikes plus the power incentives of human nature: the desire for health, and the fear of pain, disease and death (Concise-encyclopedia of Food and Nutrition; 1995).

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individual and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution (Support Module #4; 2005).

To combat hunger and poverty and improve the quality of life of the most vulnerable are central goals in WFP's development and emergency efforts and are enshrined in its mission statement. Education, while not be a panacea in itself, contributes in many ways to reaching these goals, by furthering macro-economic growth, improving living standards at the household level and positively influencing other social indicators, WFP, School Feeding Handbook (1999).

Education is the key to breaking the cycle of poverty. But for the 600 million children living in poverty, 100 million of whom are not enrolled in primary school, food security stands in the way of the many opportunities that an education can provide.

Besides, as reported in World Education Forum (2000) there were 113 million school age children with little or no access to education worldwide, out of which 100 million were found in developing countries. Among these children the vast majority were females, poor, and those from rural areas, UNESCO in CIDA (2000). When family is hungry, finding food is all that matters. In the most desperate places, that can be a full time job of even young children (WFP, Report 2002).

According to WFP, Global SF Report, 2002: WFP approach to hunger and poverty problems is straight forward Food for Education. The promise of one nutritious meal attracts children to school. Free from hunger, those in school can more readily learn. Educated, well-nourished children lead healthier and more productive lives. Educated children, especially girls, make better informed decisions for their families. WFPs goal is to make this opportunity available to each school age children in the world.

The school feeding has been practiced successfully for over one hundred years in countries all over the world. For nearly 40 years, the world food program has provided nutritious meals to school children in poor countries, WFP (2002).

According to WFP school feeding statistics for the years of 1999 through 2005, as indicated in World Food Program (2008), in 1999 it served in 52 countries 11.9 million children in the world and the figure was by 2000, 12.3 million children in 54 countries and by 2001 in 57 countries 15 million children, in year 2002 in 60 countries 15.6 million children, by 2003 in 69 countries 15.2 million children, by 2004 in 72 countries 16.6 million children and by 2005 in 74 countries 21.7 million school children across the globe, WFP (2008).



As depicted in the above statistics there was an overall steady increase in both the number of beneficiary countries and the number of school children accommodated in the WFP program in years 1999 through 2005. According to WFP-Walk World Ethiopia, (2008) of the 300 million hungry children around the globe, 100 million are outside schooling system of which 60 million are girls.

Analysis comparing the cost of education to its benefits have proved that investments in the education sector are highly justified by their pay-offs, both to the society at large and to the individual. As well stated in WFP/UNESCO/WHO Handbook (1999:13):

many studies suggest that investments in human capital, mainly in education, are more conducive to economic growth than investments in physical capital. Benefits have been shown to be particularly high for primary education. In one multinational study the social rate of return averaged 27 percent for primary and between 15 and 17 percent for secondary education, the private returns were 49 percent and 27 percent for primary and secondary education, respectively.

Food Assisted Education (FAE) is a long-standing approach to improving both nutritional and education outcomes in developing countries. FAE, is most often delivered in the form of breakfasts or lunches given to the most impoverished children in selected schools. It is seen as a way to improve nutritional and caloric intake while also boosting school enrollment, attendance, and cognitive performance rates.

However, the effectiveness of FAE interventions has recently come into question. The research base on the impact of FAE is extensive and diverse. Some researchers contend that FAE has no impact on nutritional levels, while others disagree. Other researchers prove that FAE has positive effects on school attendance and cognitive performance, while others disagree about the long term nature of those effects. (Annotated Bibliography [www.equip123.net/docs/eq1-FAE-Biblio-pdf](http://www.equip123.net/docs/eq1-FAE-Biblio-pdf))



### **2.1.1 School Health and Nutrition**

While school feeding interventions fall squarely within the scope of school health initiatives, programs addressing school health are much wider in scope than school feeding and may include de-worming, HIV prevention and education, life and health skills education, and interventions aimed at reducing alcohol or drug consumption. Having said this, many school feeding programs have significant health intervention components and are often an important platform from which to deliver health interventions such as de-worming and iodine supplementation.

In low-income countries, poor health in the form of chronic protein-energy malnutrition, iron-deficiency anemia, iodine deficiency or helminth infections, contribute significantly to poor educational outcomes. Traditionally, health and education have been seen as separate domains (Child Health Unit, 1997), with a consequent separation of responsibilities between government departments. Increasingly, however, the inextricable link between health and education is being acknowledged, and there is compelling evidence that shows how children's education can benefit from broad health and nutrition interventions (Del Rosso and Marek, 1996). School feeding programs (SFPs) occur in a number of different forms, depending on context and timing. Broadly speaking though, the two major goals of SFPs are education and food security (Bennett, 2003). The educational goals include increased attendance and enrolment (particularly for girls) and improved concentration during teaching, aided by the food provided. The goals of food security include the reduction of short term hunger and the improvement of the nutritional status of school children, thereby reducing levels of malnutrition.

It was found out that the returns to education, in developing countries are higher than in more advanced countries.

From this we can deduce that the rationale of WFP in investing on education, particularly focusing on the primary level using school meal as a tool is

something appreciable and deserves attention. In this aspect some attempts have been made by various authors and researchers, perhaps from the beginning of its inception, to see into its origin and historical development as well as on its impacts at large.

### **2.1.2 Overview of School Feeding Concept**

Recognizing the important role education has in the development of society and reduction of poverty, the government of Ethiopia has launched a multiyear Education Sector Development Program (ESDP). This ESDP has the aim of increasing access to education, while also improving equity and educational quality.

School feeding is one of the major strategies of ESDP II and ESDP III, with specific objectives of improving access, stabilizing attendance, reducing dropout and alleviating short-term hunger for better learning (WFP/MOE-SFP Manual #1, 2005).

Good nutrition and health is essential to enable children and adults to lead an active life, and to contribute fully within their community. Maintaining adequate levels of nutrition also makes individuals more resistant to disease, and better able to recover from infection and short term food shortage. Children who eat a healthy, balanced and nutritious diet will also be better able to concentrate in school. Therefore they learn more and are better able to contribute to their community and family in the future (WFP/MOE-Support Module #3, 2005). The concept school feeding has been variously used in literatures. The provision of breakfast or lunch or both to students at school with the purpose of improving their education performance, attendance and nutritional status is common concept in most literatures.

School feeding in education is an issue raised by UNESCO, WFP and WHO affirmation. In the WFP/UNESCO/WHO school feeding book, Rome (1999) and WFP's Food and Nutrition Handbook, the indispensable role of school feeding is

emphasized. This program/strategy focuses on reaching the unreached and the have-nots there by contributing to universalizing access. Promoting equity, improving the learning environment, reducing disparities particularly between males and females, improving efficiency by reducing dropouts and improving quality and to using on actual learning. School feeding is a factor in all of these concerns. In terms of choice of school feeding for education, the handbook suggests that priorities for action at the national and regional levels include improving student learning capacity by alleviating short term hunger.

School feeding aims to increase enrollment in schools through the provision of school meals. This also had the added benefits of allowing children to concentrate on their studies.

Children with a full stomach are not distracted by hunger when they are trying to learn. However, higher enrollment can mean that there is more pressure on classrooms and school facilities. In addition to this, there are still some children who are unable to come to school for a variety of reasons, such as long distances or having to work at home. As children are the future of their community and our country (WFP/MOE-CHILD TOOL KIT #3, 2005). CHILD is a way of getting the community to discuss problems that face the education of their children and the development of their community in a way that will result in real and practical solutions being possible. It encourages communities to take control of their own development, to understand their situation and to change their future.

CHILD Food for Education (FFE) was designed from the outset to be flexibly implemented. Although it is currently being used in a rural developing context, it can be applicable in urban environments, in other African or non-African countries and to use entry points other than primary schools.

### **2.1.3 The Need for School Feeding Programs (SFPs)**

Proponents of school feeding programs point to a variety of logistical, empirical and moral factors that suggest the need for school feeding. The following examples indicate the need for SFPs:

- Despite the fact that there are huge numbers of children not attending school, there are in fact many more children attending school in the developing world today than two decades ago. The school is, in principle, an important setting where health and education interventions can be implemented. Because of their existing infrastructure, schools have the potential to become important sites for the implementation of cost-effective health and education interventions.
- SFPs in principle improve educational outcomes such as increasing the number of years a learner will spend in school. This has important implications for other health issues because, the longer children stay in school, the less susceptible they are to certain problems, for example, contracting HIV or becoming pregnant teens (Bennett, 2003).
- Chao and Vanderkooy (1988) have shown how in many developed countries up to a third of children do not eat breakfast regularly. Del Rosso and Marek (1996) quote studies that have found an association between 'low-achieving' children and less regular breakfast meals.
- In many developing countries, children's hunger is exacerbated by the fact that many of them will not have had a nutritious meal the evening before, so they are in fact attending school with hypoglycaemia (Jooste, Wolmarans and Oelofse, 1993). These low blood sugar levels affect their concentration and school performance (Levinger, 1994).
- Micronutrient deficiencies, such as iodine deficiency, have been associated with poor performance on various achievement tests (Pollitt, 1994). Extreme Vitamin A deficiency can result in permanent blindness, with significant negative implications for schooling in low-income countries (McGuire, 1993).

- Improvements in female literacy are associated with declining fertility (child Health Unit' 1997). Women account for 70-80% of household food production in Africa and play a key role in maintaining the three pillars of food security (Quisumbing, Brown, Feldstein, Haddad and Pena, 1995). By ensuring that girls complete as much schooling as possible, they are more likely to be able to use new agricultural technologies in the future, which might lead to greater agricultural output (Sibanda-Mulde, 2004).
- For every extra year of schooling a young girl receives, there is a corresponding 1% decrease in levels of infant mortality (Psacharopoulos and Woodhall, 1985)

## **2.2 History and Development of School Feeding Program**

### **2.2.1 Historical Origin of School Feeding Program**

The origin of school feeding dates back to the period of industrial revolution. It was when the accumulation of wealth was in the hands of newly emerging bourgeoisie Jeopardized by the deterioration of the working and living conditions of workers and peasants, FAO (1953). As exacerbated by the poverty of their parents, pupils of the newly emerged industrial schools, who were mainly children of workers, were often coming to school empty-stomached in the morning and were unable to attend classes properly. In the name of addressing this challenge, the bourgeoisie, through their charity organizations designed, implemented and expanded school feeding programs (FAO 1953). Hence the socioeconomic problems caused by the system in general, and the late 18<sup>th</sup> century industrial depression are largely, responsible for development of school feeding in Western Europe, and in the USA FAO (1953).

Some other literatures states that school feeding has its origins in the 1930s, when schemes were introduced in the united Kingdom (UK) and the United States (US) with the explicit aim of improving the growth of children (Richter, Griesel and Rose, 2000). In the United Kingdom, a program that subsidized milk for school children was initiated in 1934 and milk was provided free from

1994 onwards (Baker, Elwood, Hughes, Jones and Sweetnam, 1978). In the late 1960s and early 1970s this benefit was withdrawn from all, except for those children considered to be particularly needy (an early example of the targeting approach in school feeding). School feeding was soon introduced to South Africa, which started a program to supply free milk to white and coloured schools in the early 1940s.

### **2.2.2 The Development of School Feeding Program**

School Feeding Programs (SFPs) were gradually developed and expanded side by side with the extension of primary educations (UN/FAO, 1965). The British scientist, Benjamin Thompson established the first municipal Soup Kitchen in 1770 at Mninch, where students were sent and eat, (Encyclopedia of Education, 1971). Pursuing this example, several countries established school feeding centers for their children. The National Guard of France established school meal centers for school in 1849; and in England (London) the destitute dinner society was established in 1866. By the beginning of twentieth century, most western European countries had national laws or extensive municipal legislation providing for school meals. By 1875, Humburg established the first SFP in Germany. In 1853, the children aid society of New York served food to all children who attend its industrial schools, which were later on taken over by the public school system.

Initially, volunteer individuals, municipalities and charitable organizations served food in school as charity. This service was designed to achieve two purposes at a time that is feeding the hungry and acting as a means of attraction to children from the city slums to attend schools ( UN/FAO ,1965).

The growth of cities, increase in the number of schools and immigrants, and the prevalence of a series of economic crisis beginning in 1899 that brought hungry school children in to public attention enhanced the development and expansion of school feeding centers (UN/FAO ,1965).



The last half of 19<sup>th</sup> century surveys undertaken in Europe and USA disclosed that there were malnutrition, behavioral problems, symptoms of mental sluggishness and inattention among school children from poor families, World Book Encyclopedia (1994). The invention of calories and vitamin initiated more concern to protect the health and well-being of children. Hence, the aim of school feeding was broadened from provision of meal to the needy and undernourished to 'provision of meal for all children who must eat at school'. Hence in Europe and USA school meals started to be provided for all students in a school indiscriminately (Food Science and Technology ,1973). The school feeding programs in developed countries has two main advantages: enabling students to escape transportation problems during lunch time and employed mothers can perform their work without any bother to prepare food for their school children.

Besides Europe and USA, school feeding program was also introduced in the other continents. It was first introduced to Argentina in 1907 and to Chile in 1908 in Latin America. With increased recognition of the value of School Feeding Program (SFP) Brazil and Uruguay also started provision of meals to students by 1930s (FAO ,1953). Moreover other central America countries such as Jamaica, Panama, Porto Rico, Elsalvador, Guatemala, Bolivia, and Nicaragua gradually introduced the program (WFP/WHO/UNESCO ,1999).

India was the first country to introduce school feeding in Asian continent. In 1930 elementary schools in Madras city of south India were providing free school meals. Sri Lanka followed just in the same year and most of Asian countries introduced the program after the end of WWII. Japan, Burma, the Philippines, Syria, Korea, Nepal, Pakistan, Bangladesh, Taiwan, and Yemen have introduced and implemented SFPs after the end of WWII (FAO ,1953) WFP/UNESCO/WHO (1999).

The Japanese SFPs however, were well-established by law and treated with the education policy of the country as an important component (FAO ,1959).

When it comes to Africa, Egypt was the first country to introduce SFPs in 1850s. The Egyptian half-boarding higher institutions were providing meals to students that have to be paid by the parents. It was after 1942 that free meals were provided to students, FAO (1953). Now a day, several African countries like Tanzania, Kenya, Uganda, Cote Devour, Lesotho, Djibouti, Congo, Tunisia, Niger, Nimbia, Cape Verde, Chad, Morocco, Mauritania, Burkina Faso, Botswana, Ethiopia, Zimbabwe, Angola, Togo, Zambia and Benin have introduced SFP (WFP/WHO/UNESCO, 1999).

The initiative in organizing these SFPs was taken by international and national philanthropic organizations that were operating in developing countries. For example, in Tanzania, Kenya and Uganda, SFPs were imitated, designed and carried out by the Catholic Relief Service (Modlinski ,1965).

Today, SF has proved to be more indispensable to developing countries than to the developed nations as the former could not produce sufficient food to feed their constantly increasing population. Even when an increasing in food production was observed for the last four decades, food deficit problem occurred in several developing countries due to population explosion. Hence, developing countries were forced to seek for food item support by the developed nations (Barbour, 1995).

For the last 200 years, SFPs emerged from humanitarian activities undertaken by charitable organizations through food provision to the needy school children, to developmental activities where all students could get the meal services.

Meal provision channel was also converted from individuals to school boards, and then to government agencies, bilateral and multilateral organizations such as WFP, UNICEF and UNHCR; bilateral organizations like USAID and CIDA and NGOs like CARE, OXFAM, Catholic Relief Church, Hope Enterprise and others. Both the number of countries implementing the program and consequently the number of beneficiaries are also increased.



## **2.3 The Relationship among Poverty, Education, SF Practice**

### **2.3.1 Poverty, Education, and School Feeding Relationships**

For the World Food Programs, linking the need for food with the need for education is an effective way of making food aid works for development, WFP (2000). There is a strong relationship among food, education and development. Education with its both immediate and long term results can support the adult and the child, respectively. Adult education may result in immediate improvement, where a child education will have a long term effect when children grow-up to become the next generation's parents, UNICEF (1989).

According to Dessalegn (2003) "Eradicate extreme poverty and hunger" is the first goal out of the eight millennium development goals (MDGs). In this goal Halve by 2015 the proportion of people whose income is less than US \$1 a day is target. So providing quality education to all children and poverty and hunger reduction is highly related. Education contributes a lot to combat hunger and poverty and primary education is especially the base of any system of education and forms the foundation for further education (World Bank, 1990).

To the Ministry of Education (1995) to educate a man is an individual, but to educate women is to educate a nation. Therefore, girls are particularly targeted to benefit.

People need food for existence as it supplies energy to undertake learning, studying and other difficulties effectively. The problem of providing enough food of the right kind for everybody is one which human beings has not yet solved, (FAO, 1961). The severe problems of food shortage continue to occur at regular intervals. To combat these food shortages and mitigate hunger, the government of Ethiopia together with WFP embarked upon a collaborative programs to address school attendance and other pressing issues, the G-8 released details of an African Action plan in June 2002. The plan commits G-8 countries to support African countries in their efforts to improve the quality of education at all levels-including that encourage attendance and enhance academic

performance such as school feeding programs, Global School Feeding Report (2005).

As noted in the April 2000 Education for All Declaration, poor health and nutrition lead to low school enrollment, absenteeism, diminished class performance and early school-dropouts, especially in developing countries, Global School Feeding Report (2005). According to UNESCO (1975), no country regardless of its stage of development can in the modern world afford to do anything less than provide primary education to its whole people which is essential to survival and development. Literacy is expensive, but illiteracy would be far more expensive in the long run.

Short term hunger is caused by being empty stomach in the morning among school children. This results in fading out of students alertness, attention span and learning capacity over the hours, consequently resulting in poor scholastic performance, failure to succeed in exam and ultimately dropping out all together (WFP, 1990). There are around 300 million hungry children around the globe. One hundred million of whom do not attend school. Of the 100 million children who do not attend school, 60 million are girls when it comes to Ethiopia more than 4 million children do not attend school due to social and economic challenges, Walk Ethiopia: (WFP, 2008).

### **2.3.2 Some Findings of school Feeding Impacts on Education**

According to some research findings in Ethiopia, WFP's school enrolment rates have shown a five percent (5%) annual increase (Jemal Mufti, 2009). The dropout rate from school where WFP provides a feeding program is 10 percent, less than the national school dropout rate of 19%. Moreover, children who attend WFP's food for education programs have shown a 40 percent improvement in academic performance in just two years, as they are better able to concentrate on their studies if they are not hungry, Nurturing a brighter future (WFP, 2008).

WFP committed its support to the strategic objectives adopted at the fourth world conference on women, Beijing, China, 1995, to provide universal access

to basic education and ensure completion of primary education by at least 80 percent of primary school age children, School Feeding Handbook (1999).

In 1986, Bery Levinger published a comprehensive review of studies on the educational effects of school feeding programs in developing countries. Among many others, she sites in 1982 evaluation of school lunch program in the Dominican republic, which started in 1962 and was interrupted abruptly in 1979 when donated commodities were no longer available. The researchers collected data both through teacher interviews and from school records. Their findings on the impact of the feeding disruption include the following. I) About one fourth of the children who would otherwise be in school dropout II) The decline in enrollment lowest for the first grade and highest for the sixth grade. III) For the lower fourth grades, girls' enrollment decline more dramatically than that of boys and this seemed to have been more significant in rural than in urban schools, School Feeding Handbook (1999).

For a child suffering from hunger, going to school is not important: having enough food to eat is. Among the poor, there is often not enough food at home, and most schools in developing countries do not have canteens or cafeterias. On empty stomachs, children become easily distracted and have problems concentrating on their lessons. The promise of at least one nutritious meal each day attracts children to school, boosts enrollment, promotes regular attendance, and enhances students performance, Nurturing a brighter future (WFP ,2008).

In 1993 food for schooling programs implemented, in Bangladesh, resulted in overall student enrollment increases by 35 percent-girls by 44 percent and boys by 28 percent, Global School Feeding report (2001). Similarly, take home ration programs for girls is launched, Baluchistan, Pakistan since 1994 and in four years time, girls enrollment increased by nearly 200 percent, global School Feeding report (2002).

As the world becomes smaller and the "global village" a reality, promoting school feeding in the most vulnerable communities not only spares children from the pains of hunger, but also helps create literate, educated societies. In this way, school feeding programs often-doubled enrollment within a year and can produce a 40 percent improvement in academic performance in just two years. Children who take part in such programs stay in school longer and expense is minimal. On average, it costs 19 cents per day or US \$34 a year to feed a child in School Global School Feeding Report (2003).

On the whole, research that examines the effect of short term hunger, nutritional status and school feeding on the cognitive and learning achievement of students is methodologically speaking complex and thus not always conclusive while there is significant evidence that short term-hunger affects children's cognitive function, many studies on going SFPs failed to demonstrate noticeable improvement in children's learning, with some exceptions (Jamaica, Benin). Even without a definite answer of the question of whether SFPs make a significant difference in the cognitive development of students, the available evidence seems to illustrate more the need for additional research and improvements in existing SFPs than to warrant giving less priority to school feeding programs in general, School Feeding Handbook, (1998).

A WFP/UNESCO and WHO pre-appraisal mission assessed in detail the project performance under the pilot phase in November 1996. The major conclusions are: I) Enrollment rates at the surveyed primary schools had increased by 62.4 percent between 1992/93 and 1995/96-period; II, the overall dropout rates at the surveyed schools had decreased significantly between 1992/93 and 1994/95 (from 12.9% to 8%). A general improvement in attendance rates practically at all schools where data were available also noted on overall increase in attendance of over 10 percent (from 80% to over 90%) between 1992/93 and 1995/96.

When hunger strikes a community, children suffer most. Hunger drains them of their will and ability to learn. WFP school meals encourage hungry children to attend school and help them concentrate on their studies. (WFP, 2008).

Various studies on the effects of school feeding interventions on educational variables of access, attendance, learning capacity, behavioral condition and other aspects had tried to draw conclusions that consolidated the continued justification of investing WFP food aid in this program (WFP/WHO/UNESCO, 1999). Yet according to (WFP, 1990), those researches were not fully conclusive since an important assessment on behavioral science is more difficult than that of hard sciences. Especially in education, learning outcomes are determined by an interplay of many and complex factors like social attitudes, material provisions, quality and commitment of teachers, geographical locations. Hence, it is difficult to produce concrete evidence of lasting educational impact of food aid. However, there are some findings which have shown impact of feeding.

According to Ahmed and Billah (1994), the evaluation of school feeding program in Burkina Faso found that school canteens were associated with increased school enrollment, regular attendance, consistently lower repeater rates and lower dropout rates in disadvantaged areas and higher success rates-on national exams particularly among girls. The evaluation was conducted in Bangladesh and Malawi. In Bangladesh, school-based food distribution program increased enrollment by 2 percent against a 2 percent decline in non-feeding schools and a small pilot school feeding program in Malawi achieved a 5 percent increase in enrolment and up to 36 percent improvement in attendance compared to non-feeding schools over a 3 months period.

We can use various methods in detecting the impact of food rations in stimulating enrolment and increasing attendance. Some many include measuring enrolment and attendance after the introduction of school feeding against the situation before the introduction of the program; measuring enrolment and attendance when a SFP is terminated or interrupted; comparing

enrolment and attendance rates of project-supported and non-project supported schools. Student migrations from non-project supported schools to project supported schools according to (WFP/WHO/UNESCO, 1990), implies that food aid works.

According to research findings of Meyers (1989), breakfast provision to primary school students significantly increased their arithmetic scores and attendance in Jamaica. In USA too, low-income children who used to score significantly lower on achievement tests than from high income before the start of the SFP improved more than the scores of non-project children once they put in the SFP besides their increased attendance as well.

Bergeron (2001) also confirmed in his research on India (1984) and Morocco (1993) that food is an indispensable tool in stimulating enrollment and attendance regulation and it is more so with girls than boys as the girls were marginalized.

The paramount importance of SFP in education is also confirmed by research findings of Harvard University and was publicized in Washington DC in 1998. Accordingly, attendance, concentration on learning, assimilation, better-scores in mathematics, and improved behavior conditions were marked.

According to 2003-2006 WFP, Ethiopia country program Mid-Term Evaluation (2005) recommendation 5 years that:

i) School feeding has a demonstrated positive effect on school access (increase enrollment and attendance, and dropout decrease); that ii) WFP support to primary education is relatively limited in scope when compared to needs (the primary education enrolment in 2003/04 has reached 9.54 million students where as only some 500,000 students benefited that year from WFP food aid through school feeding); and that efforts are still needed to help Ethiopia in reaching its Millennium Development Goal relating to universal primary education (in 2003/04 the gross enrollment ratio was 68.4), the next WFP



country program should at least maintain the present level and rhythm of increase of assistance to education through school feeding. If assured levels of additional resources were to be made available, the program could be scaled up.

Therefore, the interplay of food and education is decisive to achieve an all rounded development that aims at provision of better education, the creation of higher standard of living, improved health and nutrition practices, use of modern equipment and technology, food through, WFP.

## **2.4 The Role and Interventions of WFP in Education of Developing Countries**

During the three decades of its existence, assistance with food to the education sector has been a priority activity for WFP. Initially, schools were seen as points of convenience to distribute surplus food, but over time food assistance evolved into activities carefully designed to have a maximum impact on education and development (WFP/UNESCO/WHO, 1999).

In the view of parents and educators alike, school feeding programs, although not less important than investment on classrooms, or teachers, or books, are addressed more to the preconditions for education than to the direct educational outcome. It is, therefore, not surprising that today there exist much less established methodology and fewer of parameters for evaluation of the former than the latter (WFP, 1990).

The United Nations Organization (UN) established in October 1945 at the end of world War II and was bestowed with a number of objectives to attain, one of which is promotion of international cooperation in overcoming socio-economic, cultural, and humanitarian problems in post-War World (Alexandrov, 1986).

Right from its formation, the UN very much concerned with the fast growing world food shortage under the motto of 'fighting against hunger (World Book Encyclopedia, 1994). Based upon world Food Conference of 1943 in Hot Pings of USA, agreement to form an international food and agriculture co-



coordinating body the Food and Agricultural Organization (FAO) was formed in November 1945 as the first UN specialized agency with admission of improving the production of food and agricultural products (FAO, 1961).

Problems rapidly growing food aid seeking population, the vastness and complexity of duties given to FAO and the lengthy food aid processing entails the establishment of a different food aid managing body of the UN and FAO (1961). As a result of the FAO conference resolution 1/61 of 1961, World Food Program (WFP) was formed in 1962 as a sister project of the UN and FAO with its seat in Rome (Talbot, 1994).

The WFP, with a mission of transferring food items from surplus producing member countries to the poor and needy nations, uses various intervention mechanisms such as food security, agriculture, urban development, refuge feeding, emergency support, and others.

According to Talbot (1994) and Magnen (1991) the goals of WFP's development and emergency and combating hunger and poverty so as to improve the quality of life of most vulnerable, intact, using voluntarily donated food, cash, service and other materials. To Hancock (1997) the WFP moves a quarter of the world's food aid and supplies more assistance that directly reaches the poor than any other UN agency and intact education is the priority area of WFP support. The legal basis for this support is indicated in the FAO conference resolution 1/61 and stated "In the administration of the programs, attention should be paid to assisting in pre-school and school-feeding" (WFP/WHO, UNESCO, 1999). Besides, according to UN/FAO (1965), WFP is authorized to freely distribute and provide food for educational institutions (to school aged children and adult literacy centers) in accordance with resolution 1993) (XVIII) of December, 1963.

According to Talbot (1994) and WFP (2000), much of FAO's work was related to school feeding throughout the first decades of its operation and infact, in cooperation with the UNICEF/FAO (1959), which is currently overtaken by the

WFP in consultation and cooperation with FAO, UNESCO, UNICEF, UNDP and WHO between 1963-1972, education swallowed up about 26 percent of the WFP supported projects which, however, went down to only 17 percent by 2000, WFP (2000).

According to WFP (1990) in 1990 of the WFP support to education 58 percent went to Sub-Saharan Africa, 23 percent to Latin America, 17 percent to the Middle East and North Africa, and only 2 percent to South East Asian beneficiaries.

To the WFP (1990) 80 percent of the WFP support channeled to education was supplied to primary schools in the form of meals to children. The remaining 20 percent goes to boarding schools, training institutes, adult-literacy centers and food-for-work schemes directed to school maintenance and construction activities. This food assistance to education by WFP, according to (WFP, 1990) targets three major objectives:

Facilitating access to schools and training institutions by providing an incentive for increased enrollment, more regular attendance, and reduced dropout; to promote the effective use of educational programs by strengthening the learning capacity of school children through nutritional support; and to improve the quality of effectiveness or outreach of schools and training institutions by providing a budgetary supplement.

As quoted above, the human resource development and education has been a priority for the WFP throughout the four decades of its existence and hence the effect of food aid on education with a large budget invested and all other effort exerted need to be examined.

Generally seen, SFPs could narrow the gap between the rich and the poor, especially in their educational performance and well-being and play a significant role in developing nations.

To FAO (1963) the School Feeding Program in Ethiopia was established in 1995 supported by UNICEF and managed by the Ministry of Education. The initial stage program was improving the nutritional status of participant students; provision of supplementary diet for all children- whose school attendance was hampered by lack of food; supply of food for under nourished children; enhance the participation of more girls in schools and improvement of dietary habits.

According to Bergeron (2001), food aid in the form of meals or take rations can effectively and directly improve the physical and mental capacity of poor children to learn in developing countries.

Despite its role of attracting children to school and enabling them to attend regularly the original objective was nutritional and humanitarian and not educational. Schools were taken as optimum distribution points. However, according to WFP/WHO/UNESCO (1999), the wider potential benefits of food aid as a 'development' input was recognized very recently.

According to WFP (1990) food assistance by itself is a budgetary supplement to school authorities in promoting access and school operation. In this program of school feeding using community- self-help schemes school buildings could be maintained, drinking water could be installed and school sanitation activities could also be carried out. And as a general principle using active community participation in availing essential services required for school feeding program operation such as guards, cooks, and kitchen helpers is very important.

School feeding program is a focused intervention for a short-term until surplus food could be produced. For instance, according to WFP (1990) SFPs in Algeria, Cyprus, and the Philippines was contracted and finally terminated after the initially set objectives were achieved and the economic level of these countries improved. However, in such countries as Ethiopia, prevalence of poverty, malnutrition, short-term hunger, lack of concentration in classes, and poor academic performances are basic problems of school age children. WFP (2002) indicated that 10 percent of children under five years of age were in acute

malnutrition, 52 percent in chronic malnutrition and 47 percent were under weight in Ethiopia.

According to WFP (1990) school feeding program are in expansion in the last 200 years resulting in improved enrolment, increase attendance, increase physical and intellectual efforts, greater concentration on education and better scholastic results. Hence, school feeding could narrow down the gap that exists between the rich and poor, particularly in their educational performance and well-being.

The initial agreement on assistance between WFP and the Ethiopian Government was started in 1968 after relation between the Government of Ethiopia and WFP was began in 1965, plan of operation (1999). Accordingly, the government of Ethiopia requested the WFP in assisting schools located in food insecurity areas and with poor attendance through school feeding program. After the signing of memorandum of understanding in February 1994, in the regions of Amhara, Tigray, Oromia, Afar and SNNP regions. School Feeding program launched as a pilot test in 40 primary schools; plan of operation (1991).

Accordingly, the pilot phase in 1994/95-1996/97 and the bridging stage in 1997/1998 were accomplished successfully. Since then the role of school feeding programs has become recognized.

According to mid-term evaluation of WFP (2005), between ESDP I and ESDP III document, an important improvement has been in the official recognition of the role of school feeding in helping achieve the government's national education sector objectives. In the most recent draft version of ESDP III, school Feeding is not only mentioned as a strategy for improving access but, through its CHILD component, is considered to be helpful approach: CHILD is a tool that will enhance the capacity of committees at local level, addressing a range of issues to improve the quality of education, and turning schools into a local center of

development for the community. In line with this the annual report of WFP (2004) states that:

Food at school helps to offset the opportunity cost of sending children to school, increases concentration and provides short-term nutritional benefits. However, perhaps its most significant legacy will be in the long term impacts it has on Ethiopia's development-the future leaders, school reformers, entrepreneurs and a host of others will learn the importance of literacy, numeracy, hygiene, and health. They will learn how to learn a truly lifelong skill.

## **CHAPTER THREE**

### **3. Research Design and Methodology**

For effective accomplishment of the study the following research design and methodology were employed.

#### **3.1 Research Method**

As indicated earlier the study focused on the impact of primary school feeding upon enrollment, attendance, and dropouts of students in the Amhara Regional State; the case of South Wollo. To this end case study method was employed on the assumption that such type of method helps to know the situation of the subject under study by taking two woredas from the zone and four primary schools, i.e. two primary schools from each woreda.

#### **3.2 Sources of Data**

To collect relevant data for accomplishment of the study the following sources of data were used.

##### **a) Primary sources**

- Woreda Education Personnels (head, professionals and others.)
- The school feeding beneficiary primary school directors,
- Parents of the school feeding beneficiary students
- supervisors
- Focal persons
- Students
- Personal observation of the schools.

##### **b) Secondary Sources**

The school feeding reports, the educational statistics of Annual Abstracts of Amhara Regional Education Bureau, MoE and literatures, internet websites are used to analyze the relevance and contributions of school feeding project.

### 3.3 Sample of Population and Sampling Techniques

South Wollo is one of the wider zones of Amhara Region. The zone has 21 woredas and 9 woredas that are beneficiary of school feeding program. In these 9 woredas 39 primary schools are beneficiaries of the program with total number of 36,415 students(MoE,2003). For the purpose of this study two woredas were selected purposely. Because of the reason that: first the zone is wide and 9 woredas are beneficiary of feeding, and taking more than 2 woredas as a case would be unmanageable. Second woredas in the zone have similar topographical and economical condition and taking two woredas would be representative. Thirdly the researcher was familiar to these two woredas. These are Legambo and Sayint woredas. Legambo woreda has totally 8(eight) feeding beneficiary schools; among them only two (25%) were selected for the study. In Sayint Woreda only two primary schools are beneficiary and all of them (100%) taken for the study. This is because, there are no other more feeding schools, and to get more information, the researcher took both feeding schools. It could be summarized as follow.

Table 1: Sample Woredas and Schools

| No.          | Sample Woredas | No. of Feeding Schools in the Sample Woreda | No. of Primary Schools Chosen |
|--------------|----------------|---------------------------------------------|-------------------------------|
| 1            | Legambo        | 8                                           | 2                             |
| 2            | Sayint         | 2                                           | 2                             |
| <b>Total</b> | <b>2</b>       | <b>10</b>                                   | <b>4</b>                      |

### 3.4 Instruments of Data Collection

Different types of data gathering instruments were employed for the study to combine the strengths and amend some of the inadequacies anyone of the sources of the data. Accordingly, five complementary techniques of data collections namely, questionnaire, interview, focus-group discussions,



observation and document analysis were used to acquire relevant data for the study. Accordingly:

- a) Questionnaire- first, both close and open-ended type of questionnaire was prepared in Amharic language for better understanding of items contained in the questionnaire. This questionnaire was administered to teachers and students in school feeding beneficiary schools.
- b) Interview- This technique was employed to acquire qualitative data about various components of the program and to complement and obtain relevant data that were not handled by questionnaires. Thus, interviewees included in this study were parents, students, focal persons and supervisors of the beneficiary primary schools. To make the communication more effective all interviews were made using Amharic. The interviews were recorded using field notes and tape recorder. Finally the responses of the interviews were analyzed and incorporated in the analyses.
- c) Focus-group discussion- This technique was employed to acquire qualitative data from woreda education personnels about the impacts of school feeding program upon enrollment, attendance and dropouts. It held in both woredas. The purpose was to supplement and enrich the information that was drawn by questionnaire and interview. A group which comprises four members from each woreda took part. The discussions with all the two groups were held in Amharic for ease of communication and clarity of ideas. The responses were collected using short notes. Finally the discussions were summarized and analyzed.
- d) Observation- This was another complementary technique employed during the research to collect data about the condition of the students and teaching learning process in the classroom and in the field as well. A checklist of activities was developed and results were recorded based on the stated indicators.

- c) Documents- Different types of documents both published and unpublished were also reviewed to obtain, background information on school feeding program and relevant literature has also been consulted to learn experiences of other developing countries which succeeded in the provision of school feeding program.

Therefore, using the above stated complementary data gathering tools enabled the researcher to acquire more valid, relevant and qualitative and quantitative data to attain the purpose of the study.

### **3.5 Procedure of Data Collection**

At first, a pre-visit was made to Sayint woreda for initial contact with education personnels, teachers, supervisors and focal persons.

Then, the aim of the research was explained to them to maintain their willingness for cooperation. Next, pilot study was conducted at Bahir Sheshi primary school to ascertain the instruments' validity in one class and among 5 teachers. This helped to improve and finalize the sequence of items, to modify and accordingly minimize misunderstanding and ambiguity.

Having modified the instruments after the pilot study, appointment was arranged according to convenient time schedule and participants were contacted for data collection through interview and focus group discussion.

The interviews were held for 6 days using tap-recorder and note taking. Focus-group discussion took place for four days, each lasting for an hour, with the researcher being the facilitator. The questionnaires were administered during class time to be returned on that moment.

### **3.6 Methods of Data Analysis**

Since the researcher applied mixed approach i.e. both quantitative and qualitative, percentage was employed for those responses with ordinal and nominal character. At the same time narration of the respondents idea was

employed. The researcher used interpretation of participants ideas from interview, focus-group discussion and researchers personal observation; open questions were also presented and described qualitatively. The observation was also analyzed according to the checklist form by discussing and interpreting the observed condition.

## **CHAPTER FOUR**

### **4. Presentations and Analysis of the Data**

This part of the thesis deals with the analysis of the data collected through questionnaire among students and teachers, interview of parents, students, focal persons, principals and supervisors of the beneficiary primary schools, focus group discussion with woreda educational experts, from documents and the researchers field observation in both woredas (Sayint and Legambo) in South Wollo.

The questionnaire were distributed to 30 teachers and 260 students. Of the distributed questionnaire those filled by 29 (96.6%) of teachers and 259(99.6%) were returned and used for analysis. In addition students, parents, principals, supervisors and focal persons were interviewed. In the interview 10 parents, 3 principals, 15 students, 2 focal persons and 2 supervisors were involved in both woredas. The responses from questionnaire and interview, supplemented by focus group discussion with woreda educational experts and the researcher's field and classroom observation.

#### **4.1 Characteristics of Respondents**

As stated earlier (in chapter three), the subjects of this study were teachers, students, principals, some parents and educational experts in both woredas.

**Table 2: Characteristics of teachers respondents in both woredas included in the questionnaire**

| No. | Item                   | Response |        |
|-----|------------------------|----------|--------|
|     |                        | No       | %      |
| 1   | Sex                    |          |        |
|     | Male                   | 17       | 58.62% |
|     | Female                 | 12       | 41.37% |
| 2   | Age interval           |          |        |
|     | 20-26 years            | 19       | 65.51% |
|     | 26-30 years            | 7        | 24.13% |
|     | 30 years and above     | 3        | 10.34% |
| 3   | Educational level      |          |        |
|     | Grade 12 complete      | 3        | 10.34% |
|     | Grade 10 complete      | 8        | 27.58% |
|     | TTI                    | 7        | 24.13% |
|     | Diploma                | 11       | 37.93% |
|     | Degree                 |          |        |
| 4   | Services in the school |          |        |
|     | Below 5 years          | 26       | 89.65% |
|     | 6-10 years             | 2        | 6.89%  |
|     | 11 years and above     | 1        | 3.44%  |

Regarding characteristics of respondents, 26 teachers i.e. 89.65% of the sample are below 30 years and at the same time they have services of below five years. Only 3 teachers (10.34%) of the sample population are above 30 years old and have services of greater than five years. From the total of 30 questionnaires distributed 29(96.6%) are returned. Among these 17 men and 12 are women.

The educational background of the sample teachers 11(37.93%) teachers are diploma holders and the rest 18(60%) are certificate from teachers training institute.

As we can see in table 2, 26(89.65 percent) of teachers served below five years and 19(65.51 percent) were below the age of 26 years. This indicates that the majority of respondents are in the youth category and recently joined the profession. Therefore their responses were important because they have close experience as teachers.

#### 4.1.1 Teachers Responses to Close Ended Questions

**Table 3: Teachers responses on the impact of school feeding upon enrollment, dropout and attendance**

| No. | Item                                                                                        | Response |        |
|-----|---------------------------------------------------------------------------------------------|----------|--------|
|     |                                                                                             | No       | %      |
| 1   | Is there a clear impact upon enrollment, dropout, and attendance because of school feeding? |          |        |
|     | Yes                                                                                         | 27       | 93.1%  |
|     | No                                                                                          | 2        | 6.89%  |
| 2   | Do parents have interest to enroll their children in your school                            |          |        |
|     | Yes                                                                                         | 21       | 72.41% |
|     | No                                                                                          | 8        | 27.58% |
| 3   | How do you label the following educational indicators in your school                        |          |        |
|     | Enrollment of students                                                                      |          |        |
|     | High                                                                                        | 13       | 44.82% |
|     | Medium                                                                                      | 8        | 27.58% |
|     | Low                                                                                         | 4        | 13.79% |
|     | Number of absent students                                                                   |          |        |
|     | High                                                                                        | 5        | 17.24% |
|     | Medium                                                                                      | 6        | 20.68% |
|     | Low                                                                                         | 15       | 51.72% |
|     | Number of dropout students                                                                  |          |        |
|     | High                                                                                        | -        | -      |
|     | Medium                                                                                      | 10       | 34.48% |
|     | Low                                                                                         | 17       | 58.62% |
|     | Number of class repeated students                                                           |          |        |
|     | High                                                                                        | -        | -      |
|     | Medium                                                                                      | 7        | 24.13% |
|     | Low                                                                                         | 19       | 65.51% |
|     | Students academic result                                                                    |          |        |
|     | High                                                                                        | -        | -      |
|     | Medium                                                                                      | 20       | 68.96% |
|     | Low                                                                                         | 2        | 6.89%  |

As shown in the above table 3, Teachers respondents (93.1%) of them confirmed that school feeding has clear impact upon enrollment, dropout and attendance. In the first item only 2(6.89%) teachers responded that feeding has no impact. Regarding the parents interest to enroll and teach their children in the school feeding beneficiary school, 21(72.41%) of the teachers explained parents are interested to send their children to the school for the sake of feeding. Where as 8(27.58%) teachers responded parents have no interest. Furthermore teachers indicated that there are higher enrollment, low dropout and absenteeism in the school feeding beneficiary schools. Therefore 13 (44.82%) teachers, 15(51.72%) teachers and 17(58.2%) teachers in table 2, respectively responded that there are high enrollment, low dropout and low absenteeism in their school.

Similarly, teachers response regarding absence of students showed that, 5(17.24%) teachers, 6(20.68%) teachers and 15(51.72%) teachers respectively responded number of absents are high, medium and low. This indicated that number of absent students are low. Concerning dropouts 10(24.48%) teachers responded as medium and 17(58.62%) teachers responded dropout is low. This also shows low dropouts in the feeding beneficiary schools. The teachers response also shows low class repeaters because only 7 teachers or (24.13%) responded number of repeated students are high but 19(65.51%) of teachers responded that repeaters are low. The teachers also responded students academic result is medium i.e. 20(68.96%) teachers respond medium and only 2(6.89%) teachers said low academic result. From the above information we can conclude that school feeding has positive impact on enrollment, attendance and dropouts. It also raised parents' interest to send their children to school. In line with this Ahmed and Biliah (1994) the evaluation of school feeding program in Burkina Faso found that school feeding was associated with increased school enrollment, regular attendance, consistently lower repeater rates and lower dropout rates in disadvantaged areas.



#### **4.1.2 Teachers Responses to Open Questions**

With regard to the open questions what are the impacts of school feeding upon enrollment, dropout and attendance in the feeding beneficiary school, almost all teachers explained that feeding has positive impacts. The main impacts stated are; school feeding made students to come to school regularly, better enrollment and less dropouts of students in the school. Especially for those students coming to school without having their breakfast; school feeding gave them a relief and satisfaction. There are low number of students who are absent from class. For the advantages of feeding students always attend class regularly. The other important impact is there were no problem of enrollment, students themselves would come and enroll on time without any effort by educational personnel's and government bodies. Parents are ok to send their children to school for the sake of food.

What other important issues the teachers explained were, students especially from the very poor family at least they get their breakfast here. Therefore feeding helps them to concentrate and actively participate in their learning.

Students have become active after they eat the food. They come early, no dropout and no late coming. Respondents added some other impacts on teaching learning which are a negative impact. These are loss of time during feeding. At least a period would loss during break time. Since there are students crossing long journey for the food over load the class and the feeding time. The sense of dependency among the children and the community, overload of the teachers on break time and others. Therefore from the respondents explanation it is easy to conclude school feeding has a positive impact upon enrollment, dropout and attendance. It made the teaching learning process better.

In confirming with these above discussions the interviewed principals agreed that school feeding has great impact especially upon enrollment, attendance and dropouts of students in the beneficiary schools.

Damtew Alebachew, Derese Setiye, Tesfaye Workineh are principals of Dilb-Amba, Bahir-Sheshi and Wallelet primary schools (school feeding beneficiary schools) respectively. They all shared the ideas discussed above. For example Damtew Alebachew principal of Dilb-Amba primary school responded to the interview that enrollment increased because students are coming from non-feeding schools and shift to the feeding beneficiary schools for the food at school, secondly parents also prefer it because they know that their children get food at school. Regarding attendance Damtew said we always keep recording of attendance to follow how many of students fed and how many not fed, and we haven't seen fluctuation of attendance, it is regular. Concerning dropout Damtew says;

“በሆነው ባልሆነው ማቋረጥ ቀርቷል በጣም ከአቅማቸው በላይ በሆነ ችግር በሞት ከአገር በመልቀቅ እንጅ በሌላ ምክንያት ማቋረጥ ቀንሷል ይህም የምገባው ውጤት ነው።” (Jan. 1, 2003)

“no dropout unreasonably and except problems beyond their capacity like death, leaving the area, the decrease of dropout is because of feeding at school.” (researcher's own translation)

Damtew added his experience with regard to one poor woman as an example and he says: “በመስከረም ወር በተለይ ደሀ ቤተሰቦች ልጆቻቸውን እቤት አያስቀሩም ለምሳሌ አንድ ድሀ ሴትዬ ልጇን ወደ ት/ቤት ለመላክ ምን በልቶ ይሄዳል ብላ ስትጨናነቅ ምግባ አለ ስትባል ላክቸው ደብተር ደግሞ መምህራኑ አገዙት ልጁ እስከ አሁን አላቋረጠም ይማራል። 3ኛ ክፍል ደርሷል።” (Jan. 1, 2003)

“during September especially poor families do not make their children stay at home, for example one poor woman was worrying about sending her children to school what he would eat at home, while she knew that there was feeding she send him, teachers support for exercise book, the child still learning, he didn't dropout.” (researcher's own translation)

Derese Setiye also says: “መስከረም ላይ ተማሪ ግባ አትግባ የነበረ ትግል አሁን የለም። ተማሪው በራሱ እየመጣ ነው።” (Jan. 2, 2003)

“no any struggle to enroll students during September, students are coming by themselves and enroll in the school.” (researcher’s own translation)

Derese added “ምግባው ተማሪዎችን ወደ ት/ቤት አዘውትረው እንዲመጡ መሳሰያ ነው የሆነን።” (Jan. 2, 2003), “School feeding attracts students to come to school regularly.” (researcher’s own translation)

Literature also support this idea in that School feeding programs serve as a magnet to bring children to school, and to improve their ability to learn and concentrate. They are also among the most effective tools at increasing access to education and improving nutritional status of children. (Fill the cup- wikipedia the free encyclopedia)

From the above discussion it can be confidentially concluded as school feeding has clear positive impact upon students’ enrollment, attendance and dropouts.

These impacts of school feeding are very similar in both woredas in all sample primary schools. As they share the positive impact commonly they also share about some negative or unintended impacts. All three principals responded to the interview that school feeding make teaching learning process better by increasing enrollment, decreasing dropouts and increasing regular attendance. But the shift of students from non-feeding to feeding schools, feeding students at break time, reporting the process in general has negative impacts on periods, work overload upon teachers.

Tesfay Workineh Welellet principal says: “ቢያንስ ቢያንስ አንድ ክፍል ጊዜ ይባክናል ተማሪዎችን አስመግቦ ለመግባት በተጨማሪ መምህራን አሰልፈው አስመግበው የተመገቡ ተማሪ እና ያልተመገቡ ለይተው በየቀኑ ሪፖርት ያደርጋሉ። ይህ በመምህራን ላይ የሥራ ጫና ፈጥሯል።” (Jan. 10, 2003)

“At least one period will be missed during feeding. In addition teachers become busy and over loads by reporting those fed and unfed students daily.” (researcher’s own translation)

Therefore from the above discussion it can be concluded that even if school feeding has great positive impact upon teaching learning process by positively affecting enrollment, attendance and dropouts; it has some negative impact on time, material and human resources. But the respondents confirmed positive impact highly worth than its negative impact in their interview.

Besides students and principals, parents, supervisors and focal persons in both woredas agreed with the above discussion

Wondiye Legesse is among the parents who responded to the interview. Wondiye says the following for the advantage of school feeding and parents condition. “አብዛኛው ወላጅ ለምግባው ሲል ነው ልጁን ወደዚህ ት/ቤት የሚልከው በተለይ ዝቅተኛ የኑሮ ደረጃ ያላቸው ወላጆች ይህን ይመርጣሉ። ነገር ግን ሀብታሙም ደካውም ይህን ይመርጣሉ።” (Jan. 13, 2003)

“most parents send their children for the sake of food, especially poor parents prefer it, but both the rich and poor parents prefer the feeding beneficiary school equally.” (researcher’s own translation)

Wondiye added: “እኔ አሁን 3 ልጆች አሉኝ ሦስቱም እዚሁ ነው የሚማሩት ከሌላ ት/ቤት ወደዚህ የሚመጡም አሉ።” (Jan. 13, 2003)

“I myself have 3 children all of them learn in the feeding beneficiary school, there are also students who shift from other schools to this school.”(researcher’s own translation)

In the interview of parents, all of them respond that the presence of feeding is important because the interest of students to go to school increased, no one of students are willing to be absent when they asked to help their parents. They

also respond even dropout is not much as it was before. Generally what the parents agreed and responded is that school feeding brings improvement upon enrollment, attendance, dropouts and students interest to go to school.

Supervisors also agreed with these ideas. The school attracts students from other schools and distance areas for the advantages of feeding. For example one supervisor called Dejene Tegegne respond “ምግባ ባለበት ት/ቤት ከሌሎች የተሻለ ክንውን አለን። አቋራጭን በመቀነስ፣ በምግባ እንዲሁም በክትትል የተሻለ ነው።” (Dec. 28, 2003)

“In school feeding beneficiary schools, we have better achievement upon enrollment, attendance and reducing dropouts.” (researcher’s own translation)

Literatures also show food at school increased enrollment. For instance, in Bangladesh a program of school- based food distribution increased enrolment by 20% versus a 2% decline in non-participating schools (Ahmed and Biliah, 1994)

Mesariaw Beza and Andarge Kasahun are focal persons of school feeding in Sayint and Legambo Woredas respectively. They support the above discussion.

Mesariaw Beza says “ወላጆች ልጆቻቸውን ምግባ ወዳለበት ት/ቤት ለማስመዝገብ ከፍተኛ ፍላጎት አላቸው።” (Jan. 3, 2003), “parents are highly interested to enroll their children to the feeding beneficiary school.” (researcher’s own translation)

Mesariaw also added about the problem on the alternative basic schools nearby school feeding schools as: “የምግባ ት/ቤት አካባቢ ያሉ መሠረታዊ አማራጭ ት/ቤቶችን እየተወ ምግባ ወዳለበት የሚመጣው ተማሪ ከፍተኛ በመሆኑ እነዚያ ባዶ ይሆናሉ ይኸኛው ይጨናነቃል።”(Jan. 3, 2003)

“high number of students shift from alternative basic education schools to feeding beneficiary schools overload the feeding beneficiary school.”(researcher’s own translation)

Andarge Kasahun agreed with these ideas and he added that dropouts are low in feeding beneficiary schools than non-feeding and there are regular attendance of students in class. Enrollment is also far better than the non-feeding schools. He says the following in his interview.

“አጭራጭ ምግባ ባለባቸው ት/ቤቶች ቀንሷል፤ ምዝገባ ላይ ከሌሎች በተሻለ ሁኔታ ላይ ነው። የሴቶችን ተሳትፎ አሳድሯል። የፆታ ምጥጥን እንዲኖር አድርጓል ይህም የሴቶችን ተሳትፎ ወደ 49.5% አድርሶታል። ምግባ ቢቋረጥ የተማሪ ቁጥር ይቀንሳል የዚህን ያህል አይሆንም።” “Dropout decreased and enrollment is better in feeding beneficiary school than non-feeding. The female students participation and gender balance increased. It reached up to 49.5%. If feeding would stop, there will not be such number of students in the schools.”  
(Researchers own translation)

In line with this the Ministry of Education (1995) to educate man is an individual, but to educate a woman is to educate a nation. Therefore, girls are particularly targeted to benefit. In 1993 food for schooling programs implemented in Bangladesh; resulted in overall student enrollment increases by 35%, girls by 44 percent and boys by 28 percent (Global school feeding report, 2001)

Another literature on recent evaluation of an on-going school feeding program in Burkina Faso found that school canteens were associated with increased school enrollment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Moore,1994)

Therefore from the above discussion it can be concluded that feeding has great role up on enrollment, dropouts and attendance of students in the primary schools.

Andarge Kasahun agreed with these ideas and he added that dropouts are low in feeding beneficiary schools than non-feeding and there are regular attendance of students in class. Enrollment is also far better than the non-feeding schools. He says the following in his interview.

“አቋራጭ ምግባ ባለባቸው ት/ቤቶች ቀንሷል፤ ምዝገባ ላይ ከሌሎች በተሻለ ሁኔታ ላይ ነው። የሴቶችን ተሳትፎ አሳድሯል። የፆታ ምጥጥን እንዲኖር አድርጓል ይህም የሴቶችን ተሳትፎ ወደ 49.5% አድርጎታል። ምግባ በቋረጥ የተማሪ ቁጥር ይቀንሳል የዚህን ያህል አይሆንም።” (Jan. 10,2003) “Dropout decreased and enrollment is better in feeding beneficiary school than non-feeding. The female students participation and gender balance increased. It reached up to 49.5%. If feeding would stop, there will not be such number of students in the schools.” (Researchers own translation)

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Therefore from the above discussion it can be concluded that feeding has great role up on enrollment, dropouts and attendance of students in the primary schools.



### 4.1.3 Student Respondents Characteristics by Age and Gender

**Table 4: Student Respondents Characteristics by Age and Gender**

| No. | Woreda  | Item           | Response |        |
|-----|---------|----------------|----------|--------|
|     |         |                | No       | %      |
| 1   | Sayint  | Sex:           |          |        |
|     |         | Male           | 83       | 59.28% |
|     |         | Female         | 57       | 40.71% |
|     |         |                | 140      |        |
|     |         | Age interval   |          |        |
|     |         | Below 10 years | 10       | 7.14%  |
|     |         | 10-12 years    | 57       | 40.71% |
| 2   | Legambo | 13-15 years    | 58       | 41.42% |
|     |         | >16 years      | 16       | 11.42% |
|     |         | Sex            |          |        |
|     |         | Male           | 66       | 55.46% |
|     |         | Female         | 53       | 44.53% |
|     |         |                | 119      |        |
|     |         | Age            |          |        |
|     |         | Below 10 years | 11       | 9.24%  |
|     |         | 10-12 years    | 60       | 50.42% |
|     |         | 13-15 years    | 44       | 36.97% |
|     |         | >16 years      | 4        | 3.36%  |
|     |         |                | 119      |        |

As shown from table 4, we can see the respondents in both woredas in gender and age category. In Sayint Woreda among total respondents of 140, 83(59.28%) are males and 57(40.71%) are females students. Regarding their age 10 students (7.14%) are below 10 years, 57 (40.71%) students are between the age 10 to 12 years, 58 (41.42%) students are between the age 13 to 15 years and only 16 students (11.42%) are beyond 16 years old. Generally 124(88.58%) students are below the age of 15 years old, i.e. the majority of students are school age children. In the case of Legambo woreda, among total

respondents of 119 students, 66(55.46%)students are males and 53 (44.53%)students are females. Regarding their age, 11 (9.24%)students, are below 10 years old, 60(50.42%)students are between the age of 10 to 12 years, 44(36.97%)students are between the age of 13 to 15 years and only 4 (3.36%)students are beyond 16 years old. Totally 115 (96.64%) students are under 15 years old. This indicates that majority of the respondents are school age children.

**Table 5: Students respondents in both woredas (n=259)**

| No. | Item           | Response |        |
|-----|----------------|----------|--------|
|     |                | No       | %      |
| 1   | Sex            |          |        |
|     | Male           | 149      | 57.52% |
|     | Female         | 110      | 42.47% |
| 2   | Age interval   |          |        |
|     | Below 10 years | 21       | 17.64% |
|     | 10-12 years    | 117      | 45.17% |
|     | 13-15 years    | 102      | 4.08%  |
|     | >16 years      | 20       | 10%    |
|     |                | 259      |        |

(From the above table 5, we can see), all the respondents are school age children. Among them 21(17.69%) students are below the age of 10 years, 117(45.17%) students are between 10-12 years, 102(4.08%) students are between 13-15 years old. In general except 20 (10%) students which are beyond 16 years old, the rest are below 15 years. Regarding their gender from the total sample population 149(57.62%) are males and 110(42.47%) are females. Therefore the above table shows that 239(92.27% students) are below 15 years and only 20(7.72%) students are beyond 16 years old. As a result from the above discussion it can be concluded that school feeding helps to bring (hold) school age children by increasing enrolment, and attendance, avoiding early dropouts and short term hunger. In support of this idea, school feeding and

take-home rations have consistently proven effective in improving enrolment and attendance, and in reducing dropout rates among school age children. ([www.unep.org/school/feeding/program.pdf](http://www.unep.org/school/feeding/program.pdf).)

#### **4.1.4. Students Response to their Conditions and School Feeding**

With regard to the students response to their condition and school feeding in both woredas; their response showed that there are many students that faced unfavorable condition to go to school. However, the school feeding alleviating students condition. In their response to their condition, to the number of families, the food at home and school, and the advantage of school feeding as well; great number of students responded that, school feeding helps them to avoid short term hunger and tiredness, so school feeding is good, many number of children are getting food at school very good. In the response there are children who do not have breakfast and rarely eat breakfast while they came to school. Food Assisted Education (FAE) is a long-standing approach to improving both nutritional and education outcomes in developing countries. FAE, is most often delivered in the form of breakfasts or lunches given to the most impoverished children in selected schools. It is seen as a way to improve nutritional and caloric intake while also boosting school enrollment, attendance, and cognitive performance rates ([www.equip.org/Biblio-pdf](http://www.equip.org/Biblio-pdf)). Broadly speaking the two major goals of SFPs are education and food security. The educational goals include increased attendance and enrollment (particularly for girls) and improved concentration during 9 teaching, aided by the food provided (Bennet, 2003). Tables 6 and 7 shows the responses of students to their condition and school feeding in both woredas.

**Table6: Students Response to their Condition and School Feeding in Sayint Woreda (n=140)**

| No. | Item                                                                      | Response |        |
|-----|---------------------------------------------------------------------------|----------|--------|
|     |                                                                           | No       | %      |
| 1   | Number of children in your family including you                           |          |        |
|     | 1-3                                                                       | 35       | 25%    |
|     | 4-5                                                                       | 50       | 35.71% |
|     | >5                                                                        | 55       | 39.28% |
| 2   | How many of you learn in this feeding beneficiary school                  |          |        |
|     | All                                                                       | 30       | 21.42% |
|     | 1-3                                                                       | 110      | 78.57% |
|     | 4-5                                                                       |          |        |
|     | >5                                                                        |          |        |
| 3   | Do you eat enough breakfast while you are going to school in the morning? |          |        |
|     | Yes                                                                       | 90       | 64.28% |
|     | No                                                                        | 12       | 8.57%  |
|     | Rarely                                                                    | 38       | 27.14% |
| 4   | Do you get enough lunch at home while you come from school                |          |        |
|     | Yes                                                                       | 119      | 85%    |
|     | No                                                                        | 2        | 1.42%  |
|     | Rarely                                                                    | 19       | 13.57% |
| 5   | Do you get enough supper at home?                                         |          |        |
|     | Yes                                                                       | 134      | 95.71% |
|     | No                                                                        | 6        | 4.28%  |
| 6   | How do you get food at school?                                            |          |        |
|     | Very good                                                                 | 63       | 45%    |
|     | Good                                                                      | 72       | 51.42% |
|     | I dislike it                                                              | 5        | 3.57%  |
| 7   | What advantage do you get from feeding at school?                         |          |        |
|     | Avoid hunger and tiredness                                                | 128      | 91.4%  |
|     | Academically active                                                       | 7        | 5%     |
|     | No importance                                                             | 5        | 3.57%  |
| 8   | Why do you prefer this school?                                            |          |        |
|     | Because of its nearness                                                   | 58       | 41.42% |
|     | Because of its feeding program                                            | 14       | 10%    |
|     | No other schools here                                                     | 68       | 48.57% |

From the above table 6, the condition of students in the school showed that 55 (39.28%)students respond there are more than 5 children in their family 35

(25%) students, also responded that there 1-3 children in their family, and 50 (35.71%) students similarly responded 4-5 children in their family. Among them 110 (78.57%) students respond 1-3 members of the family learn in the school feeding beneficiary school. It also showed 30(21.42%) students respond all the member of children learn in the school feeding beneficiary school. There are also students who do not get enough breakfast while they come to school, 12 (8.5%) students respond they do not have breakfast and 38(27.1%) students respond they rarely eat breakfast though 90(64.28%) students respond they have breakfast at home. Similarly 2(1.4%) students and 19 (13.5%) students do not get enough lunch at home and rarely eat lunch respectively. However, 119 (85%) students responded that they have lunch at home while they come from school. Even 6(4.1%) students respond that they have no enough supper at home.

The responses indicated 63 (45% students), get food at school very good, 72 (51.4%) students get food good and only 5(3.5%) students dislike it. Regarding the advantage 128(91.4%) students respond school feeding help them to avoid hunger and tiredness, 7(5%) students respond that feeding help them to be academically active, and 5 students said feeding has no importance. It also showed 14(10%) students are coming to this school because the school has feeding program, the rest 58(41.42%) students and 68(48.57%) students responded they prefer the feeding school because of its nearness and no other schools in that area. From the above explanation, we can understand majority of the children in the family send to the school feeding beneficiary school and many students i.e. 50(35.7%) students do not get food at home properly at least in the three main feeding time i.e. breakfast, lunch and supper respectively.

Therefore, this condition would affect students learning, this has been stated in WFP (1990) as, short term hunger is caused by being empty stomach in the morning among school children. This results in fading out of students alertness, attention span and learning capacity over the hours, consequently to

resulting in poor scholastic performance, failure to succeed in exam and Ultimately dropping out altogether.

From the students response there are 77(55%) students who don't have enough food at home in all the three feeding time. At the same time the majority of the students' response showed they get the food good and it helps them to avoid hunger and tiredness. In support of this when hunger strikes a community, children suffer most. Hunger drains them of their will and ability to learn. WFP school meals encourage hungry children to attend school and help them concentrate on their studies. (WFP, 2008)

From the above table it can be concluded that school feeding program attract many students to come to school and alleviate hunger in the school.

In confirming with this some interviewed students responded that they prefer the school with feeding than non-feeding because they get their breakfast in the school and avoid hunger. Abebe Tamiru a grade 4 student at Bahir Sheshi primary school and aged 13 years old said to the interview for the question, do you get breakfast at home? He responded as. “አንዳንድ ቀን ስቸኩል አልበላም ግን ቀደም ሆኖ አመጣለሁ” (Jan. 12, 2003). “When I become in a hurry I don't eat but I used to eat little amount”(researcher's own translation). This showed that the students do not get enough breakfast. Almaz Demissie another grade 4 student and aged 12 years old responded to similar question “ጣጥ ስለሚበርድኝ ቁርስ አልበላም እዚህ ነው የምበላው” (Jan. 12, 2003) “I feel cold in the morning I do not eat breakfast at home, I eat at school” (researcher's own translation). Most of the interviewed students responded that either they do not eat or rarely eat breakfast. Even if the students afraid to openly speak that some of them do not eat and most of them rarely eat breakfast. Even if the students afraid to speak openly that they do not have enough breakfast at home, their response to the interview showed that they do not have enough food at home. Therefore it can be concluded that school feeding has great importance to avoid hunger at school.

**Table 7: Students Response to their condition and school feeding in Legambo woreda (n=119)**

| No. | Item                                                               | Response |        |
|-----|--------------------------------------------------------------------|----------|--------|
|     |                                                                    | No       | %      |
| 1   | Number of children in your family including you                    |          |        |
|     | 1-3                                                                | 47       | 39%    |
|     | 4-5                                                                | 38       | 31.935 |
|     | >5                                                                 | 34       | 28.57% |
| 2   | How many of you learn in this feeding beneficiary school           |          |        |
|     | All                                                                | 29       | 24.36% |
|     | 1-3                                                                | 90       | 75.63% |
|     | 4-5                                                                |          |        |
| 3   | Do you get enough breakfast while you go to school in the morning? |          |        |
|     | Yes                                                                | 102      | 85.71% |
| 4   | Do you get enough lunch at home while you come from school         |          |        |
|     | Yes                                                                | 110      | 92.43% |
|     | No                                                                 | 4        | 3.36%  |
|     | Rarely                                                             | 5        | 4.2%   |
| 5   | Do you get enough supper at home                                   |          |        |
|     | Yes                                                                | 113      | 94.95% |
| 6   | How do you get food at school?                                     |          |        |
|     | Very good                                                          | 65       | 54.62% |
|     | Good                                                               | 52       | 43.69% |
|     | I dislike it                                                       | 2        | 1.68%  |
| 7   | What advantage do you get from feeding at school?                  |          |        |
|     | Avoid hunger and tiredness                                         | 114      | 95.29% |
|     | Make academically active                                           | 4        | 3.36%  |
|     | No importance                                                      | 1        | 0.84%  |
| 8   | Why do you prefer this school?                                     |          |        |
|     | Because of its nearness                                            | 93       | 78.15% |
|     | Because of its feeding program                                     | 6        | 5%     |
|     | No other schools here                                              | 20       | 16.8%  |

From the above table 7, it can be seen that 29 (24.3%) students respond that all the children in their family learn in the school feeding beneficiary school and 90(75.6%) students respond 1-3 members of children learn in the school feeding beneficiary school. It also showed that 65(54.6% students) get the food



at school very good and 114(95.79%) students respond food at school help them to avoid hunger and tiredness. The response of the students both in table 5, and table 6, showed that school feeding attract great deal number of children from each family and alleviate hunger in the primary school, especially for those students who do not get breakfast, lunch and supper properly at home.

In line with these above discussion from table 6, and 7, WFP/MoE- school feeding program manual of (#1, 2005) confirmed that school feeding is one of the strategies of ESDP II and ESDP III with specific objectives of improving access, stabilizing attendance, reducing dropout and alleviating short term hunger for better learning.

As it indicated in table 6 and 7, 12 (8.52%) students do not get breakfast in the morning before going to school and 38(27.1%)38 students rarely eat breakfast in Sayint worda.

Similarly in Legambo worda 9(7.56%) students and 8(6.7%) students not totally eat breakfast and rarely eat breakfast respectively.

In line with these discussion Chao and Vanderkooy (1988) have shown how in many developing countries up to a third of children do not eat breakfast regularly. In addition DelRosso and Marek (1996) quote studies that have found an association between 'low-achieving' children and less regular breakfast meals. Therefore the school feeding in the study area has positive impact undoubtedly.

In confirming with this the interviewed students also support the above discussion. Hailu Awoke is a 4<sup>th</sup> grade student and 14 years old. He responded to the interview about the advantage of school feeding as: “ምግብ መኖሩ እንዳይርብን እና እንዳይደክመን አድርጎናል፤ ከተመገብን በኋላ እንነቃቃለን። ” “The school feeding helps us to avoid hunger and tiredness, and we become active after feeding.” (Researcher’s own translation)

All of the interviewed students responded that feeding help them to avoid hunger and tiredness. Especially when they go home after schooling in travelling the long distance, they never feel tiredness because of feeding during break time. From above tables 6 and 7, only 20 students of both woredas i.e. 7.7% of the total students respond that they prefer feeding beneficiary school because of the food at school. But majority of the interviewed students showed that they prefer the school because of availability of food in the school. In the interview students respond that they come to school regularly, they have never dropped out from school, and there are no dropout classmates.

They also respond they are happy with the food because it avoid hunger and they don't have breakfast while they come to school because of cold, being late and unavailability of food at home.

Regarding enrollment, attendance and dropout the students responded that their parent send their children to this school voluntarily. The students also responded that they always attend class regularly, no dropout in their class and the respondents themselves didn't dropped out from school. In confirming with this idea, a small pilot school feeding program in Malawi was evaluated for its effect on enrollment and attendance, Over a three month period there was a 5% increase in enrollment and up to 36% improvement in attendance/ absenteeism compared to control schools over the same period (WFP,1996a).

**Table8: Characteristics of Respondents Included in FGD**

| № | Woreda       | № of Group Members | Sex |   | Age      |          | Responsibility |           |               | Response |
|---|--------------|--------------------|-----|---|----------|----------|----------------|-----------|---------------|----------|
|   |              |                    | M   | F | 25-30    | >30      | Head           | Vice head | Professionals |          |
| 1 | Sayint       | 4                  | M   | - | 1        | 3        | 1              | 1         | 2             | 100%     |
| 2 | Legambo      | 4                  | M   | - | 2        | 2        | 1              | 1         | 2             | 100%     |
|   | <b>Total</b> | <b>8</b>           |     |   | <b>3</b> | <b>5</b> | <b>2</b>       | <b>2</b>  | <b>4</b>      |          |

Regarding the characteristic of FGD respondents four are heads of education office in both woredas and the other four are professionals of education office in both woredas. These groups were selected purposely because the researcher believed that important information would be gained during discussion from heads and professionals in both woredas.

Therefore, the focused group discussion supports the earlier ideas gained through interviews and questionnaire. The information gained through discussion with 8 members of the group 4 from each woreda showed that school feeding started in both woredas by selecting those sites with less enrollment and participation of students, high dropout and repetition of students.

In addition to these the areas at which school feeding practiced are drought vulnerable and food insecure. Therefore the primary objective was to achieve the above mentioned poor participation of students and reduce dropouts. As the group in both woredas confirmed through the discussion the school feeding achieved the above intended objectives. There are clear positive impacts upon enrolment, dropout and attendance. Enrollment increased, dropout decreased, and regular attendance achieved. In the discussion issue of active participation of students also raised as an impact of feeding.

In the discussion the group showed that there are differences among feeding and non-feeding schools in their achievement of enrollment, reducing dropouts, attendance and repetition of students. There are better achievements in the feeding beneficiary than non-feeding schools. The members also raised some negative impacts upon time, and material resources because of higher enrollment in the feeding schools. The parent-school relationships increased and strengthened through participation of parents in implementing school feeding. This contributes to the teaching learning process.

The group members commonly underlined that by increasing enrollment, decreasing dropout and by making students to attend class regularly primary

school feeding is contributing a lot to achieve the MDGs i.e. universal primary education.

In congruent with these literatures also showed that children who eat a healthy, balanced and nutritious diet will be able to concentrate in school. They learn more and are better able to contribute to their community and family in the future (WFP/MoE-Support Module #3, 2005).

In the WFP/UNESCO/ WHO school feeding book, Rome (1999) and WFP's food and nutrition Handbook, emphasized the indispensable role of school feeding. The school feeding program focuses on reaching the unreached and the have-nots-there by contributing to universalizing access, promoting equity, improving the learning environment, reducing disparities particularly between males and females improving efficiency by reducing dropouts and improving quality and to using on actual learning.

The researchers personal observation during data collection in class and at the field support the role of school feeding. The observation took place before and after feeding in two randomly selected classes for 20 minutes a day for five days (a week).

**Figure 1 Photographs taken during observation in Sayint Woreda at Bahir Sheshi Primary School**



**a) Students receiving breakfast at break time (Bahir Sheshi Primary School)**



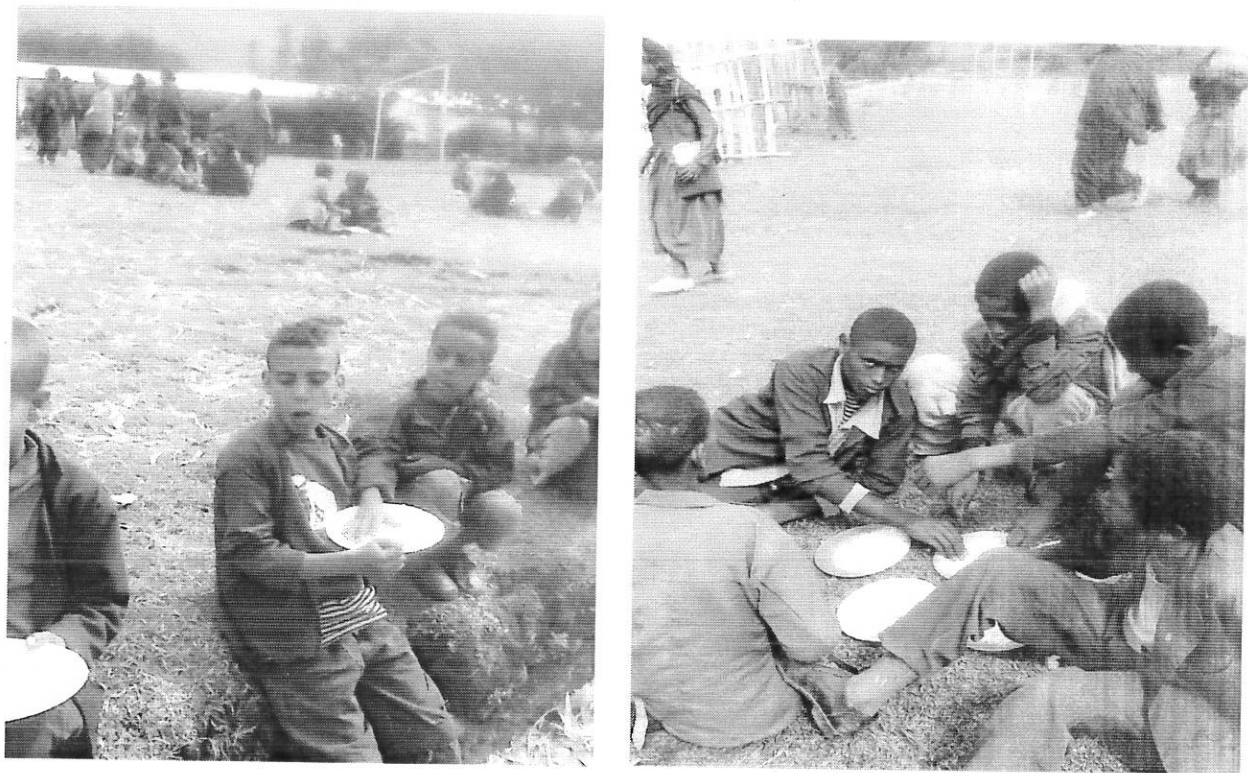
**b) Students eating breakfast at their break time (Bahir Sheshi Primary School)**

The students condition before feeding at 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> period they feel cold, low class participation and silent. They prefer to keep quite and listen. But after the break-time and eating the food (Beso) the reverse action has been showed. The class becomes warm, when a teacher raise a question almost all students raise their hands to try it. In general class participation and concentration become high after eating the food.

The observation at the field also showed that students during and after feeding feel fun, play each other, look smile and relax. In general the observation showed students class size is constant, no fluctuation i.e. no absenteeism, early coming is obvious, not going home at rest time.

Literatures also support these ideas, in line with this, nurturing a brighter future (WFP,2008) states as: on empty stomachs, children become easily distracted and have problems of concentrating on their lessons. The promise of at least one nutritious meal each day attracts children to school, boosts enrollment, promotes regular attendance, and enhances students performance. Therefore, from the above discussion it is possible to conclude that school feeding affects class activity, attendance, concentration, enrollment and dropouts positively.

**Figure 2 Additional photographs taken during observation in Sayint woreda at Bahir Sheshi Primary School**



**Students eating breakfast in group during their break time (Bahir Sheshi Primry School)**



## CHAPTER FIVE

### 5. Summary, Conclusions and Recommendations

#### 5.1 Summary

The main purpose of this study was to investigate the impact of school feeding upon enrolment, attendance and dropouts, and other impacts in the teaching learning process and school environment. To attain these two woredas and four primary schools two from each woreda selected purposively. The study was designed to answer the following basic questions.

1. To what extent school feeding affects the teaching learning process?
2. What were the major impacts of school feeding program in affecting enrollment, attendance, and dropouts?
3. What were other impacts of school feeding in the school environment?

In order to answer these questions, the case study method was employed. The data relevant to the study were gathered through questionnaires, interview, focus group discussion, observation and documents.

In analyzing the data, both quantitative and qualitative methods were employed. Finally based on the review of literature and the analyzed data, the following major findings were obtained from the study.

Major findings of the study:

The data analysis led to the following major findings:

- It was found out that school feeding affected teaching learning process positively in that: by improving enrollment, stabilizing attendance, reducing dropouts and alleviating short-term hunger for better learning.
- It was also found that parents highly interested to enroll their children in the school feeding beneficiary schools for the sake of school feeding. Because of this participation of students increased in feeding beneficiary schools.



- The study revealed that students prefer feeding beneficiary schools and they actively learn in the schools. It also revealed 17.7% of the students rarely eat and 8.1% of the students don't eat their breakfast while they come to school in the morning. As a result school feeding has great role in alleviating this condition.
- The study also showed school feeding has great positive impact upon enrollment, dropout and attendance of students; that is by increasing enrollment, reducing dropouts and regular attendance.
- The study also showed some negative impacts like overload on time, material and human resources due to shift of students from non-feeding to feeding schools and higher enrollment.

## **5.2 Conclusions**

The school feeding practice in the study areas is attractive. It hold great deal number of poor families' children to access primary education. It helps the beneficiary schools to increase their enrollment, make attendance of students regular and reduced dropouts.

The school feeding has a positive effect on teaching learning process by avoiding a short-term hunger and making students concentrate and actively participate in class.

There are some negative impacts of school feeding: like wastage of time during the feeding process and teachers become busy in assisting it. Therefore school feeding has a positive impact upon enrollment, attendance and dropouts. That is an increase in enrollment, regular attendance and reduced dropouts in school feeding beneficiary primary schools.

### 5.3 Recommendations

In light of the findings of the study and conclusions drawn, the following recommendations were forwarded to strengthen the school feeding practices and its positive impact in the study area.

1. To access more unreached poor families for primary education the school feeding beneficiary schools should increase in number and continue in its support to achieve the MDGs in the study areas.
2. The food at the school should be diversified. It is only “Beso” i.e. one kind of food. If it would include others like “Temir” as it was used to be the years before, students concentration and activity would be high.
3. Further studies should be conducted in targeting of the beneficiaries and indentifying the positive and negative impacts in detail.
4. The Ministry of Education and NGOs like WFP, UNICIEF and others should further strengthened their cooperation to uphold such practices.
5. Not only NGOs but also Ministry of Education and the Regional Government should support school feeding locally. If the Ministry of Education and the Regional Government would plan a long-term strategy to assist feeding locally, it would be more sustainable and help many poor families to access for primary education effectively.

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## Appendix A

በአዲስ አበባ ዩኒቨርሲቲ

የድህረምረቃ ት/ቤት

የሥነ-ትምህርት ኮሌጅ

የካሪኩለምና የመምህራን ሙያ ልማት ጥናት ክፍል።

ለ1ኛ ደረጃ ት/ቤት መምህራን የቀረበ መጠይቅ

የተወደዳችሁ መምህራን፡-

ከሁሉ አስቀድሜ ይህንን መጠይቅ ለመሙላት ስለተባበራችሁኝ ላመሰግን እወዳለሁ። የዚህ መጠይቅ ዋና አላማ በአንደኛ ደረጃ ት/ቤቶች ውስጥ የሚሰጠው የምገባ ፕሮግራም (feeding) በመማር ማስተማሩ ሂደት ላይ ያለውን ተጽእኖ ለማጥናት ነው። ይህን ዓላማ ለማሳካት ይረዳ ዘንድ ከዚህ በታች የቀረቡትን ጥያቄዎች በመመሪያው መሠረት ትክክለኛውን ምላሽ እንድትሰጡኝ በአክብሮ እጠይቃለሁ።

### ክፍል አንድ

መመሪያ 1. በሚከታተሉት ባዶ ሳጥን ከተሰጡት መረጃ ፊት ለፊት የ(✓) ምልክት ያድርጉ

2. ስም መጻፍ አያስፈልግም

- የትምህርት ቤቱ ስም \_\_\_\_\_
- ወረዳው \_\_\_\_\_

1. ፆታ ሀ. ወንድ ☐ ለ. ሴት ☐

2. ዕድሜ ሀ. 20-26 ☐ ለ. 26-30 ☐ ሐ. 30 እና ከዚያ በላይ ☐

3. የትምህርት ደረጃ

ሀ. 12ኛ ክፍል የጨረሰ ☐

ለ. በአዲሱ 10ኛ የጨረሰ ☐

ሐ. መምህራን ማሰልጠኛ ተቋም ሰርትፊኬት ☐

መ. ዲፕሎማ ☐

ሠ. ሌላም ካለ \_\_\_\_\_

4. በዚህ ት/ቤት ለስንት ዓመት አገልግለዋል?

ሀ. ከ5 ዓመት በታች ☐ ለ. ከ6-10 ዓመት ☐ ሐ. 11 እና ከዚያ በላይ ☐

## ክፍል ሁለት

መመሪያ፡ ለሚከተሉት ጥያቄዎች እንደየጥያቄው መንፈስ በመረዳት መልስ ይሆናል ያሉትን ይፃፉ

5. በት/ቤታችሁ የምግባ ፕሮግራም በመማር ማስተማሩ ላይ ያስገኘው ጠቀሜታ ምንድን ነው?

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6. የምግባ ፕሮግራም በመኖሩ ምክንያት በተማሪዎች ምዝገባ (enrolment)፣ በክትትል(attendance) እና አቋራጭ(dropout) ላይ የሚታይ ግልፅ ተፅእኖ አለ ወይ?

ሀ. አዎ ☐ ለ. የለም ☐

አዎ ካሉ እንዴት? \_\_\_\_\_

የለም ካሉ ምክንያቱን ይግለፁ \_\_\_\_\_

7. ለጥያቄ ቁጥር 7 ምላሽዎ አዎ ከሆነ

ሀ. በምዝገባ (enrollment) ላይ የሚታዩ መሻሻሎች ምን ምን ናቸው?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

ለ. በተማሪዎች የክትትል ሁኔታ (attendance) ላይ የሚታዩ ለውጦች ምን ይመስላሉ?

በአጭሩ ይግለጹ

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

ሐ. በተማሪዎች የማቋረጥ ሁኔታ (dropout) ላይ የሚታይ ለውጥ አለ? ይጻፏቸው

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

8. ምግባ መኖሩ በመማር ማስተማሩ ላይ ያሉት አሉታዊና አዎንታዊ ጎኑ ምን ምን ናቸው?

አሉታዊ ጎኑ \_\_\_\_\_

አዎንታዊ ጎኑ \_\_\_\_\_

9. ወላጆች ልጆቻቸውን በት/ቤታችሁ ለማስመዝገብና ለማስተማር ፍላጎት አላቸው?

ሀ. የላቸውም ☐ ለ. አላቸው ☐

አላቸው ካሉ ምክንያቱን ይጥቀሱ\_\_\_\_\_

የላቸውም ካሉ ምክንያቱን ይጥቀሱ\_\_\_\_\_

10. ቀጥሎ በተዘረዘሩት በትምህርት ቤታችሁ ውስጥ የትምህርት ቤቱን ሁኔታ ያመለክታሉ ተብሎ በተዘረዘሩት ጉዳዮች ፊት ለፊት በተሰጡት ሳጥኖች የ(✓)ምልክት በማድረግ ከሳጥኖች ራስዬ ይመጥናል ያሉትን ደረጃ ያስቀምጡ።

| የአመለካከት ጉዳዮች           | ከፍተኛ                     | ደረጃ                      |                          |
|------------------------|--------------------------|--------------------------|--------------------------|
|                        |                          | መካከለኛ                    | ዝቅተኛ                     |
| ሀ. የተማሪዎች ምዝገባ         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ለ. ቀሪ ተማሪዎች ቁጥር        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሐ. አቋራጭ ተማሪዎች ቁጥር      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| መ. ክፍል የሚደግሙ ተማሪዎች ቁጥር | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሠ. የተማሪዎች የትምህርት ውጤት   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Appendix B

በአዲስ አበባ ዩኒቨርሲቲ

የድህረምረቃ ት/ቤት

የሥነ-ትምህርት ኮሌጅ

የካሪኩለምና የመምህራን ሙያ ልማት ጥናት ክፍል።

የምግባ ፕሮግራም ተጠቃሚ በሆኑ ተማሪዎች የሚሞላ ቃለ መጠይቅ

የተወደዳችሁ ተማሪዎች፡-

ከሁሉ አስቀድሜ ይህንን መጠይቅ ለመሙላት ስለተባበራችሁኝ ላመሰግናችሁ እወዳለሁ። የዚህ መጠይቅ ዋና አላማ ምግባ በት/ቤት ውስጥ መኖሩ በተማሪዎች የትምህርት ሁኔታ ላይ ያለውን ተፅእኖ ለማጥናት ነው። ይህንን ለማሳካት ከዚህ በታች ለቀረቡትን ጥያቄዎች በመመሪያው መሠረት ትክክለኛውን ምላሽ እንድትሰጡኝ በአክብሮ እጠይቃለሁ። ምላሽ ስትሰጡ ስም ተመዝግቦ አይያዝም እንዲሁም የምትሰጡት ምላሽ ምስጢርነቱ የተጠበቀ ነው።

መመሪያ፡ 1. ቀጥሎ ላሉት ጥያቄዎች ትክክል የሆነውን ከተሰጡት አማራጮች ትክክል የሆነውን በማክበብ መልሱ።

2. ስም መጻፍ አያስፈልግም።

1. ፆታ ሀ. ወንድ ለ. ሴት

2. ዕድሜ ሀ. ከ10 በታች ለ. ከ10 እስከ 12 ሐ. ከ13 እስከ 15 መ. ከ16 ዓመት በላይ

3. በቤት ውስጥ አንተን ወይም አንችን ጨምሮ ስንት ልጆች አሉ?

ሀ. 1-3 ለ. 4-5 ሐ. ከ5 በላይ ልጆች አሉ

4. በቤት ውስጥ ካሉት ልጆች ውስጥ ስንቶቻችሁ በዚህ ት/ቤት ውስጥ ትማራላችሁ?

ሀ. 1-3 ለ. 4-5 ሐ. ሁላችንም

5. ጠዋት ት/ቤት ስትመጡ በቂ ቁርስ ትመገባላችሁ?

ሀ. አዎ ለ. አንመገብም ሐ. አልፎ አልፎ ነው

6. ቤት ውስ ማታ በቂ ራት ታገኛላችሁ? ሀ. አዎ ለ. አናገኝም

7. ከት/ቤት ስተወጣ/ጭ በቂ ምሳ ቤት ውስጥ ታገኛላህ/ሽ ወይም ትበላለህ/ያለሽ ወይ?

ሀ. አዎ ለ. አላገኝም ሐ. አንዳንድ ቀንነው



8. ትምህርት ቤት ውስጥ ያለውን ምግብ አንዴት አገኛችሁት?

ሀ. በጣም አስደሳች ነው ለ. መጠነኛ ነው ሐ. አልወደውም

9. በትምህርት ቤት ውስጥ ምግብ ማግኘታችሁ ምን ጥቅም አለው?

ሀ. እንዳይርብን እና እንዳይደክመን አድርጓል

ለ. በትምህርት ጎበዝ እንድንሆን

ሐ. ጥቅም የለውም

10. እዚህ ት/ቤት የገባኸው/ሽው በምን ምክንያት ነው?

ሀ. ስለሚቀርብኝ ነው

ለ. ምግብ ስላለ ነው

ሐ. ሌላ ት/ቤት ስለሌለ ነው

## Appendix C

በአዲስ አበባ ዩኒቨርሲቲ፡

የድህረምረቃ ት/ቤት

የሥነ-ትምህርት ኮሌጅ

የካሪኩለምና የመምህራን ሙያ ልማት ጥናት ክፍል፡፡

በአንደኛ ደረጃ ት/ቤት የምግብ ፕሮግራም የታቀፈ ት/ቤት ተማሪዎችን ቃለ መጠይቅ  
(interview) ለማድረግ የተዘጋጁ ጥያቄዎች

1. ትምህርት ቤት ምን ያህል አዘውትረህ ትመጣለህ?
2. ከዚህ በፊት ትምህርት ቤት ገብተህ አቋርጠህ ታውቃለህ?
3. ምገባ በትምህርት ቤታችሁ ላይ አወንታዊ ተፅዕኖ አለው ብለህ/ብለሽ ታምናለህ/ሽ?
4. ትምህርት ቤት ውስጥ ምግብ መኖሩና በመመገባችሁ ምን ይሰማችኋል?
5. ቤት ውስጥ ምን ያህል ቁርስ፣ ምሳ እና እራት ታገኛለህ/ሽ?
6. በአካባቢህ ሌላ ት/ቤት የሚማር ጓደኛ አለህ? ከሌላ ት/ቤት ወደዚህ የቀየረህ አለ?
7. ከክፍልህ ያቋረጡ ተማሪዎች አሉ?
8. በአካባቢህ ከዚህ የቀረበ ት/ቤት ብታገኝ የትኛውን ትመርጣለህ? ወደ ቅርቡ መሄድ ትፈልጋህ ወይስ እዚሁ ነው መማር የምትፈልገው? ለምን?

## Appendix D

በአዲስ አበባ ዩኒቨርሲቲ

የድህረምረቃ ት/ቤት

የሥነ-ትምህርት ኮሌጅ

የካሪኩለምና የመምህራን ሙያ ልማት ጥናት ክፍል።

በአንደኛ ደረጃ ት/ቤት የምገባ ፕሮግራም ተጠቃሚ የሆኑ ተማሪዎች ወላጆችን ቃለ መጠይቅ(interview) ለማድረግ የተዘጋጁ ጥያቄዎች

1. የሰዎችህ ወደ ትምህርት ቤት የመሄድ ተነሳሽነት ምን ይመስላል?
2. ተማሪዎቹን ቤተሰብ ለተለያዩ ስራ ፈልጓቸው እንዲቀሩ ጥያቄ ሲቀርብላቸው የሚያሳዩት ምላሽ እንዴት ነው?
3. የምገባ ፕሮግራም ባለበት ት/ቤት የሚማሩ ተማሪዎች በአካላቸው ላይ ጉልህ የሆነ ለውጥ ይታይባቸዋል ወይ?
4. በእናንተ ሃሳብ ምገባ በትምህርት ቤት ውስጥ መኖሩ ምን ጠቀሜታ አለው ትላላችሁ?
5. ተማሪዎች ወደ ት/ቤት ሲመጡና ከት/ቤት ሲመለሱ በቂ ምግብ ይቀርብላቸዋል ወይ? የተማሪዎቹን የመመገብ ፍላጎት እንዴት ነው?
6. የተማሪዎች ምዝገባ ምገባ ፕሮግራም በመኖሩ የሚታይ ለውጥ አለ? እናንተስ ምገባ ያለበትን ነው የምትመርጡት ወይስ የቀረባችሁን ት/ቤት ነው?
7. ምገባ ፕሮግራም ባለበት ት/ቤት የሚማሩ ተማሪዎች የማቋረጥ ሁኔታ እዴት ነው?

## Appendix E

በአዲስ አበባ ዩኒቨርሲቲ

የድህረምረቃ ት/ቤት

የሥነ-ትምህርት ኮሌጅ

የካሪኩለምና የመምህራን ሙያ ልማት ጥናት ክፍል።

ለ1ኛ ደረጃ ት/ቤት ርዕሳነ-መምህራን እንዲሁም ለሱፐርቫይዘሮችና ለፎካል ፐርሰን

የቀረበ ቃለ መጠይቅ (Interview)

የተወደዳችሁ መምህራንና ርዕሰ መምህራን፡-

1. የምገባ ፕሮግራም (school feeding) በትምህርት ቤታችሁ መኖሩ በተማሪዎች ምዝገባ (enrolment) ላይ ያለው ተፅእኖ ምንድን ነው? ከዚህ በፊት ከነበረው ሁኔታ ጋር በማነጻጸር እንዴት ይገልጹታል?
2. የምገባ ፕሮግራም (school feeding) በትምህርት ቤታችሁ መኖሩ በተማሪዎች በክትትል (attendance) እና በአቋራጭ (dropout) ላይ ያሳደረው ተፅእኖ አለ? ካለ እንዴት ይገልጹታል?
3. ከዚህ በተጨማሪ በት/ቤቱ የመማር ማስተማር ሁኔታ ላይ ሌሎች አስታዊም ሆነ አዎንታዊ ተጽእኖዎች ካሉ በገልፁዋቸው

## Appendix F

Addis Ababa University

School of Graduate Studies

College of Education

Curriculum and Teachers' Professional Development

### Questionnaire for primary school teachers

Dear teachers: First of all I would like to give my gratitude for your cooperation to fill these questionnaires. The main objective of these questionnaires is to study the impact of primary school feeding upon teaching-learning. To attain this objective you are politely requested to give the correct answers for the following questions.

#### Part One

Directions 1. Put a tick (✓) mark for the following box in front of a given information.

2. No need of writing a name

Name of School \_\_\_\_\_

Woreda \_\_\_\_\_

1. Sex    Male ☐                      Female ☐
2. Age    A. 20-26 ☐                      B. 26-30 ☐                      C. 30 and above ☐
3. Education Level
  - A. 12 complete ☐                      D. Diploma ☐
  - B. 10 Complete ☐                      E. Above diploma ☐
  - C. TTI ☐
4. How long did you serve in this school?
  - A. Below 5 years ☐                      B. 6-10 years ☐                      C. Above 11 years ☐

## Part Two

Direction: Give answer for the following questions that you think it would be right answer according to the questions characteristics.

5. What are the advantages of school feeding in your school? \_\_\_\_\_  
\_\_\_\_\_
6. Is there a clear impact upon enrollment, attendance and dropouts of students due to school feeding?      A. Yes ☐      B. No ☐

If you say yes how? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you say no explain the reason \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. If you say Yes for question number 6

a) What are the improvements on enrollment of students? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) What are the changes on students condition on attendance? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) Is there any change on students dropout? Write them \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What are the negative and positive impacts of school feeding?

Negative sides \_\_\_\_\_  
\_\_\_\_\_

Positive sides \_\_\_\_\_  
\_\_\_\_\_

9. Do parents have interest to enroll and teach their children in the feeding beneficiary school? A. Yes ☐ B. No ☐

If you say Yes state the reason \_\_\_\_\_

If you say No state the reason \_\_\_\_\_

10. Make a tick (✓) mark in the boxes in front of indicators of your school conditions listed below.

| Indicators                           | Level                    |                          |                          |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
|                                      | High                     | Medium                   | Low                      |
| a) Students enrollment               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Number of absent students         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) number of drop out students       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) number of class repeated students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) students academic result          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**Appendix G**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Curriculum and Teachers Professional**  
**Development**

**Questionnaires to be filled by school feeding beneficiary students.**

Dear students:

First of all I would like to give my gratitude for your cooperation to fill these questionnaires. The main aim of these questionnaires is to study the impact of school feeding upon students' educational condition. To this end you are politely requested to give the right answer to the following questions according to their direction.

Direction 1: Answer the following questions by choosing the right answer from the list (put a tick (✓) mark)

2. No need of writing your name

1. Gender      A. Male ☐      B. Female ☐
2. Age      A. Below 10 ☐      B. 10-12 ☐  
                 C. 13-15 ☐      D. Above 16 years old ☐
3. How many children are there in your family including you?  
    A. 1-3 ☐      B. 4-5 ☐      C. Above 5 children ☐
4. How many of you are learning in the school feeding beneficiary school among the children in your family?  
    A. 1-3 ☐      B. 4-5 ☐      C. All of us ☐
5. Do you eat enough breakfast when you come to school?  
    A. Yes ☐      B. No ☐      C. Rarely ☐
6. Do you get enough supper? A. Yes ☐      B. No ☐

7. Do you get lunch at home when you come back from school?
- A. Yes ☐      B. No ☐      C. Rarely ☐
8. How do you get food at school?
- A. Very good ☐      B. Good ☐      C. I dislike it ☐
9. What is the advantage of food at school?
- A. Avoid hunger and tiredness ☐
- B. Make us academically active ☐
- C. No importance ☐
10. Why do you prefer this school?
- A. Because of nearness ☐
- B. Because of its feeding program ☐
- C. Because no other school there ☐

**Appendix H**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Curriculum and Teachers Professional**  
**Development**

Guiding questions of interview for students who are beneficiary of school feeding program

1. Do you come to school regularly?
2. Have you ever been dropped out from school?
3. Do you believe that the presence of school feeding has positive impact?
4. What do you feel about the presence of food and being fed it?
5. Do you get breakfast, lunch and supper in your home? How often?
6. Do you have a friend who learn in other school? Is there a friend or a student who change from other school to here?
7. Do you know dropped out students in your class?
8. If you get a school nearer than this which do you prefer? Feeding or non-feeding?

**Appendix I**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Curriculum and Teachers Professional**  
**Development**

Guiding questions to interview parents of school feeding beneficiary students.

1. What looks like the interest of your children to go to school?
2. How students respond while they are requested to be absent from school for different purposes by their parents?
3. Is there any visible physical change among the school feeding beneficiary students?
4. According to your view, do you believe that the presence of school feeding has an advantage?
5. Do students get enough food at home while they come and go to school? What about students feeding interest?
6. Is there a change on enrollment because of the presence of school feeding? Which school do you prefer for your children? The near by or the feeding beneficiary?
7. How do you see students' dropout condition in the feeding beneficiary school?



## **Appendix J**

**Addis Ababa University**

**School of Graduate Studies**

**College of Education**

**Department of Curriculum and Teachers Professional  
Development**

### **Focus Group Discussion Guiding Questions for Woreda Education Personnels**

1. When did school feeding start in your woreda? How beneficiary schools used to select?
2. To what extent school feeding contributes in accessing universal primary education from your local perspective?
3. What are the major positive and negative impacts of school feeding programs in the teaching learning process?
4. What do you suggest about primary school feeding program in general?
5. According to your view, is school feeding program contributing for Millennium Development Goal?
6. Does school feeding improve enrolment, attendance and dropout of students?
7. How do you see students enrolment, dropout, attendance scores, and repetition in the beneficiary schools compared to others?

## **Appendix K**

### **Addis Ababa University**

#### **School of Graduate Studies**

##### **Department of Curriculum and Teachers Professional Development**

Interview questions for primary school principals, supervisors and school feeding focal persons.

1. What is the impact of school feeding upon enrollment in your school?  
How do you explain it by comparing the condition before?
2. Is there an impact upon attendance and dropout in your school due to school feeding? If there is, impact how do you explain it?
3. If there are additional impacts of school feeding in your school upon teaching learning process, whether negative or positive, please explain them.

**Appendix L**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Curriculum and Teachers Professional**  
**Development**

**Observation Checklist**

Name of Woreda \_\_\_\_\_

School \_\_\_\_\_

Grade level \_\_\_\_\_

No. of Students \_\_\_\_\_

Date \_\_\_\_\_

| No. | Item                                                                                                                                                                                       | Level |   |   |   |   | Remark |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---|---|---|---|--------|
|     |                                                                                                                                                                                            | 5     | 4 | 3 | 2 | 1 |        |
| 1   | Teaching learning process <ul style="list-style-type: none"> <li>• Concentration</li> <li>• Participation</li> <li>• Activities</li> </ul>                                                 |       |   |   |   |   |        |
| 2   | Attendance <ul style="list-style-type: none"> <li>• Regular coming</li> <li>• Late coming</li> <li>• Early coming</li> <li>• Going home at rest time</li> <li>• Absenteeism</li> </ul>     |       |   |   |   |   |        |
| 3   | Students interaction with teachers and among each other (adaptation of the school environment) <ul style="list-style-type: none"> <li>• Feeling of the compound</li> <li>• Play</li> </ul> |       |   |   |   |   |        |

N.B. 5= excellent

4= V. Good

3= Good

2= Fair

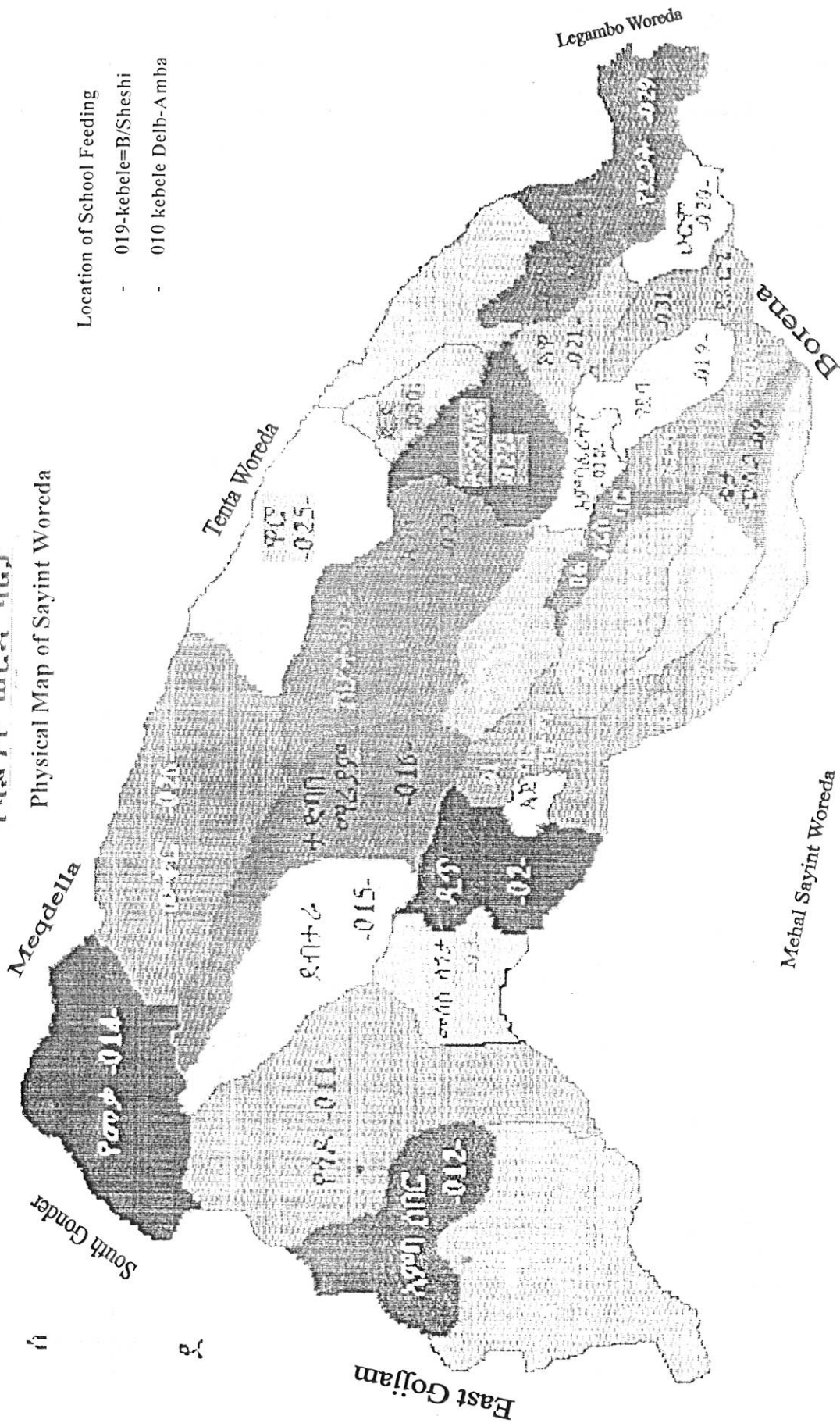
1= Poor

# የአዲስ አበባ ከተማ አስተዳደር

## Physical Map of Sayint Woreda

### Location of School Feeding

- 019-kebele=B/Sheshi
- 010 kebele Delh-Amba

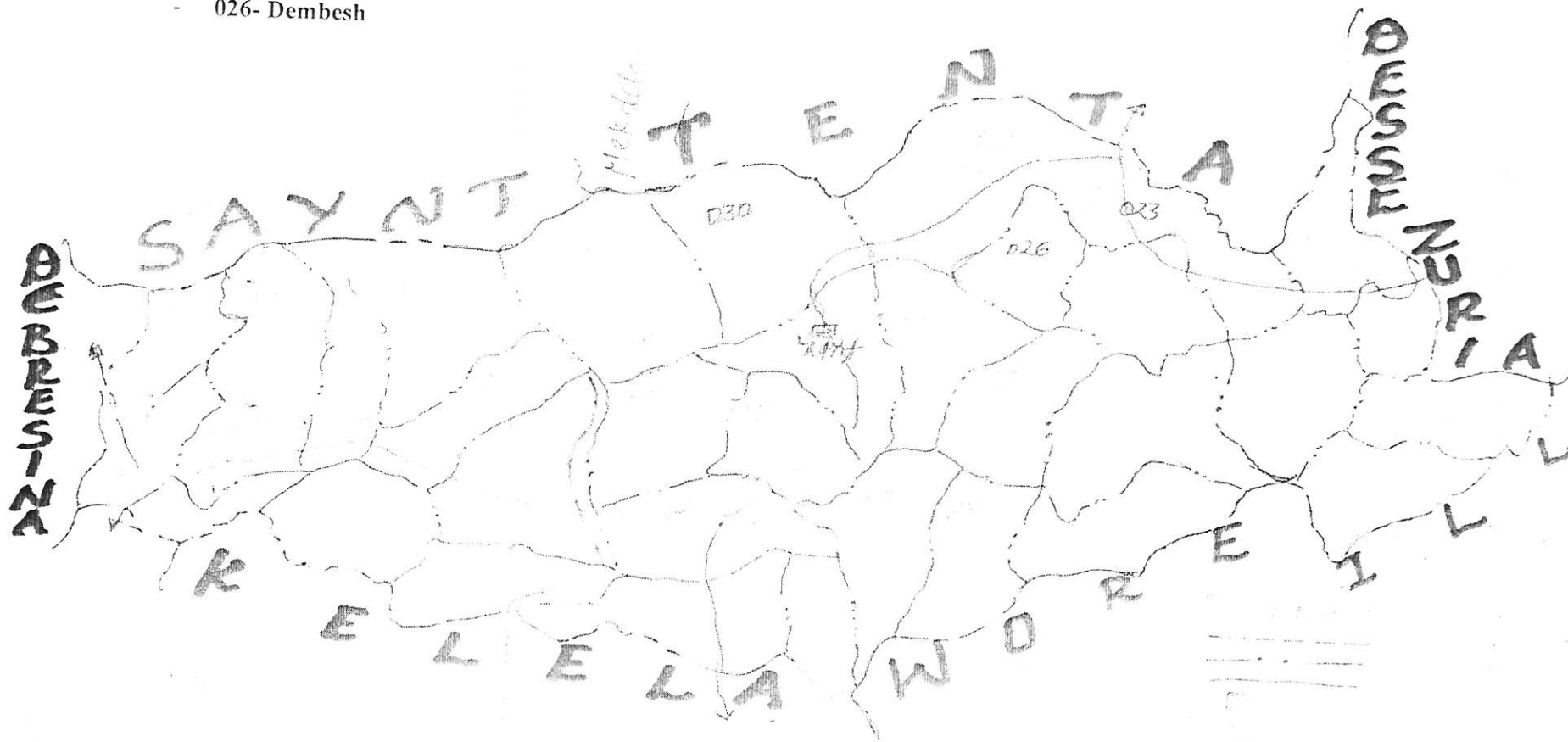




# Political Map of Legambo

## Feeding Schools

- 030- Wellelet
- 026- Dembesh



## Declaration

I, the undersigned declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

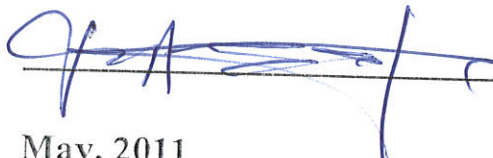
Name: Mengistu Temtim

Signature: 

Date: May, 2011

This Thesis has been submitted for examination with my approval as the University Advisor

Name: Messenger Assefa (PHD)

Signature: \_\_\_\_\_

Date: May, 2011