AN ASSESSMENT OF SCHOOL FEEDING PROGRAMME IMPLEMENTATION IN OROMIA PRIMARY SCHOOLS

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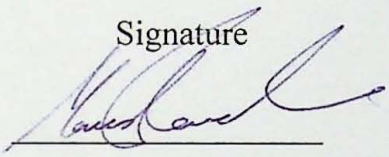
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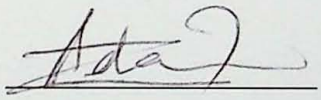
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Acronyms and Abbreviation

BESO :	Basic Education Strategic Objective
CO:	Country Programme
CHILD:	Children in Local Development
CIDA:	Canada International Development Aid
DPPC:	Disaster Prevention and Preparedness Commission
E.C:	Ethiopian Calendar
EFA:	Education For All
EMIS:	Educational Management Information System
EOC:	Ethiopian Orthodox Church
ESDP:	Education Sector Development Plan
FAO:	Food and Agricultural Organization
FFE:	Food For Education
FPS:	Food Preparation Staff
GTZ:	German Technical Assistance
LLPPA:	Local Level Participatory Planning Approach
LIJ-PPA:	Children in Participatory Planning Approach
MOE:	Ministry Of Education
MDG:	Millennium Development Goals
MERET:	Managing Environmental Resources to enable Transitions to more Sustainable livelihoods
NGO:	Non Government Organization
NPCC:	National Project Coordination Committee
NPRC:	National Project Review Committee
PTA:	Parent Teacher Association
RBM:	Result Based Monitoring
RPCC:	Regional Project Co-Ordination Committee
RRC:	Relief and Rehabilitation Commission
RPCC:	Regional Project Coordination Committee
SFC:	School Feeding Committee
SFP:	School Feeding Proramme
TGE:	Transitional Government of Ethiopia
TTI:	Teacher Training Institute
UNDP:	United Nations Development Programe

UNESCO:	United Nations Educational Scientific and Cultural Organization
UNHCR:	United Nations High Commission for Refugees
UNICEF:	United Nations International Children's Emergency Fund
UPE:	Universal Primary Education
USA:	United States of America
USAID:	United States Agency for International Development
WFP:	World Food Programme
WHO:	World Health Organization

Abstract

School feeding programme is one of the major strategies employed by government and WFP in achieving universalizing of primary education. One of the beneficiary such strategy beneficiary region of this strategy is Oromia regional sate. The major purpose of this study is also to asses the implementation practices and problems of schools. By now in Oromia regional state 217 primary schools and 26 woredas are beneficiaries of school feeding programme by WFP. To undertaken this study descriptive survey method was employed. The method is also used in comparing achievements of school feeding schools with the regional average 65 primary schools were randomly selected as feeding schools with the regional average in grade in grade 8 regional examination. For this study a sample from project primary supported woredas. The research study included five categories of sample population was involved in the study. That consisted of 75 students, 75 parents, 80 teachers, 65 directors and 35 focal persons of wored, zone, regional Questionnaires, interviews, personal observations, checklists and focus group discussion. Bureau and WFP; a total of 360 sample population were the min tools used for data collection. Moreover, secondary sources, such as official records of the school, regional education official, and WFP documents were assessed. The findings indicated that the intervention of school feeding has increased enrollment, academic achievements and reduced dropout rates although all gains may not be attributed to SFP. The major problems disclosed were severe dalliance in food delivery, poor monitoring and evaluation system. Lack of conceited efforts to make the project sustainable , and reluctance in introducing and expanding CHILD as a localized phase out strategy. Some of the recommendations include decentralizing food transportation bidding and transporting process to the beneficiary zones, creating a forum of understanding among REB, WFP and private freight transporters and empowering School Feeding CRC Supervisors so as to discharge their roles effectively. Accordingly, the finding and conclusions are for warded.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach which includes background of the study, statement of the problem, significance, objectives, delimitation and limitation of the study as well as operational definition of terms and research organization.

1.1. Background of the Study

Recently, Ethiopia has given paramount attention to universalizing of quality primary education (UPE) up to year 2015. This massive program of educating school age children to complete primary education (1-8) is indicated clearly in 1994 Education and Training policy. One of the strategies designed for the success of this policy is school feeding programme intervention in Tigray, Amhara, Afar, Oromia, Southern Nations and Nationalities, and Somali Regions of Ethiopia. It was in accordance with the basic agreement that the Government of Ethiopia requested WFP to support schools located in places where food in security was prevalent and attendance was poor through school feeding project following the signing of the memorandum of understanding in February 1994 between the Ethiopian Government and the World Food Program. This project is known by the name "project Ethiopia 4929": Improving Education through school feeding in Oromia Region, which is the concern of this research paper.

The project has long term objectives of achieving universal primary education and enabling poor households to invest in human capital that is educating their children. Besides, the SFP has immediate objectives of increasing enrollment, establishing attendance, reducing drop-outs, and improving the ability of students to concentrate and participate in class by easing their short-term hunger, WFP and MOE, agreement document (October 2003). This program covers 217 primary schools in 7 zones benefiting more than 90,000 primary school children. Level of poverty, food shortage, and the consequent low enrollment of school age children, particularly that of girls are the major recruitment criteria. Besides, alleviating short-term hunger, this project aims at reducing educational wastage by raising attendance and reducing dropouts in beneficiary schools. It is also observed that students migrate from the neighboring non-feeding primary schools to school feeding schools there by creating pressure on receiving schools. Physical & concentration level improvements of feeding school children are also identified compared to

non-feeding schoolchildren. Obviously, the success of school feeding program depends crucially on proper and sufficient inputs, processes, out put and out come that will further refine and sustain it. So far, the bulkiest input both in material and finance form is collected from voluntary donors around the world by the World Food Program under UN umbrella. In fact, local communities also contribute in kind, labor and financially through community participation.

Like all the other education programs and strategies, the school feeding program also requires efficient organization and management system relevant to its nature. This is more so because the bulkiest inputs that come from individual donors who want to see their inputs reached to the needy and accordingly scoring a break through outcomes and impacts on as many beneficiaries as possible. Therefore, careful and proper planning, utilization, monitoring and giving proper feed back via reporting on the school feeding program are crucial.

On the other hand, as a project being sponsored by the World Food Program school feeding program is not an endless project. The presently involved beneficiary schools need to graduate from external support and need to run the program on their own resources. This calls for project exit strategy that should be designed ahead. More over, the need to fill resource gaps created due to the rising demand on the part of the beneficiaries and due to the dwindling donor inputs to the program calls for, to look to alternative and diverse sources of inputs to the project.

As WFP (UNESCO/ WHO (1993:13) says, education has become one of the basic human needs. It serves as a tool of meeting other basic needs, and an action that maintains and fosters comprehensive development. Particularly, basic education makes an important contribution to alleviating poverty, hunger, and improving people's lives.

Participants of the Copenhagen summit recognized that "the satisfaction of basic human needs including education is an essential element of poverty reduction" and committed themselves to" promoting the goals of universal and equitable access to quality education". The World Food Programme further states that the program of action includes the importance of" facilitating access to education for people living in poverty by providing social services, such as meals as incentives for families to keep children in school". Hence, food and education are basic needs and right of people (WFP: 1996:5).

According to Oromia Regional state it was in accordance with basic agreement that the Government of Ethiopia requested WFP to support schools located in places where food

insecurity was prevalent and school attendance was poor, through school feeding strategy as a project.

In times of major economic or social change, the attendant problems of poverty and hunger focus on the most vulnerable members of society-children. The impact of these problems has been largely responsible for the development of school feeding programs in most nations throughout the world, Agency for International Development1968,, Encyclopedia of Education, (1971:86).As WFP (2003:1), International food policy Research Institute says-there are few things that are so necessary as child hunger or so wasteful as unexplored intelligence. School feeding program address both problems at once. If we can find the resolve and the resources, we can eliminate these features from the human landscape in a single generation. Numerous studies have shown the importance of diet and nutrition on intellectual development and on individual's ability to concentrate. WFP believes that the road to stability begins with two simple ingredients food and education.

The World Food Programme Global School feeding campaign seeks to promote child welfare using food for education. School meal program throughout the world encourages children to attend class. One meal during the school day not only mitigates short-term hunger, it also improves a child's ability to learn. The more educated children are the greater their chances of living self- reliant and productive lives. In 2002, the agency fed 15.6 million children in 64 countries including Ethiopia, Global School Feeding Report (2003:4) Most of these students. according to (WFP, 2001:7) are coming to school without having eaten their breakfast walking a long journey from their home to school, feel tired and as a result their alertness, attention span and learning capacity is reduced. Therefore, prevalence of malnutrition in most developing countries is high particularly among women and children.

The WFP, UNESCO and WHO (1999: 13), Indicated that education, while not a panacea in itself, yet contributes in many ways to combat hunger and poverty. Many studies on human capital investment, particularly education suggested that benefits have been shown to be particularly high for primary education. In one multi-national study the social rate of returns average was 27 percent for primary and 15 to 17 percent for secondary education while private return were 49 percent and 27 percent for primary and secondary education, respectively.

As noted in the April 2000 Education for All Declaration, poor health and nutrition lead to low school enrolment, absenteeism, diminished class performance, and early school drop-outs, especially in developing countries, WFP Global school/feeding Report (2003:11).

From the above discussion it can be seen that school feeding program is indispensable in off-setting short lived hunger, in over coming early school drop outs, in raising class performance and in improving over all student performance in schools and outside.

Therefore, the implementation of school feeding program has to be examined with a view of how much it meets the expectations. With this concept in mind, this study was aimed at investigating the status of school feeding programme implementation in Oromia primary schools. The purpose of this study, hence, was to assess the school feeding Implementation practices and problems and generating recommendations with the view of improving the program in the educational activities of the region.

1.2 Statement of the Problem

Despite the various efforts of improving the educational sector of Ethiopia, the practical implementation of the policy and various strategies requires continuous improvement. Amongst the factors, that contribute to current shortcomings in school effectiveness particularly low student participation rate in Ethiopia could not be improved by allocating more budget. constructing additional schools and employment of additional teachers alone. It entails integrating different education interventions carried out jointly by the government, community and donors. That is why school-feeding project (SFP) was launched with the memorandum of understanding signed between the Ethiopian Government and World Food Program(WFP) in February 1994, plan of operations Agreement (1992:2). To overcome the problem greater emphasis was placed on better implementation of school feeding project. Accordingly, Oromia Regional Education Bureau in its ESDP III set boldly School feeding project with general objective of further improving access to primary education and there by improving attendance and drop-out rates. Moreover, to encourage girl's participation incentives of oil for girls participation is highly focused in pastor list zones of Borena, Guji, and low land Bale. Currently, SFP is undertaken in 7 zones, 29 woredas and 217, primary schools enrolling 90000 beneficiary students in Oromia Regional state. For these beneficiaries 836 metric tone of food is supplied each semester by the WFP since 2006/07.More over 2 liters of Girl's Initiative Oil is also

provided for each girl that attends 80% of school days in each month as home take ration in pastor list areas of Bale, Borena, and Guji zones.

At the national, level too, ministry of Education invigorated school Feeding project in its ESDP III. To this end, there is national and regional school feeding project co-ordination committees that would undertake bi-annual and annual reviews each year with aims of further improvement in performance.

1) Awareness: Despite lots of efforts done in creating awareness on the mission of the programme still there are doubts in the society, particularly among some officials who see the programme as dependency syndrome.

2) Implementation gaps: Although the programme is in operation for over 13 years in the region there are short comings in early food dispatching, enrolling more children to the beneficiary schools, and decreasing absenteeism

3) Weak reporting: The inaccuracy and untimely reporting practices are highly under mining accurate planning and resource utilization in the beneficiary schools. One major reason for inaccuracy and untimely late reporting is found to be turnover of trained directors and woreda focal persons.

4) Resource miss utilization: school feeding resources are not being utilized properly as observed in many cases. For instance, the motor cycles given by WFP to help supervision and monitoring activities of the project are found as being used for other purposes against the agreement reached with WFP, WFP field monitoring report (2007/08).

Thus the following factors determine the implementation of an efficient School Feeding Programme

a) To break the already established opinion that considers the programme as "promotion of dependency" the REB and WFP should do joint advocacy and promotion work continuously by segmenting the resistances through advance assessments.

b) The REB should establish a tendering committee that is committed to efficient, effective and transparent bidding processes and that dispatches food items to schools as earliest possible.

c) Continuous and joint REB and WFP training of school directors, woreda focal persons and food preparation staff on food handling and reporting is essential in overcoming reporting and food managing problems.

d) The zonal and woreda educational offices should work jointly in using motor bicycles given by WFP for the monitoring and follow-up of their schools.

e) Schools should prepare their stores, cooks and fuel as early as possible in order to mitigate the late start of feeding their students.

In summary, SFP operation in Oromia Regional State Education Bureau, the woredas and schools has the following problems

1. Delay in delivering food and non-food items to schools
2. In appropriate use of WFP donated resources
3. Delay in starting feeding at schools
4. In accurate and late reporting from schools and woredas
5. Undermining the roles and contributions of the SFP by some people due to the developed miss conception that considers the programme as promotion of dependency. WFP monitoring report (2007/08).

Therefore, this research is designed to study the evolution and existing practices of SFP at various levels, to detect the shortcomings, and to provide possible solutions that may contribute to an efficient and effective SFP implementation and which also can serve planners, decision makers, researchers, the customers and other stakeholders. Therefore, the program can effectively and efficiently function when the problems of implementation and their possible solutions are identified by research, and appropriate measures are taken to improve its execution.

1.3 Objective of the Study

The general objective of the study was to investigate the practices and problems attached to the existing system of school feeding project implementation in selected school feeding primary schools in Oromia, and for ward some practical measures to be taken immediately and in the near future to improve the situation with the following specific objectives:

- To assess the practices and problems associated with the project implementation.
- To identify the issues that need attention of those who are involved in management and implementation of the project.
- To indicate the validity of the project to those who lack awareness on its mission and contributions.
- To identify the major operational problems in the implementation of school feeding project.
- To determine the level of positive results achieved in using school feeding project in selected primary schools of the region.

According to Oromia Regional state plan for UPE (2005/06 -2017/18:

August 2005:44) studying about children who can not continue education because of food and.

Establishing the system of food support in educational materials is set as major strategies.

In order to achieve these objectives the study aimed at treating the following basic questions.

1. Are the courses followed in launching the school feeding programme appropriate?
2. Has the school feeding program achieved its objectives?
3. What are the major problems in implementing the school feeding programme?
4. Is there a significant relationship among the attitudes of parents, directors and focal persons regarding school feeding practices?
5. To what extent the school feeding project intervention affected the beneficiaries in their academic achievement?
6. What attitudes do teachers have towards the school feeding project?
7. To what extent the school feeding programme has brought about positive results in
    a. enrollment
    b. academic performance
    c. drop out
    d. repetition
    e. Absenteeism of students in the beneficiary school?

1.4. Significance of the Study

The School Feeding Programme implementation is being affected by the lack of capacity and commitment in using facilities efficiently and effectively, the delay in food and non-food items delivery to the direct beneficiaries, the lack of capacity and commitment in undertaking effective monitoring and technical and professional support to the beneficiary schools by CRC supervisors. Besides, the inadequate advocacy and public relations work done in disseminating the purpose, contributions, and the goals of the school feeding project has created a fertile ground for the opinion that the School Feeding Project is nothing but another version of promoting dependency syndrome. With this ground, the research is significant for the following reasons:

1. This study may produce possible solutions that enable the beneficiary woredas and schools to use their facilities efficiently and effectively.
2. The effectiveness in food and non-food items bidding and transporting is very low and needs urgent remedial actions. Recommendations of this study therefore, may help the REB and the beneficiary schools in increasing enrollment, stabilizing the students, improving academic performance and mitigating educational wastages.
3. Effective and continuous monitoring, technical and professional support and evaluation is one of the most important component in the life cycle of projects such as the School Feeding Programme. Hence, the study may indicate ways for effective, monitoring. technical and professional support by REB and CRC supervisors.
4. The School Feeding Project requires wider support form across domestic and foreign donors so as to sustain and even scale up its function. The studies done on this issue are also very limited. Thus, this study may add to the existing literature in the area.
5. The findings of this study may kindle interest in other researchers to undertake further study.

1.5. Delimitation of the Study

The study was bounded to Oromia Regional state and to primary schools that run the School Feeding Project.

The Major Reasons are:

1) It was delimited to Oromia Regional State because as the saying goes 'the closest are often by passed', even though Oromia is the closest and found at the heart of Ethiopia, no study was conducted in the area of School Feeding implementation in the region. The study therefore, may indicate actions that should be taken to bring improvements in the implementation practices of the School Feeding Programme.

2) The study was delimited to implementation practices and problems of the school feeding programme with the aim of contributing to the achievement of quality universal primary education by 2015 using SFP as one of the strategies. The very limited time left to attain these goals demands for immediate bridging of implementation gaps identified by the study.

3) The statistical tools used in this study are delimited to percentages, mean scores and chai-square tests since they assist in displaying the relative positions of the target respondents' responses.

1.6. Limitations of the Study

While conducting the study, the investigator faced with constraints that have influence on the study

These were:

1. The lack of recent and related empirical literature in the area of SFP implementation in the region.
2. The unwilling cooperation obtained from some of the respondents to fill in and giveback questionnaires on time hindered the timely compilation of data.
3. The employment of alternative data gathering instruments was constrained by the lack of financial, material and time resources.

1.7. Operational Definition of Key Terms

Drop out rate: the percentage of pupils who discontinue their learning from a given enrollment in the same grade (MOE: 2003:119)

Drought: A national climate phenomena involving the absence of rainfall over an extended period of time (Hussein, 1976:39)

Gross Enrollment Rate: The proportion of total enrollment in primary and the total number of school age population for complete primary (age 7-14) (Regional annual statistical abstract, 2004/05:12)

Primary School: In this context primary school refers to schools having grades 1-4, 5-8 and 1-8 (REB, statistical: 2000: 5-10)

Primary School Age: The age range in which a child is expected to attend primary school (Year 7-14, TGE, 1994:14)

Promotion Rate: The percentage of children rolled in given years who are promoted to the next grade at the end of the academic year (Bergeron: 2001:14)

Repetition Rate: The percentage of pupils repeating in a given grade out of the previous year's total enrollment in the same grade (MOE, 2003:122)

Short term Hunger: Temporary condition of pupils who have not had an adequate meal for hours before coming to school (WHO/UNESCO/WFP, 1999:305)

1.8. Organization of the Study

This research has five chapters. The first chapter discusses the problem and its approach and covers The Background, The Statement of the Problem, Delimitation and Limitation of the study. The Second Chapter deals with the Literature Review. Chapter Three focuses on the Research Design and Methodology. The Fourth Chapter deals with Discussion and Analysis of Data and the last chapter will take up the Summary of the major Findings, Conclusion and Recommendations of the Study.

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 school feeding implementation.

2.1 Food, Education and Development Interrelationships

Around the world, population, food production, and wealth are unevenly distributed and will remain so in the future. About 75% of the people in the world live in the developing countries (21% and 16% in China and India respectively and only 4% in USA alone) where only 40% of the world's food is produced and also where most of the world's increase in population is occurring (The Concise Encyclopedia of Food and Nutrition, 1995:944_945).

Food is basic, and people's emotions become involved. Aside from satisfying hunger food means many things to many people-securities, a soothing balm, a means of avoiding idleness. a symbol of success, and a 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; 1995:474).

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; 2005:1).

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 Hand Book (1999:1). 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 world wide, 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 (2000:5).When a 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, 2002:1).

According to WFP, Global SF Report, 2002:

> *WFPs approach to hunger and poverty problem 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 child 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 Programme has provided nutritious meals to school children in poor countries, WFP (2002:5). According to WFP School Feeding Statistics for the years of 1999 through 2005, as indicated in World Food programme @ (2008:1), 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 over all steady increase in both the number of beneficiary countries and the number of schoolchildren accommodated in the WSF programme in the years 1999 through 2005. According to WFP-Walk World Ethiopia, (2008:2) of the 300 million hungry children around the globe, 100 million are outside schooling system of which 60 million are girls.

Analysis comparing the costs 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 Hand Book (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 multi national 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. It was also 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 the WFP in investing on education, particularly focusing on the primary level using school meal as a tool is some thing 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 the depth of its Processing; working mechanism, its origin and historical development as well as on its impacts at large.

As indicated in CHILD Advocacy and resource mobilization strategy (2006: 1), Ethiopia is one of the largest WFP School Feeding Programmes in the world: the Ethiopian School Feeding Activity has almost the same number of beneficiaries as all the WFP operations in Tanzania combined. School Feeding has been implemented here for over 10 years and has a great deal of experience, most recently in implementing RBM. School Feeding in Ethiopia is also run at a lower cost than the 19 cents per day advertised globally. However, getting exposure for the school feeding activity has been extremely difficult, despite it being one of the largest education sector interventions and having been proved highly effective in meeting its objectives.

2.1.1 A Brief Overview of School Feeding Concept

Recognizing the important role education has in the development of society and the reduction of poverty, the Government of Ethiopia has launched a multi year Education Sector Development Programme (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 ESDPII and ESDPIII, with specific objectives of improving access, stabilizing attendance, reducing drop out and alleviating short-term hunger for better learning (WFP/MOE-SFP Manual#1, 2005:1).

(WFP/MOE-CHILD TOOLKIT#3, 2005, 1). 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 possible. It encourages communities to take active role in their school issues.

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, 2005:1). The concept school feeding has been variously used in literature. The provision of break fast 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.

On the other hand, the concept school feeding is interchangeably in use recently with reference to CHILD Food for Education/CHILD FFE. This is the paradigm shift emerged in the ordinary school feeding project as sustainability and exit strategy recently, (WFP/MOE and RBEs Annual Review Meeting Report (2007).

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 Hand Book, the indispensable role of school feeding is emphasized. This programme/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 enrolment 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 Ethiopia, it is vital that every child has the opportunity to learn in the best conditions possible. By investing on our children now, we are investing on the future of our land, our community and our country- (WFP/MOE-CHILD TOOLKIT#3, 2005:1). 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 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. CHILD's greatest strength is its diversity and the flexibility to incorporate the contributions of many minds as identified in CHILD advocacy and resource mobilization strategy (2006:1).

2.1.2 The Link among Poverty, Education, School Feeding Practices and Some Findings on its Implementation

For the world food programmes, linking the need for food with the need for education is an effective way of making food aid works for development, WFP (2000:4). 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 improvements, where a child education will have a long term effect when children grow -up to be come the next generation's parents, UNICEF (1989:30).

According to Dessalegn (2003:15) "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 1. 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 specially the base of any system of education and forms the foundation for further education, World Bank (1990:10). To the ministry of Education (1995:40) to educate a man is to educate 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 every body is one which human being has not yet solved, FAO (1961:111). 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 programme to address some of the root causes of the problem and generate assets and food security options for the rural population, MERET Report (2005:4).

In an attempt 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 programs that encourage attendance and enhance academic performance such as school feeding programmes, Global School Feeding Report (2005:8).

As noted in the April 2000 Education for All Declaration, poor health and nutrition lead to low school enrolment, absenteeism, diminished class performance and early school-dropouts, especially in developing countries, Global SF Report (2005:11). According to UNESCO (1975:170), no country regard less 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 (1990:10-11). There are around 300 million hungry children around the globe. One hundred million of who do not attend school. Of the 100 million children who don 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 (2008:1).

According to some research findings in Ethiopia, WFP's school enrollment rates have shown a 5% annual increase. The dropout rate from school where WFP provides a feeding programme is 10 percent, less than the national school dropout rate of 19%. Moreover, children who attend WFP's Food for Education Programmes 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 (WFP End Hunger, Walk World Ethiopia, 2008:1-2)

WFP's food for Education programme in Ethiopia currently has resources to assist 414,000 children, according to officials, the Daily Monitor Ethiopia (2008:3).

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 Hand Book (1995:15).

In 1986, Bery Levinger published a comprehensive review of studies on the educational effects of school feeding programmes in developing countries. Among many others, she cites a 1982 evaluation of school lunch programme 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 included the following. I) About one fourth of the children who would otherwise be in school dropped out. II) The decline in enrolment was lowest for the first grade and highest for the sixth grade. III) For the lower fourth grades, girls' enrolment declined more dramatically than that of boys and this seemed to have been more significant in rural than in urban schools, School Feeding Hand Book, (1999:19).

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 enrolment, promotes regular attendance and enhances students performance ,Nurturing A brighter future WFP ©(2008:1).

In 1993 food for schooling programmes implemented, in Bangladesh, resulted in over all student enrollment increases by 35 percent -girls by 44 percent and boys by 28 percent, Global school Feeding Report (2001:7). Similarly, take home ration programmes for girls is launched, Balochistan, Pakistan since 1994 and in four years time, girls enrolment increased by nearly 200 percent, Global School Feeding Report (2002:7).

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 programmes help build real security for every one, everywhere School Feeding Programmes often-double enrolment with in a year and can produce a 40 percent improvement in an academic performance in just two years. Children who take part in such programmes stay in school longer and the 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 (2003:10).

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 ongoing SFPs failed to demonstrate noticeable improvement in children's learning, with some exceptions (Jamaica, Benin). Even without a definite answer to 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 SFP than to warrant giving less priority to school feeding programmes in general ,School feeding Hand Book, (1999:33).

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) enrolment rates at the surveyed primary schools had increased by 62.4 percent between 1992/93 and 1995/96-period; II) the over all 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 an over all increase in attendance of over 10 percent (from 80% to over 90%) between 1992/93 and 1995/96.

However, at the initial stages of the pilot phase, from deliveries to schools experienced serious delays when the Government handled transport and caused by Government's lengthy procedures for tendering and contracting , Appraisal of Project Ethiopia 4929 (1997:6-8).

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, @ 2008:1).

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 thought, WFP.

2.2. The Historical Perspective of School Feeding Origin and Development

According to Sekerai and UNESCO (1989:41) and (1990:7), respectively, a school is an important social institution where children are morally, emotionally and mentally cultivated. It is a place of intellectual stimulation, concentration on the essential meaningful work, joyful learning and responsible community.

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 the newly emerging bourgeoisie jeopardized by the deterioration of the working and living conditions of workers and peasants, FAO (1953:5). 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 programmes (FAO, 1953:5). Hence, the socio-economic problems caused by the system in general, and the late 18th century industrial depression are largely, responsible for the development of school feeding in western Europe, and then in the USA. FAO(1953:5).

School Feeding Programmes (SFP) were gradually developed and expanded side by side with the extension of primary education, UN (FAO 1965:5). The British scientist, Benjamin Thompson established the first municipal soup Kitchen in 1790 at Munich, where students were sent and eat, Encyclopedia of Education (1971:18-86). Pursuing this example, several countries established school feeding centers for their children. The National Guard of France established

school meal canteens for school in 1849; and in England (London) the Destitute Dinner Society was established in1866. By the beginning of twentieth century, most western European countries had national laws or extensive municipal legislation providing for school meals. By 1875, Hamburg established the first SFP in Germany. In 1853, the Children's Aid Society of New York served food to all children who attended its industrial schools, which were later on taken over by the public school system.

Initially, volunteer individuals, municipalities and charitable organizations served food in schools as a 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 (1965:5).

The growth of cities, increase in the number of schools and immigrants, and the prevalence of a series of economic crisis beginning in 1898 that brought hungry school children in to public attention enhanced the development and expansion of school feeding centers, UN/FAO(1965:5).

The last half of 19th 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 (1994:18:186). 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 under nourished 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 (1973:27). The school feeding programmes in developed countries has two main advantages: enabling students to escape transportation problems during lunchtime and employed mothers can perform their work without any bother to prepare food for their schoolchildren.

Besides Europe and USA, school-feeding programme was also introduced in 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 (SFP) Brazil and Uruguay also started provision of meals to students by 1930s, FAO (1953:11). Moreover, other Central American countries such is Jamaica, panama, Porto Rico, El Salvador, Guatemala, Bolivia and Nicaragua gradually introduced the programme , WFP/WHO/ UNESCO(1999:24).

India was the first country to introduce school feeding in the Asian continent. In 1930 elementary schools in Madras city of south India were providing free school meals. Siri Lanka followed suit in the same year and most of the Asian countries introduced the programme 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 (1953:12) WFP/UNESCO/WHO (1999:22-25). The Japanese SFPs however, were well-established by law and treated with the education policy of the country as an important component, FAO (1959:14).

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 (1953:1). Now a day, several African countries like Tanzania, Kenya, Uganda, Cape Verde, Chad, Morocco, Mauritania, Burkina Faso, Botswana, Ethiopia Zimbabwe, Cote divorce, Lesotho, Djibouti, Congo, Tunisia, Niger, Namibia, Angola Togo, Zambia and Benin have introduced SFP, WFP/WHO/UNESCO, (1999:25).

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 initiated, designed and carried out by the Catholic Relief Service Modlinski(1965:1).

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 increase 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: 21-27).

For the last 200 years, SFPs emerged from humanitarian activities undertaken by charitable organizations through food provision to the needy schoolchildren, 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. Currently, School Feeding Programme is being implemented by 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 programme and consequently the number of beneficiaries is also increasing.

2.3 The Roles and Effects of SFPs and Food-Aid Interventions by the WFP on 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. The experience gained in this process taught many valuable lessons about the possibilities as well as the limitations of food aid, WFP/UNESCO/WHO (1999:4).

> *In the view of parents and educators alike, School Feeding Programmes, 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 (1990:7).*

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 (1986:692).

Right from its formation, the UN was very much concerned with the fast growing world food shortage under the motto of 'fighting against hunger', World Book Encyclopedia (1994:20:196). Based upon World Food Conference of 1943 in Hot pings of USA, agreement to form an international food and agriculture 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 and distribution of food and agricultural products, FAO (1961:26).

Problems of 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 (1961:26). As a result of the FAO Conference Resolution1/61 of 1961, World Food Programme (WFP) was formed in 1962 as a sister project of the UN and FAO with its seat in Rome, Talbot (1994:25).

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, refugee feeding, emergency support and others. According to Talbot (1994:9-10) and Magnen (1991:86) the goals of WFP's development and emergency and combating hunger and poverty so as to improve the quality of life of the most vulnerable, intact, using voluntarily donated food, cash, service and other materials. To Hancock (1997:48) 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 in fact 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 programmes, attention should be paid to assisting in pre-school and school-feeding" (WFP/WHO/UNESCO, 1999:28). Besides, according to UN/FAO (1965:1), 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 (1994:89) and WFP (2000:13), much of FAO's work was related to school-feeding throughout the first decades of its operation and in fact, in cooperation with the UNICEF/FAO (1959:1), which is currently overtaken by the WFP in consultation and co-operation 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 (2000:4). Moreover, contrary to other food aid donating agencies, WFP's food aid reaches recipient countries with all freight, insurance charges and half local transport cost paid by WFP for poor countries Hancock (1997:48). In Ethiopian case too even the WFP covers fully the inland freight cost from its sub-hubs to beneficiary schools since 2004/05 (WFP, 2004/05).

According to WFP (1990:7) in 1990 of the WFP support to education 58 percent went to sub-Saharan Africa, 23 percent to Latin America,17 per-cent to the Middle East and North Africa, and only 2 percent to South East Asian beneficiary countries.

According to Miller (1999:11) as SFPs are highly visible and can transfer to parents significant income, they will always be inherently political .To protect the utilization of the programmes for political ends, its aims, information on the programmes, particularly targeting measures and the beneficiaries must be made available to the public.

TO the WFP (1990:2) 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 (1990:9) targets three major objectives:

> *Facilitating access to schools and training institutions by providing an incentive for increased enrolment, more regular attendance, and reduced drop out; 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 out reach 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.

According to Pankhrust (1985:5) between 1250 and 1280 there were seven famine years in Ethiopia and at least four in the 16th century, eight between 1610 and1636 and five more in the 18th century. It still continued today and according to DPPC News release of 2006, 6.2 million people faced hunger and famine. This year again (in 2008) more than 4.6 million people reported as facing the same tragedy in the Report delivered to The Ethiopian Parliament on June 26, 2008. The present famine may even be exacerbated by the world wide food crisis felt everywhere. As a result, Ethiopia remains the largest food aid recipient globally, WFP (2002:11).

A lot of research findings undertaken on the impact of food aid on education arrived at different conclusions. Findings of a research by FAO (1992:8) on Ethiopia, Sudan, and Burkina Faso

showed the underlying conditions like climatic fluctuation affecting production, people with few assets, lack of employment opportunities, low level of farm technology, isolation from major markets, poor production and health.

The effect of food shortage on Ethiopian education can be traced back to the beginning of church education. Besides, students had to walk long distances to get the service. As a result of shortage of sufficient food to eat, due to insufficient production, frequent drought, and early wake-ups that discouraged eating breakfast, most of the students were suffering from malnutrition and short term hunger that affected their academic performance and health seriously. According to EOC (1974: 5-6) these compounded problems contributed in hindering access, efficiency and quality in the Ethiopian education system.

To FAO (1963: 13) the school feeding programme in Ethiopia was established in 1955 supported by UNICEF and managed by the Ministry Of Education. The initial stage programme 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 (2001:7), 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 (1999:18), the wider potential benefits of food aid as a 'development' input was recognized very recently.

Various studies on the effects of school feeding interventions on educational variables of access, attendance, learning capacity, behavioral conditions and other aspects had tried to draw conclusions that consolidated the continued justification of investing WFP food aid in this programme, WFP/WHO/UNESCO (1999:24). Yet, according to WFP (1990:12), those researches were not fully conclusive since an important assessment on behavioral sciences is more difficult than that of hard sciences. Especially in education, learning out comes 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 a lasting educational impact of food aid.

According to Ahmed and Billon (1994), the evaluation of school feeding programme 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 programme increased enrolment by 2 percent against a 2 percent decline in non-feeding schools and a small pilot school-feeding programme 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 may include measuring enrolment and attendance after the introduction of school feeding against the situation before the introduction of the programme; 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 (1990:18), implies that food aid works.

According to Glewwe and Jacob (1994), malnourished children entered school at a later age and completed fewer years of school than better nourished children in Ghana. Another study worked out by Mock and Leslie (1986) in Nepal -found out that the chance of attending school for abnormal nutritional status was 5 percent as opposed to 27 percent for children of normal nutritional status. Levinger (1986:33) identified in his research that the sudden interruption of18 years operated School Feeding Programme in Dominican Republic by 1882 resulted in 25 percent reduction in the number of students; a decrease in grades 5 and 6 enrolment and increased dropout rate of girls in the lower grades. Levinger concluded that SFP does make a difference in attendance and enrolment provided that its design takes into consideration the situation of the environment in which it operates.

According to research findings of Meyers (1989:6), 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 those 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 (2001:10), also confirmed in his research in India (1984) and Morocco (1993) that food is an indispensable tool in stimulating enrolment 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.in1998. Accordingly, attendance, concentration on learning, assimilation, better-scores in mathematics, and improved behavior conditions were marked.

According to WFP (1990:11-12) food assistance by itself is a budgetary supplement to school authorities in promoting access and school operation. In this programme 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 programme operation such as guards, cooks, and kitchen helpers is very important.

To UN/FAO (1965:6) the 1926-1055 surveys done on school children in UK.USA. and Uganda indicate that a 20 percent increase in weight and 10-20 percent increase in height was registered by children who got a cup of skim milk a day than those children who did not get skim milk in the controlled group. According to WFP/WHO/UNESCO (1999:23) in addition to the already mentioned direct effects, SF has various secondary benefits like the provision of important learning experiences, employment opportunities, stimulation of community participation in education, and promoting local purchase of food and non-food commodities.

School feeding programme is a focused intervention for a short- term until surplus food could be produced. For instance, according to WFP (1990:16) 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 (2002:5) 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 (1990:16) school feeding programs are in expansion in the last 200 years resulting in improved enrolment, increase attendance, increased 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 the poor, particularly in their educational performance and well being.

The initial agreement on assistance between the WFP and the Ethiopian Government was started in1968 after relation between the Government of Ethiopia and WFP was began in1965, plan of operation (1999:1). Accordingly, the government of Ethiopia requested the WFP in assisting schools located in food insecurity areas and with poor student attendance through School Feeding Programme. After the signing of memorandum of understanding in February 1994, in the regions of Oromia, Amhara, Afar, and Tigray School Feeding Programme was launched as a pilot test in 40 primary schools plan of operation (1991:10).

Accordingly, the pilot phase in 1994/95-1996/97 and the bridging stage in 1997/1998 were accomplished successfully.

The Ministry of Education (MOE) has been designed as the technical authority responsible for the implementation of the CP 10208.0. A national Project Review Committee (NPRC) has been convened each year, and biannual meetings of a National Project Coordinating Committee (NPCC) have been organized. The same scheme should have been being replicated on regional level through the set up of relevant Regional Project Coordinating Committees (RPCC).

According to WFP 2003-2006 country programme Mid-Term Evaluation (2005:24). School Feeding Focal Persons have been designated at each decentralized level (Region, Zone, and, Woreda) to monitor the activity progress and to compile reports to be sent to the next upper level. In each assisted school, a school feeding committee has been established with the school director as a chain person, one or more teachers as secretary, one or more students' representatives, and at least two parent representatives selected from among the members of the local parent/teachers association (PTA). Each committee includes at least two female members. The school feeding committee is responsible for all aspects of school feeding activity at the individual school level, including supervision of food handling, preparation and serving, commodity, storage, hygiene, sanitation, reporting and accounting.

As indicated in IRIN (2008:1), the UN World Food Programme (WFP) has been successfully running school feeding programmes around the world for years. But in Ghana the lead partners are the Ghanaian government and the New Partnership for African Development (NEPAD), not the international community or nongovernmental organizations. Ghana became one of ten countries in Africa which included Ethiopia, Kenya, Malawi, Mali, Mozambique, Nigeria, Senegal and Zambia selected by NEPAD to implement domestically-run school feeding programmes on a pilot basis. The next year the programme started in earnest with the goals of reducing hunger and malnutrition, and increasing school enrolment, attendance and retention as well as boosting domestic food production. School attendance has increased, but an independent audit recently revealed that the programme is mired in corruption

An independent school feeding monitoring report released by a local non-governmental organization, the Social Enterprise Development Foundation of West Africa (SEND Foundation) on 27 May 2008, said that enrolment in 14 selected schools nation wide increased 21 percent between the 2005/06 and 2006/07 academic years IRIN (12 June2008:1).

The programme has however run into difficulties, mainly financial and corruption-related. An audit commissioned by the Dutch Government and undertaken earlier this year by the international accountancy firm price Water House Coopers, found that after two years of implementation there was "widespread corruption" at the programme secretariat. Among other things the report cites the award of contracts to non-existent companies, the disappearance of funds allocated to programme management, and the deliberate purchase of unwholesome but cheaper ingredients. The audit's results were corroborated by the SEND foundation, which further asserted that 58 percent of districts involved "did not use laid-down procurement procedures" when awarding contracts for the programme (IRIN; 2008:1-2).

According to mid-term evaluation of WFP (2005:72), between ESDPI and ESDPIII 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 ESDPIII, school feeding is not only mentioned as a strategy for improving access but, through its CHILD component, is considered to be a helpful approach: "CHILD is a tool that will enhance the capacity of communities at the 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.

Studies have revealed the importance of defining the school feeding phase-out strategies from inception as well as emphasizing the role of the community and parent-teacher associations in the phase out. Successful school feeding programs require good local management, with both government and community ownership. While government support is critical for providing institutional support to the activity, a commitment from the community, in particular from parents, is also essential. School feeding programmes that incorporate some form of parental or community contribution, whether it be in cash or in-kind payment (e.g., through donated food or labor), tend to be the strongest programmes in the post-WFP assisted period (WFP, Mid-Term Evaluation; 2005:73).

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 valuable transferable skills and how to apply them, they will learn the importance of literacy, numeracy, hygiene and health. They will learn how to learn a truly life long skill.*

According to WFP(1996:4), with the participation of UNESCO a WFP management review cum-per appraisal mission proved the success of the pilot test and a further expansion of the programme was proposed after which a further appraisal mission that also involved UNESCO and WHO confirmed the findings of the previous mission and recommended further expansion of the programme in 1997. Following the approval of the achievement of the set objectives of the programme by the two successive appraisal missions the Executive Board of WFP has approved the request of the government of Ethiopia and the final agreement was signed between Ethiopia and WFP on 2, December 1998. This enabled the further expansion and continuation of the previous pilot activities according to plan of operation (1995:15).

As indicated in, MOE/WFP #2 (2004:1), for sustaining the School Feeding Programme in Ethiopia an integral part of the school feeding programme called "Child in Local Development"

(CHILD) is designed and being implemented by the Ministry of Education and WFP with an aim of integrating children and their needs in the community development process. Some of the major objectives of CHILD include:

1 .Initiating a local level planning process and linking school feeding activities with community development activities.

2 Providing information and stimulating ideas on activities relevant to quality service delivery.

3 Building the capacity of Parent-Teacher Association (PTA) and Education and Training Management Boards to implement effective and practical activities at school level and,

4 To increase the effectiveness of school feeding programme and sustain the long-term benefits of the programme through community ownership of education.

School feeding programs were introduced to the developed and developing countries under different socio-economic contexts that affect the sustainability and success level of the programme. According to UN/FAO (1965:11) and WFP/WHO/UNESCO (1999:11) school feeding programs were introduced in Europe and the USA at a time of rapid socio-economic development where as in the case of most of the developing world the programs were introduced in the contexts of managerial low capacity and resource scarcity. Therefore, the nature of managing the over all operations of SFPs in developing countries needs a different approach. Problems of developing countries such as scarcity of resources and the inability to use the scarce and available resources effectively and efficiently with the help of modern systems of planning and management should be solved.

According to WFP(2002:13), in the implementation of the school feeding programme in Ethiopia the major challenges observed were financial problems, inability to assign full-time personnel at all levels by the government, delay of food delivery, absence of store house at school; delivery of expired food items, very weak evaluation mechanisms, lack of coordinated movement between WFP and regions; delayed and incomprehensive report, inefficiency of the school feeding committees, lack of sufficient training for all concerned parties, and scarcity of non-food items.

According to 2003-2006 WFP, Ethiopia Country Programme Mid-Term-Evaluation (2005:110-111) recommendation 5 says that:

i) school feeding has a demonstrated positive effect on school access (increase in enrolment and attendance, and drop- out 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 iii) efforts are still needed to help Ethiopia in reaching its Millennium Development Goal relating to universal primary education(in 2003/04 the gross enrolment ratio was 68.4), the next WFP country Programme 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 programme could be scaled up.

The possibility of providing assistance to Alternative Basic Education and Non-Formal Education should be investigated as a means for supporting the achievement of basic education for in Ethiopia is also recommendation 6 of this review report (2005:111). However, contrary to the recommendations made for scaling up the support the WFP and CO made it clear that FFE beneficiaries were reduced by about 50% due to budget constraint. As a result, the share of Oromia is 24% (88,490) WFP-Bi-Annual Review Meeting Report (2006).

According to WFP six month performance report-July-December (2006), very late starting and late finishing of food delivery and hence late start of feeding students, misappropriation and embezzlement of food items were the bigger problems. The report also criticizes the inadequate follow up once the responsibility of transportation is given to the transporter.

Recent implementation review undertaken jointly by Oromia Education Bureau and the WFP between April 9-23, 2008 also identified most of the implementation problems listed above (CHILD/FFE program implementation Review (2008:2-3). Accordingly, some of the problems identified include late start of feeding in the visited sampled schools, food wastage due to carry over, difficulty of tracking the malpractices such as theft and loss/damage of food during transportation, mismatch of allocated food with the number of students, inadequate food

handling and management at school, poor programme implementation, inefficient use of resources, and late detection of malpractices, underutilization of CRC supervisors are identified.

According to FAO (1958:9), school feeding planning should take into account things like the diet of the child and therefore, the feeding programme should be designed to supplement the important nutrients deficient in the home diet so that the food the child gets at school and home will supply him a nutritionally satisfactory diet. Hence, the provision of supplementary diet should be the major focus of the programme since improvement of the diet can help to improve the student's educational performance.

As mentioned in CHILD Advocacy and Resource mobilization strategy of WFP (2006:5), the idea at the center of School Feeding is that every child should have access to food while they are at school. Food is essential to growth and learning, and education is essential to achieving food security and poverty reduction in the future.

2.4. School Feeding Programme Implementation and Its Challenges in Oromia

Oromia region covers about 32% of Ethiopia's total area. Administratively, Oromia is divided into 17 zones, 12 urban administrations and 300 woredas and 6500 kebeles. As per the decentralization system authority and responsibility have been devolved to lower (Woreda) level since 2002 so as to accelerate the socio-economic and political development of the region according to Oromia Regional State Perspective Plan For UPE 2005/06-2017/18 (2005:-2-3).

The practicing of school feeding programmes have been undergoing in Oromia Regional State since the pilot testing phase performed back in 1994. The SFP is by now in its 14/15 years. According to Regional Education Bureau Report of 2005/06 and 2006/07 field reports significant achievements have been registered since School Feeding Programme Intervention in some of the regional zones, woredas and primary schools. Almost all the beneficiary areas are located in relatively low enrolment; high drop out; educationally poor performing; weak family resource base and over all low achievers. For instance, in Wadera Woreda of Guji Zone (A pastoral zone in the region) in the few existing primary schools which were almost male dominating schools, where one used to find only 2-3 girls among 100-200 pupils 3 years ago, now a days some of these schools have become either female dominated or schools where almost about equal number

of male and female students are being served. People ordinarily talk of this amazing achievement as if scored only and due to the School Feeding intervention, particularly due to the role 'Girl's Initiative Oil' an element of School Feeding Programme exercised in pastoral areas.

However, this requires careful study and analysis in order to pinpoint the underlying real factor/s; and so far, no systematic study has been done on this particular issue and locality.

Moreover, in another partially pastoral zone named Bale, two years ago an interesting achievement was observed. Students from two neighboring primary schools who took grade 8 regional examination scored a highly variable grade where almost all students in SFP schools scored higher grades while those non-feeding neighboring school students could not and even some failed to pass that examination. Similarly, whether this remarkable student performance gap was due to the SFP intervention or due to some other factors needs careful study and research findings. According to the regional statistical bulletin to be published yet (2007:5) there were about 4,891,413 primary students in formal schools excluding ABE, and of this figure only about 92,000 students are accommodated in the School Feeding Programme.

With all its advantages the School Feeding Programme Implementation has its own challenges. According to Joint Oromia/WFP School level CHILD/FFE Implementation Review (9-23 April,2008:2-3), the major challenges include: late food delivery to schools and late start of feeding; food theft, spoilage and wastage; in adequate handling; trained staff turn over, inaccurate and inadequate reporting, contraction of donor support, mismatch of the demand and the available support. The Joint Review team also recommended the need to strengthen schools and Parent-Teachers-Association 'PTA' relationship and using PTA more of for supervision purpose. Besides, partnership with NGOs working on water resource is also recommended.

The children in Local Development (CHILD) project is a planning tool that has been created and implemented by the Ministry of Education and WFP initiated in School Feeding schools and involves the entire community. In Oromiya Region beginning in Doba Woreda in 2004, it has expanded to such wored as Teltale, Yeya- Gulale, Meda Welabu and Dere in Borena, North Shewa and Bale Zones of the region, WFP Circular Letter (2006:1).

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 stated earlier the study focused on the current practices and problems of school feeding project implementation in primary schools of Oromia Regional State. To this end a descriptive survey method was employed on the assumption that such type of method enables us to gather a large variety of data related to the subject under consideration.

3.2 Sources of Data

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

a) Primary Sources

- School Feeding focal persons of WFP, REB, Zones and Woredas in the region
- The beneficiary primary school directors and teachers
- Parents of the beneficiary students
- The beneficiary students
- The food preparation staff at schools
- Personal observation of the sites

The above sources of data are directly involved in the implementation and utilization of School Feeding Project.

b) Secondary Sources

The School Feeding reports, the Education Statistics Annual Abstracts of Oromia Regional Education Bureau, MOE, and WFP and literatures are used to analyze the relevance, and comprehensiveness of the School Feeding Project.

3.3 Sample of Population and Sampling Technique

Oromia Regional State has 17 zones of which 7 have school feeding projects in 29 woredas and 217 primary schools. For the purposes of this study the woredas were categorized into two strata based on geographical conditions. To make the sample a good representatative of the region from the remote parts of the region 7 woredas and from medium 6 woredas were selected on the basis of random sampling technique by using lottery methods because they have common characteristics. Accordingly, Moyale, Rayitu, Teltelle, Dere Arero Sewena, and Leben are from remote areas while, from the middle and from central Fantale Darolebu, Doba, Miyo, Mieso and Fadis, were selected. A total of 13 woeredas (44.43%) were included in the sample. With regard to school feeding primary schools, out of 146 primary schools in the sample woredas 65 schools (44.52%) of the primary schools in the sample woredas were selected on the basis of simple random sampling technique using lottery method. Accordingly, sample woredas, sample primary schools to be included in the study are summarized as follows.

Table 3.1: Sample Woredas and School Feeding Primary

No.	Sample woredas	No. of feeding schools in the sample woredas	No. of primary feeding schools chosen
1	Dere	7	5
2	Arero	16	5
3	Fadis	7	5
4	Sawwena	9	5
5	Miyo	11	5
6	Leban	21	5
7	DeroLebu	16	5
8	Doba	10	5
9	Fantale	6	5
10	Rayitu	14	5
11	Moyale	6	5
12	Mieso	8	5
13	Teltelle	15	5
Total		146	65

Source; WFP (2008/9)

Table 3.2: Sample Areas, Sample Respondents and Their Proportion

Sample Areas	Experts sample			Directors Sample			Teachers Sample			Students Sample			Parents sample		
	Pop	N	%	Pop	N	%	Pop	N	%	Pop	N	%	Pop	N	%
Feeding primary schools				65	65	100	390	80	20.51	750	75	10	500	75	15
Feeding woredas	15	15	100												
Feeding zones	7	7	100												
WFP country, Adama and Dire Dawa experts	20	12	60												
REB Focal	1	1	100												
Total	43	35	81.39	65	65	100	390	80	20.51	750	75	10	500	75	15

Source: WFP (2008/09)

Table 3.3: Sample Woredas, Geographical Location and Feeding Schools

No	Sample Woredas	Geographical Location	Selected Feeding Schools
1	Moyale	Remote	Mudhi Ambo, Argane, Renbi, mado and senbate
2	Rayitu	Remote	Fincho, Redicha Ifa, Hara Adi, Anole, Bokole, Wuchiro
3	Teltelle	Remote	Didalencha, Brender, Horbate, Yulcha and sarit
4	Dere	Remote	Fullo Romso, Hododi, Didibe, Megado and Gololcha
5	Arero	Remote	Meder, kakalo, obillo, Diri and Afora
6	Sawwena	Remote	Adeli, kesho Dembel, Keta Debi, Chopi and sheku
7	Leben	Remote	Adesa koratte, Debanno, Germedu, melka Gubba and Miesso Darole
8	Darolebu	Medium	Kurfa wacu, Haroresa kile, Fugug, Diba and merdida
9	Doba	Medium	Misrachinfa , Ibsa Batte, Bilisuma, Madara and Biyyo Jennata
10	Mio	Medium	Chalice, chertorura, Dukale, Gorile, and Hida Babo
11	Fantale	Medium	Kobo, Falefitedy, Gidara, Golaa and Dire sadden
12	Mieso	Medium	Chacolle, fugna Asso, haromaro Deyma, Husemandara and Dibala
13	Fadis	Medium	Aneni, Kufa Bobbasa, Rizki, Bereda and Bida Bora.

Source: WFP (2008/9

Based on this, for convenience and reasonable representation, a total of 360 (20.59%) respondents (from a total of 1748 populations) were taken as samples. Sample respondents, sampling techniques employed and the corresponding reasons to employ the techniques are summarized below.

WFP country and Adama Sub-offices, REB, Zonal Education Offices, Woreda Education Offices, school feeding schools were used as sample area from which to select representation of experts, officials, school feeding committee members, parents, student and teachers for the study.

Different sampling techniques were employed to get reasonable representatives of each of the sample areas/populations.

Table 3.4: Sample Respondents, Sampling Techniques Employed and the Corresponding Reasons to use each of the Technique

No.	Samples	Sampling technique employed	Reason
1	Teachers and directors	Simple random sampling	• To give equal chance to all the teachers to be selected • To get manageable number of respondents for the study
2	Parents of the beneficiary students	Availability and purposive	• To get manageable number of respondents that can read and write • Better information is expected to be obtained from these respondents because of their closer relation to the problem
3	Focal persons	Availability and purposive	• Their number is manageable for the study • Better first hand information is obtained by virtue of their position and relation to the issue
4	WEO focal persons	Availability	• Their number is manageable for the study and better information is expected from them
5	REB focal	purposive	• Their number is manageable • The focal person is expected to have relevant information in this area by virtue of their closeness to this issue.
6	Food preparation staff	Availability and purposive	• Their number is manageable They are expected to have relevant information in this area by virtue of their closeness to this issue.

3.4 Data Collection Instruments and Procedure

Before the development of the tools the researcher approached and made extensive informal discussion with 15 WFP senior experts on the objectives and the status of the school feeding implementation to get the real picture and then made related theoretical and empirical literature review. Two instruments- questionnaire (to be filled out by teachers, directors, focal persons, parents & students) and unstructured interview guide (to be responded by WFP, REB officials and food preparation staff) were employed for data collection. Close-ended items were included in the questionnaire to gather relevant information from the directors, teachers, focal persons, parents and the students. The questionnaire incorporated issues that are related to personal characteristics, purposes, management, planning attitudes monitoring and evaluation, objective achievement, major outcomes and hindering factors in the implementation of the school feeding projects in primary schools. A total of 106 items were presented in the questionnaire. The questions were presented in a multiple choice and Likert Scale form.

The questionnaires were administered to each of the respondents in person and instructions were defined clearly to the respondents before they started filling out the questionnaire. Among 360 questionnaire that were distributed to the respondents. 330 (91.67%) were returned. This was found to be sufficient to draw conclusions from the findings.

Unstructured interview guide of five questions was also designed and conducted to gather data from sample Woredas Education Offices officials and Zonal Education Office experts. The interview guide consisted of five major questions. The questions were mainly concerned about the purposes/importance, major outcomes observed, the current financial, material, managerial, technical and professional capacities of the feeding primary schools, major problems /factors that hinder the implementation of school feeding programme , and the measures that should be taken to alleviate the problems.

To determine the validity and reliability of the questionnaire, a pilot test was conducted. For the determination of the validity of the instrument, six experienced experts in the WFP and REB who have worked on the area for relatively longer years, judged the questionnaire for its content

validity (quality that enables it to measure what it is supposed to measure). Based on the feedback of the judges, the instrument was farther refined before it was distributed to respondents. Accordingly, difficult terms were modified, irrelevant items were taken out, missed relevant questions and options were added. To establish the reliability of the questionnaire, the filled questionnaires were collected back from 20 respondents (6 directors, 6 teachers, 6WFP experts, and 2 REB and zone focal persons) and the reliability of the data was checked through split-half methodology. Reliability test calculation was done by applying the Spearman brown prophecy formula to correct the problem of lower correlation that may arise from the deduction in size of items. The correlation between the two-halves was calculated. Accordingly, the reliability estimate for the pilot-test was found to be 0.87 Statistical literatures show that the more reliability test is nearer to I (one) the more the instrument is reliable and vice versa. Thus, the calculated estimate of the reliability test showed that the questionnaire was reliable (had internal consistency). After the instrument was checked for its validity and reliability, the structured questionnaires were distributed to 360 respondents. Among these respondent 330 respondents returned the completely filled out questionnaires. Since this is 91.67% of the total respondents it is assumed to be sufficient to draw conclusion for the study. Unstructured interview was also conducted to collect the required information from official heads of 13 sample Woredas and 7 Zonal Education Office experts. In this case, among the 20 intended respondents, 16 or 80% responded to the interview.

3.5 Methods of Data Analysis

The respondents were grouped into five categories (experts, Directors, teachers, parents, and students) and their respondents were tallied, counted and computed by applying percentage to see relative proportions. A non- parametric statistical test (chi- square) was also applied to find out the relationship between opinions and positions of the respondents, or to see if the opinions of the respondent groups were affected by their respective positions/ work responsibilities. Chi-square test was found to be appropriate because the data were analyzed by narration. Based on the data analyzed, interpretations and conclusions were made. Different statistical tools were employed to analyze and interpret the data collected based on the basic questions of the study. Accordingly the basic questions of the study, the statistical tools employed to analyze the data and the corresponding reasons are summarized in Table 3.6 below

Table 3.5: Basic Questions, Statistical Tools Employed and the Corresponding Reasons

Basic Questions	Statistical tools employed	Reasons
Are the courses followed in launching the SFP appropriate?	Chi-square	To see if the opinions of respondents towards the extent to which the starting of the SFP were affected by their respective positions
What are the major problems in implementing the school feeding programme?	Percentage	To determine their frequency counts and to see relative standing/positions
To what extent the SFP has brought about positive changes in a) Enrollment b) Academic performance c) Dropout d) Repetition and e) Absenteeism of the students?	Percentage and mean scores	To determine their frequency counts to see relative standing/positions
Is there a significant relationship among the attitudes of parent, directors and focal persons regarding SFP practices?	Chi-square	To see if the opinions of respondents towards the extent to which the attitudes of various partners were affected by their respective positions
What attitudes do teachers have towards the SFP?	Mean scores	To see relative standing/positions among and within cells.
To what extent the SFP intervention affected the beneficiaries in their academic achievement?		To determine their frequency counts to see relative standing/positions
Has the SFP achieved its objectives?	Percentage	To determine their frequency counts To see relative standing or positions

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF THE DATA

This chapter deals with presentation and analysis of the data that are obtained from the sample population using questionnaires, interviews, checklists, personal observation and document content analysis. It is organized into nine major parts:

4.1: Deals with the profile of the sample respondents' interviews of their sex, age, work experience and educational qualification.

4.2: Presents and analysis the process followed in starting the project

4.3: Reasons for Low Enrollment and Student Attrition

4.4: Presents school feeding programme contributions.

4.5: Deals with and probes deeply into the analysis of teachers' attitudes separately and the attitudes of parents, directors and focal persons towards the school feeding program and.

4.6: Discusses the status and management of school feeding facilities.

4.7: Roles of the various partners in the project.

4.8: The major implementation problems.

4.9: School Feeding Program objective attainment and possible solutions for implementation problems.

4.1. Characteristics of the Respondents

In an attempt to diversify the sampling of the study different categories of respondents/ educational and world food programme officials, and focal persons working at regional, zonal and woreda echelons, school principals, teachers, as well as the beneficiary students and parents of primary school /feeding schools/ were included in this study. The respondents were considered as pertinent and dependable source of information due to their positions and the responsibilities vested on them in the school feeding project implementation.

About 360 questionnaires were distributed to woreda and zonal focal persons, school principals, teachers, students and parents out of which 330 copies (91.67%) were properly filled and

returned. In this group 80 (26.67%) were teachers and 75 (25%) were students, where as 65 (21.67%) directors, 35 (11.67%) focal persons, and 75(25%) parents were included as they were indirect beneficiaries. In addition, the data and information collected through interviews, checklists, direct observation of sample schools were primary sources. Finally, information obtained from the analysis of various WFP, regional education bureau documents were also used to enrich the conclusions of the study. For the sake of statistical convenience two of the regional world food program and education bureau officials were categorized with the focal persons or experts at zonal and woreda levels.

The general characteristics of respondents are shown in figures 4.1-4.4 below. Throughout the study comparing of the two to three means, independent chi-square (X^2) and t tests, and interpretations were made for all point scale measurements based upon the following mean score ranges

1. Agree = 3.50 -4.49 ≈ 4	4. Good = 3
2. Disagree = 1.50 – 2.49 ≈ 2	5. fair = 2
3. Neutral = 2.50 -3.49≈ 3	6. poor = 1

4.1.1. Sex Profile of Respondents

As can be seen from figure 4.1 below, in all the five respondent categories but in the case of the students, teachers, and parents, the number of male respondents was greater than that of the females probably due to females' unavailability in many positions, in this case as focal persons and principals of primary schools.

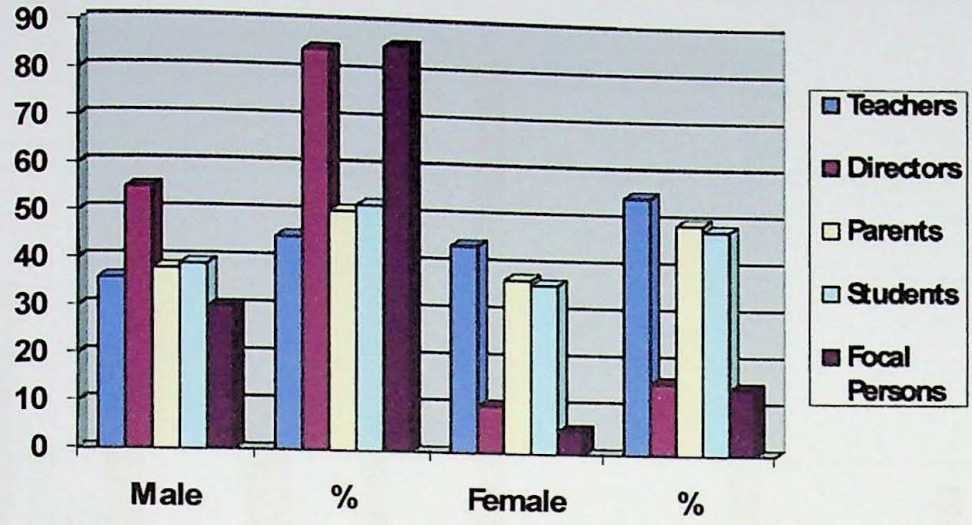


Fig 4.1 Graphical Representation for Sex Profile of Respondents

4.1.2. Age Distribution of Respondents

With reference to age of the respondents, the largest proportion of respondents, that is 44 (55%) of the teachers, 40 (61.54%) of school principals and 23 (65.71%) of school feeding focal persons are in the age category of 26-30 years, while 35 (46.67%) of the parents are in the age category of 31-35 years and 45 (60%) of the students are in the age category of 11-15 years of ages.

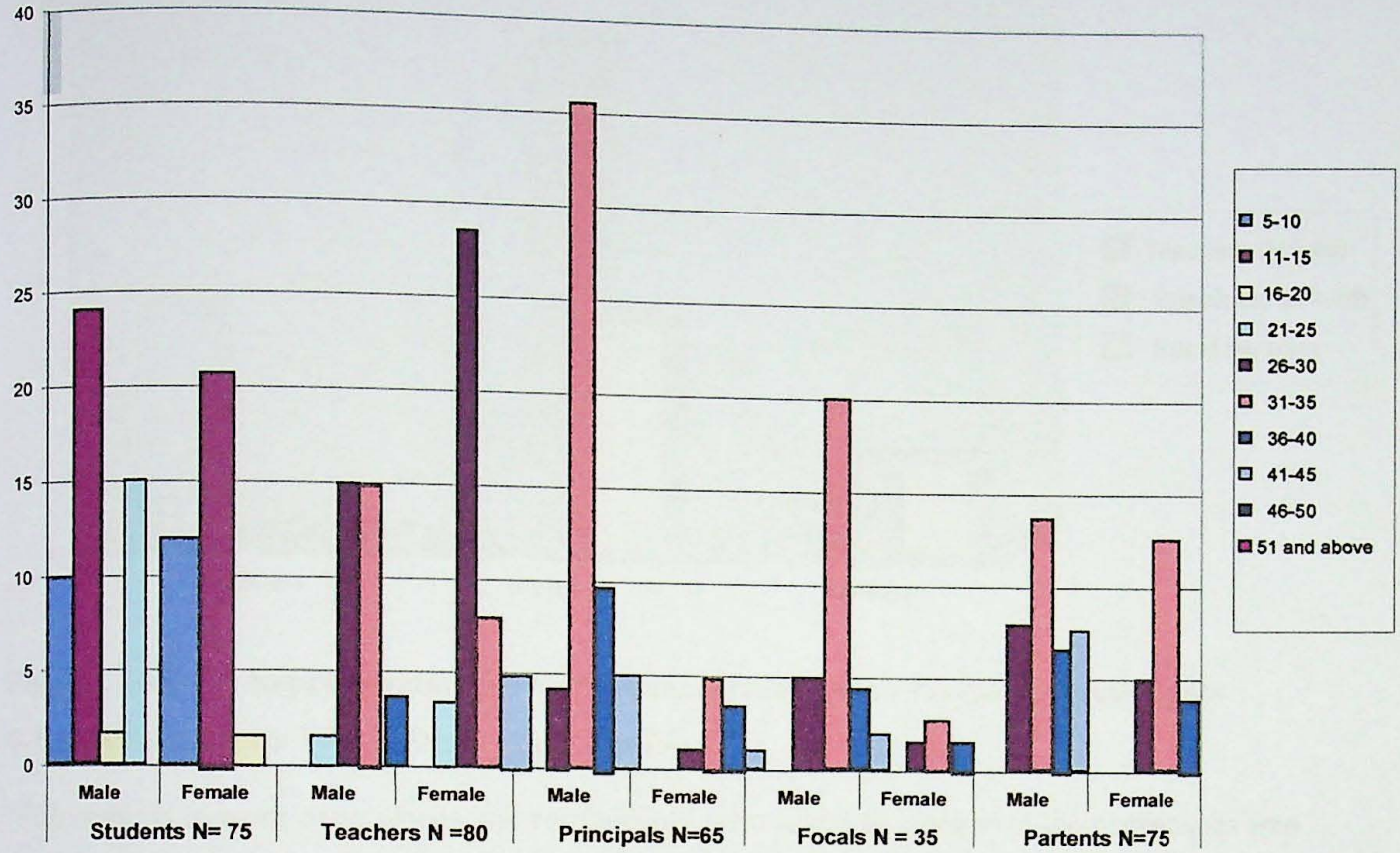


Figure 4.2 Graphical Representations for Age Distribution of Respondents

4.1.3 Educational Qualification Profile of Respondents

55 (68.75%), 45 (69%), and 25 (71%) of teachers, principals and woreda focal persons were diploma holders, 25 (31.25%) of the teachers were certificate holders respectively. On the other hand, 40 (53.3%) of the parents and, 25 (71.43%) FPS members were literate and 45 (60%) of the students were in grade level 5-8 and 30 (40%) were grade level 1-4. Diploma holders represents the majority, 135 (69.44%) of the total respondent and followed by certificate level which was 25 (31.25%) of the respondent teachers. Besides, 6.25% of the teachers, 15.38% of the principals and 28.57% of the focal experts were first degree holders, respectively. There were no principals and focal persons with certificates educational qualification level. All the focal persons were with first degree qualification but two focal of WFP sub-offices who were masters degree holders.

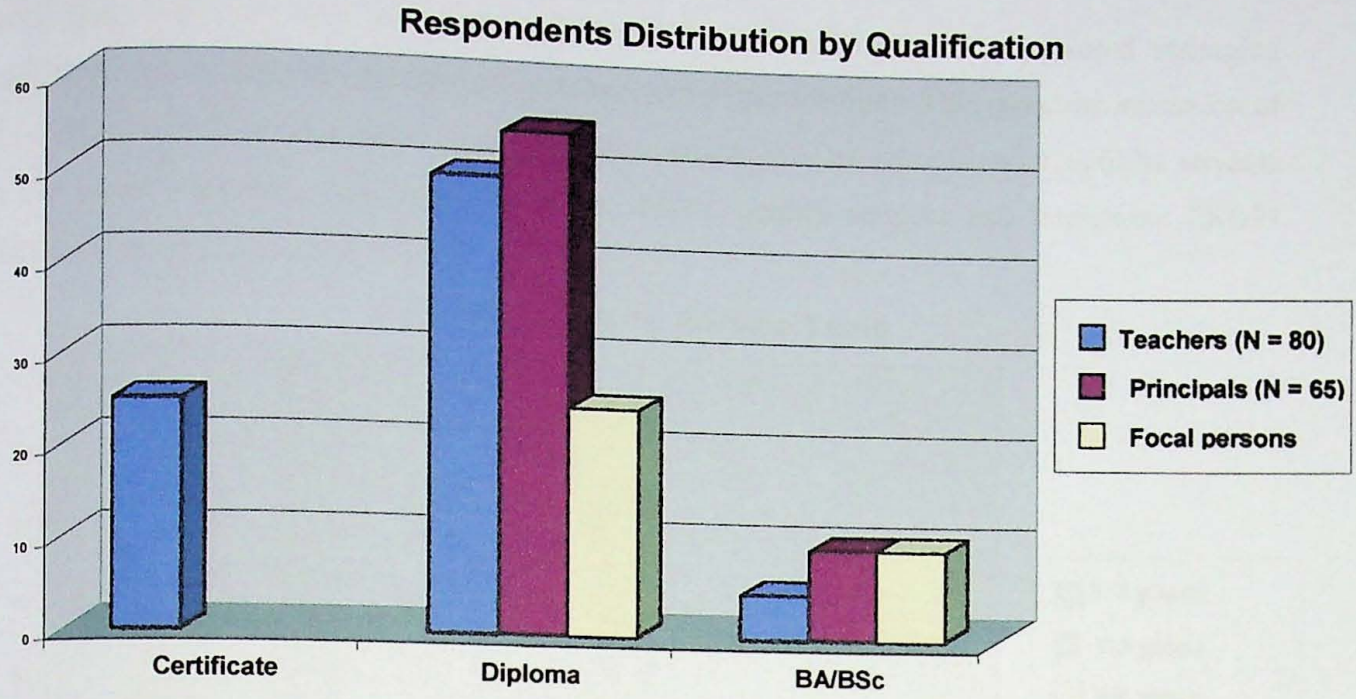


Fig. 4.3. Graphic Representation for Educational Qualification Profile of Respondents

4.1.4. Respondents Work Experience Profile

With regards to work experiences, the respondents were asked to categorize their responses into two: experiences in their current position and in other positions in general, significant number of respondents 30 (46.92%) of principals and 19 (54%) focal were identified as having 4-6 years of services in their current position.

Besides, 46 (58%) of the teachers were identified as having 4-6 years of experiences and 6 (17.14%) of the focal, 6 (9.2%) of the principals and 3 (3.75%) of the teachers were found to have 10 and more years of experiences in their current positions. From this it can be deduced that since the majority of teachers, principals and focal persons have sufficient experiences in their position, they were familiar with the practices, and activities of school feeding implementation practices, and may provide dependable data for this study.

Concerning the experiences, the respondents have in positions other than their current position 45%, 28.86% of the principals and focal persons have served 1-3 years in other positions of the sector. Generally, the respondents can be identified as experienced civil servants. The personal characteristic analysis indicates that, even though public sectors at school level are the major centers for government services to satisfy the citizen's basic right of education at the grass root

level, they were not well furnished with the necessary facilities and empowered managing capacities so as to shoulder the bulk of activities and responsibilities. This is a clear indication of the need for fulfilling basic facilities and ability to enable feeding schools and the public servants in the sector discharge their responsibilities, deliver quality services and implement ESDPs effectively at primary school level.

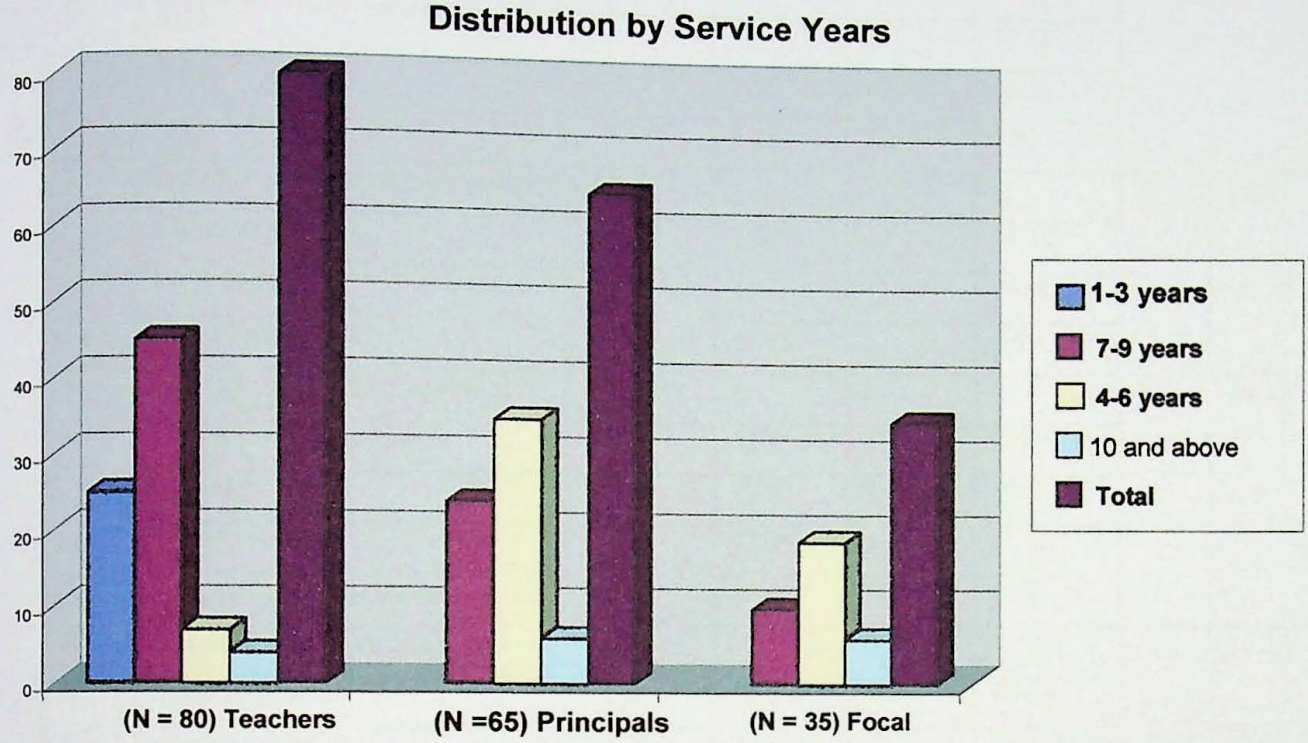


Fig. 4.4: Graphic Representation for Work Experience of Respondents

4.2 Presentations and Analysis of the Process Followed in Starting the Project

The school feeding program as the strategy of promoting universalizing primary education passed through various stages such as pilot testing, feasibility study, site selection based on the set criteria. To see the courses followed in establishment and function of the program in the region issues related to the project formation were categorized and treated by sample respondents.

Table 4.1: Percentage and Chi-square Distribution on Tabulation of Responses on How the Project Started

No	How the Project Started	Respondents Categories				Df*3	X^{2*1}	CV*4
		Teachers(N=80)		Directors (N=65)				
1	The one who selected school sites:	N	%	N	%	4	16.28	9.488
	WFP	25	31.25	15	23.1			
	DPPC	13	16.25	12	18.46			
	REB	15	18.75	25	38.46			
	WEO	22	27.5	10	15.38			
	Don't know	5	6.25	3	4.62			
2	Whether there was selection criteria:					2	16.27	5.991
	There was	45	56.25	49	75.38			
	No criteria	6	7.5	11	16.92			
	Don't know	29	36.25	5	7.69			
3	The selection criteria used were:					3	16.27	7.815
	Low primary enrollment	30	37.5	25	38.46			
	Accessibility	10	12.5	7	10.77			
	Food in security	27	33.75	28	43.10			
	Community commitment	13	16.25	5	7.69			
4	The selection made was:					2	16.26	5.991
	Right selection	47	58.75	45	69.23			
	Partially right	25	31.25	15	23.1			
	Wrong	8	10	5	7.69			
5	Need assessment was:					3	16.24	7.815
	Made	35	43.75	40	61.54			
	Partially made	30	37.5	17	26.15			
	Not done	5	6.25	4	6.15			
	Don't know	10	12.5	4	6.15			

X^2 = chi-square value calculated
df = degree of freedom CV = Critical value significance at α =0.5

In the first item of table 4.1, planning and management issues in the project inception were cross tabulated with respondents' (teachers' and directors') perception as to the organization that made the selection to see if there was a relationship between the two. As indicated in the table, the computed X^2 value exceeded the critical value at α= 0.05 significance level which indicated that there is a significant relationship between the respondents' position in the organization

(education sector) and their perception towards planning and management issues in school feeding programme. Moreover, for items 2, 3, 4 and 5 too, the computed X^2 value exceeded the critical value at 0.05 significance level showing significant relationships among the variables regarding the existence and use of school site selection criteria, on the use of criteria, on the rightness of selection done and need assessment issues. As clearly seen from the table, for all the items there were statistically established significant relationship between the variables.

According to Regional Education Bureau Report of 2005/06 and 2006/07 field reports almost all the beneficiary areas are located in relatively low enrollment, high drop out, educationally poor performing, and weak family resource base and over all low achievers. From this we can infer that the selection criteria used and the selection undertaken were all proper.

4.3 Reasons for Low Enrollment and Student Attrition

As discussed earlier in Chapter 2 of this study, overcoming challenges of hunger, school home distance, negative attitude of parents towards education, labor demand particularly that of female children at home, cultural barriers, shortage of school facilities, fear of out laws is tantamount to full empowerment of learning children form all walks of life. Below, issues related to different aspects of causes of attrition and low enrollment of children were categorized and treated. The degree and major causes for challenges may differ from region to region. Tables 4.2 and 4.3 below display the school statistics in the sampled schools regarding the levels of the challenges and the causes of these challenges.

Table 4.2: Percentage and Mean Score Distribution on Enrollment, Attrition and Academic Achievements of SFP Schools

No	Enrollment, Attrition and Academic Achievements of SFP schools	Respondents N= (65) school principals Degree of the problems						
		High		Medium		Low		X^{*2}
		N	%	N	%	N	%	
A	Enrollment	10	15.4	25	38.5	30	46.2	1.7
B	Absenteeism	15	23.1	30	46.2	20	30.8	1.9
C	Drop out	11	16.9	27	41.5	27	41.5	1.8
D	Repetition	8	12.3	21	30.8	35	44.6	1.6
e	Academic Results	5	7.7	25	38.5	35	53.8	1.5

X^{*2} = Mean Score Across the Cells, High= 3, Medium = 2, Low = 1

As can be seen from the table 4.2, sampled school directors were asked to rate the extent of the problems of enrollment, absenteeism, dropout, repetition and academic results in their respective schools. Accordingly, absenteeism was identified as a major problem by 13 (20%) of the respondents and seconded by dropout 11 (16.9%) of the respondents while enrolment was identified as medium problem by 25 (38.5%) of the respondents each and repetition was identified as a medium problem by 21 (30.8%) of the respondent directors as well.

Consequently, provided the ranks for the responses as: High = 3, Medium = 2 and low 1, the mean rank of the responses could show the degree of the problems openly. Accordingly, the mean rank of the responses for absenteeism was calculated to be 1.9 which indicated that absenteeism of the students was the major problem of the schools.

Besides, dropout of the students, with the mean rank of 1.8, was distinguished as the second major problem of the schools. The problems of enrollment and repetition with the mean rank of 1.7 and 1.6 were ranked as the third and fourth in the category of size of the problems, respectively. The mean rank of academic results, 1.5, was rated as a low level problem for the schools. Tesfaye Naizgy (2006:42) also indicated in his research on Tigray Region school feeding primary schools that repetition, dropouts and absenteeism were the first, second and third major problems that contributed to low enrollment and attrition of the students. We can deduce from this analysis that except for absenteeism and some how dropout and enrollment issues others like academic results and repetition were identified as relatively minor school problems. In addition, EOCC (1974: 5-6) ... as a result of shortage of sufficient food to eat, due to insufficient production, frequent drought, and early wake-ups that discouraged eating breakfast, most of the students were suffering from malnutrition and short-term hunger that affected their academic performance and health seriously. This implies that school feeding intervention has improved academic results thereby reducing repetition of the students in the beneficiary schools. Probably, the expansion of the program may serve as a catalyst in mitigating the academic performance problems and excessive wastages due to repetition. Even dropout, the other source of wastage, and absenteeism were found relatively low among feeding schools when compared with the non-feeding neighboring schools as observed from interviews and document analysis done at woreda and zonal levels. The major causes for the problems discussed above are treated in the following table:

Table 4.3: Mean Distribution Responses on the Causes of Low Enrollment and Student Attrition

No	Causes of Low Enrollment and Attrition	Respondents (N = 65) school principals				Teachers N = 80			X^{*2}	Grand Mean
		1st major cause	2nd major cause	3rd major cause	X^{*2}	1st major cause	2nd major cause	3rd major cause		
		No	No	No		No	No	No		
1	Food shortage	20	20	25	1.92	23	24	33	1.88	1.9
2	School-home distance	14	32	19	1.92	19	39	22	1.96	1.94
3	School facilities	16	8	41	1.62	13	32	35	1.35	1.49
4	Need for child labor	40	15	10	2.46	41	23	16	2.31	2.39
5	Fear of out laws	14	20	31	1.74	17	40	23	1.93	1.84
6	Low attitude of parents	13	27	25	1.82	22	38	20	2.03	1.93
7	Turn over of experienced teachers	20	25	20	2	25	35	20	2.1	2.1
8	Turnover of trained personnel	23	27	15	2.12	18	39	23	1.94	2.03
9	Late food delivery	45	15	5	2.62	60	15	5	2.69	2.47
10	Absence of training on food management	10	20	35	1.62	15	25	40	1.69	1.66

1st major cause = ≥ 3, 2nd major cause = ≥ 2, 3rd major cause =≥1, X^{*2} = Mean Score across Cells

Table 4.3 Illustrates analysis of frequency and mean distribution of the causes of low enrollment, repetition, dropout, absenteeism and low academic results of the students. On this bases, the problem level of the causes of low enrollment and student attrition was asked and the mean scores of the school principals and the teachers responses forwarded were 2.62 and 2.69 for late food delivery to schools 2.46 and 2.31, for child labor demand with no statistically significant difference revealed that late food delivery and child labor were the first and the second major causes of low enrolment and attrition problems. The teachers with mean scores of 1.88 and the principals with mean scores of 1.92 indicated food shortage as the second major cause. The principals also forwarded turnover of trained personnel and experienced teachers with mean scores of 2.12 and 2 as the third major causes while turnover of experienced teachers and low attitudes of parents were identified as the third major causes with mean scores of 2.1 and 2.03, respectively. School home distance was also rated as the third major cause by teachers and principals with mean scores of 1.96 and 1.92, respectively. Absence of training on food management was rated low by teachers and directors with mean scores of 1.69 and 1.62,

respectively. School facilities as causes were also least rated by teachers and directors with mean scores of 1.35 and 1.62, respectively. From this we can deduce that late food delivery, food shortage and need for child labor were the major causes of the problems whereas facilities and training on food management were not identified as the major causes of the problems. Delay of food delivery and delivery of expired food commodities were also mentioned as the first and second major school feeding problems as identified by Tesfay Naizgy (2006: 57).

Various studies on the effects of school feeding interventions on educational variables of access, attendance, learning capacity, behavioral conditions and other aspects tried to draw conclusions that consolidated the continued-justification of investing WFP Food aid in this programmeWFP/WH0/UNESCO (1999: 24). From this we can deduce that for healthy and successful functioning of our schooling system solving implementation problems of late delivery of food and half hearted leap-service as haunted by the thinking that school feeding encourages dependency should be tackled. Moreover, centrality of the feeding schools besides proximity was issues to be revisited in order to attract more beneficiaries. Probably feature of outlaws such as abduction of girls, rapes and occasional tribal conflicts particularly in pastoralist areas near feeding schools disrupt the smooth functioning of the project. As identified by interviewing and analysis of reports done at various times, this requires its own further research and remains accordingly.

An independent school feeding monitoring report released by a local non-governmental organization the Social Enterprise Development Foundation of West Africa (SEND Foundation) said that enrollment in 14 selected schools nationwide increased 21 percent between the 2005/2006 and 2006/07 academic years, IRIN (2008:1). From the above discussion we can conclude that late food delivery and the need for child labor are the two major problems while turn over of trained personnel and teachers (educators and focal persons), food shortage, and school-home distance are rated as the third and fourth major problems that should be tackled accordingly. On the other hand absence of training on food management and school facilities were the least rated problems in the implementation of SFP.

4.4 Contributions of School Feeding Programme

The Government of Ethiopia and WFP have launched school feeding programme with an objective of transforming education by mitigating short-term hunger and malnutrition in food-

deficit and pastoralist areas. The programme was underway for about 13 years in Oromia Regional Government in 29 woredas and 217 primary schools. All beneficiary schools have school feeding committee (SFC) which is composed of students, parents and teachers and chaired by school directors. This committee manages the programme at schools. At woreda, zone, regional education bureau levels focal persons also facilitate and follow up the programme. The project supplies motor bikes for supervision purpose and reporting and follow-up manuals and formats of its own. It is a huge and sophisticated project that needs the coordinated effort of stakeholders and beneficiaries.

The attempts of this project are making students attend schools and concentrate on their education while getting additional food at their school. The objective is not to replace the food they should get at home but supplement and complement it. The school feeding programme partly aims at increasing enrollment, particularly that of girls, stabilizing attendance, and reducing dropouts by relieving their short-term hunger. Despite diverse interplaying factors of the economy, culture and parents' educational status that affect students' academic performance the role of school feeding programme is also significant. From the data collected by a student researcher from the sampled schools and the regional annual statistics, it can be seen that in 1997, 1998, and 1999 where the regional enrollment increased by 10%, 4%, and 8%. The number of the students in the supported schools is increased by 12.5%, 10%, and 10%, respectively. The food service in schools 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 according to UN/FAO (1965:5). From this and indication of other variables, it can be deduced that school feeding program was one of the factors for the observed differences in enrollment sizes. This was also confirmed by principals of the supported schools who indicated in their responses that enrollment was not seen as a major challenge for their schools.

According to WFP, RBM repot (2005:1), in the years 1992, 1994, 1995 and 1996 E.C. the annual enrollment rate of school feeding schools on the average for Afar, Amhara, Oromia and Tigray was 20.1%, 18.4%, 16.4%, 4.4% and 1.7% while the respective non-feeding schools enrollment rate in the above years was 16.2%, 15.4%, 11.4%, -1.2% and -1.2%. The overall enrollment in WFP assisted schools therefore in creased by 3% over and above the non-assisted schools in the vicinity.

In the years of 1997 and 1998 and 1999, dropout rate of primary school students at the regional level was 12%, 12% and 14%, respectively, and 9%, 10% and 12%, in the supported school that is a difference of 2.37% on the average in favor of feeding schools. One of the major problems of educational wastage of the region, drop out was being mitigated and becoming low to some extent by food support intervention as seen in the figures above. Moreover, the sampled school directors also indicated in their responses that dropout was not their major headache in their respective schools. According to WFP (1990:9), three, major objectives are targeted. These are facilitating access to schools and training institutions by providing an inactive support for increased enrollment, more regular attendance, and reduced drop out.

As reported in RBM Report of July (2005:12), dropout rate for grades 1-8 was 19.3% for national average and the total dropout rate in WFP assisted schools was 10.7% (11.1% for boys and 10.3% for girls). If this result continues the school feeding project definitely can achieve its stated objective of reducing dropout.

Regarding repetition rate, the supported schools had 4%, 2%, and 3%, respectively in the years of 1997, 1998, and 1999 and this was 8%, 5% and 8% for the region in 1997, 1998 and 1999 respectively. The directors of sample schools had also raised repetition as a minor problem in sampled schools. According to EOC (1974:5-6) the compounded problems of malnutrition and short hunger contributed in hindering access, efficiency and quality in the Ethiopian Education system. The less repetition rate and high promotion rate was identified by a student researcher in an assessment of promotion in Grade 8 regional examination.

According to research findings of Meyers (1989:6), breakfast provision to primary school students significantly increased their arithmetic scores and attendance in Jamaica.

As depicted in AppendixI, the academic performance in Grade 8 Regional Examination was compared with the result of 3 years among 3 supported and the regional average results. Accordingly, though all the achievements in the supported schools were not attributed to school feeding programme alone, in 1997, 1998, and 1999, of academic years the results were 98.18%, 96.43%, and,99.35% for male students and 98.04%,100%,and100% for female students of the supported schools. On the other hand, the regional passing average in the years, 1997, 1998, and 1999 were 84.88% 83.28% and 97.46% for male students and 92.29%, 86.46%, and 94.73% for female and the rate of supported schools were greater than the national average showing that

school feeding programme significantly affected rate of promotion of students from grade to grade. Tesfay Naizg also identified in his research findings on Tigray primary schools that grade 8 national Examination result of served schools was better than the regional average.

Ahmed and Bilals (1994) in Burkina Faso also identified a positive association between the school feeding intervention and higher enrolment, lower repetition and drop-out rates and higher success rates on national exams, particularly among girls. In such countries like Ethiopia, prevalence of poverty, malnutrition, short-term bunger, lack of concentration in classes, and poor academic performances are basic problems of school age children, WFP (2002:5).

Consequently, with the progress of school feeding changes in the student's educational follow up, poverty alleviation, reducing absenteeism and halting drop outs are expected to be observed more by their parents and the students themselves. Therefore, the feelings of the parents and these students regarding the effects of the program are analyzed on the basis of information in the table below. It is assumed that the feelings of the direct beneficiary students and their parents as consumers of the output of the project show the real picture of the process and its output.

Table 4.4: Distribution and Percentage Analysis on Responses of the Feelings of the Project Beneficiaries

Feelings of The Beneficiaries		Students (N=75)		Parents (N=75)	
		N	%	N	%
On how school feeding has affected the student's learning life	a) in following education actively	35	46.67	37	49.33
	b) in studying consciously	33	44	32	42.67
	c) in alleviating poverty	20	26.67	19	25.33
	d) in reducing absenteeism	35	46.67	36	48
	e) by halting dropout	25	33.33	25	33.33

As depicted in Table 4.4, responses of the students and parents of the beneficiary students was analyzed regarding their over all feelings on the school feeding program implementation and its effects. Accordingly, 35 (46.67%) of the students and 37 (49.33%) of the parents responded that the programme enabled the students to follow their learning actively. From this we can deduce that the school feeding programme contributes highly to active learning of the students if properly implemented. Regarding item b, that is, on studying effectively 33 (44%) of the students and 32 (42.67%) of the parents reacted that the feeding programme helped the students

in studying their subjects consciously. This implies that those beneficiary students may perform well provided they study consciously their subjects. 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 (@2008:1)

On item c, alleviating poverty, 20 (26.67%) of the respondent teachers and 19 (25.33%) of the respondent directors confirmed that the school feeding programme contributes in alleviating poverty. This implies that the programme is very crucial in combating short-term hunger in poorer areas by capacitating the children of the poor to join schools and continue their learning smoothly which otherwise would be very difficult if not impossible for them. 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 the newly emerging capitalist jeopardized by the deterioration of the working and living conditions of workers and peasants, FAO (1953:3).

According to Pankhurst (1985:5), between 1250 and 1280 there were seven famine years in Ethiopia and at least 4 in the 16th century and 5 more in 18th century. According to DPPC news report released in (2008), there were more than 4.8 million people starved in the country. The global food crisis also exacerbates the situation. As a result, Ethiopia remains for sometimes as one of the largest food aid recipient countries, WFP (2002:11).

Reducing absenteeism, item d, 35 (46.67%) of the respondent students and 36 (48%) of the parents confirmed and hence, absenteeism was equally alleviated by the program as that of active learning by both groups of respondents. Besides, in item e, halting dropout, 25(33.53%) of the students and 25 (33.33%) of the parents agreed that the program contributes a lot. This implies that both the direct beneficiary students and the indirect beneficiaries that are the families highly acquiring benefits that enable them benefit in their earning. Therefore, the school feeding programme has support of its beneficiaries implying that it needs sustainability and exhaustive utilization in universalizing primary education and improving the quality of education at large.

To Global School Feeding Report, (2002:71), as the world becomes small and the global most vulnerable communities not only spares children from the pains of hunger, but also helps create literate and educated societies. The efforts of the teachers, principals and focal persons in the project implementation directly and indirectly affect the beneficiaries. These major players also

closely know the status of the beneficiaries from various angles. The table below is organized on the responses of the major players on the status of the beneficiary students.

Table 4.5: Percentage Distribution of Responses on the Status of School Feeding Direct Beneficiaries (Students)

No	Question items	Teachers (N=80)		Principals (N= 65)		Focal person (N=35)	
		N	%	N	%	N	%
1	Dynamisms observed on students as a result of feeding project intervention						
	Proper physical change	15	18.75	9	13.85	7	20
	No physical change						
	No change of health status	5	6.25	0	0	1	2.86
	Students a academic result increased	10	12.5	4	6.15	4	14.29
	No change in health status	15	18.75	14	21.54	10	28.57
	No change in academic results	5	6.25	2	3.1	1	2.86
	Students show grad behavior	10	12.5	11	16.92	6	17.14
	No behavioral change	0	0	0	0	0	0
	Few absenteeism	10	12.5	10	15.38	5	14.29
	School attendance is as usual	5	6.25	1	1.54	0	0
2	Consequence of feeding interruption Active participation in classes						
	No change in class participation	35	43.75	31	47.69	15	42.86
	Active involvement in sports	10	12.5	5	7.69	5	14.29
	Participations in sport are as usual	30	37.5	23	35.38	10	28.57
		5	6.25	7	10.77	5	14.29
3	Causes of the interruption						
	Students were increased singly joining feeding schools	45	56.25	43	66.15	20	57.14
	It was as usual	27	33.75	17	26.15	10	28.57
	Do not know	8	10-10	5	7.69	5	14.29
4	Effects of migratory students from non-feeding schools.						
	Feeding schools are not facing pressure from migratory students.	40	50	33	50.77	18	51.43
	Feeding school are stretched by migratory students	40	50	32	4923	17	48.57
5	Average class size of feeding schools						
	30-40 students per class	48	50	3	4.62	2	5.71
	41-50	30	50	29	44.62	15	42.86
	51-60	27	37.5	20	30.77	11	31.43
	61-70	3	33.75	2	3.77	3	8.57
	71 and above	12	3.75	10	15.38	4	11.43

In table 4.5, the status of beneficiary students was reacted upon by sampled teachers, directors and focal person respondents. Accordingly, as in item 1 changes were observed on beneficiary students 15 (18.75%) of the teachers reacted that they observed proper physical development and improvement in academic achievement of the beneficiary students while 14 (21.54%) of the directors and 10 (28.57%) of the focal persons reacted that beneficiary students academic achievements were better. Moreover, 10 (12.5 %) of the respondent teachers confirmed that beneficiary students show good behavior and show improved class attendance, less absenteeism and dropouts. Good student behavior was also distinguished by 11 (16.92%) of the respondent directors and 6 (17.14%) of expert respondent. Health improvement of beneficiary students was also confirmed by 5(14.29%) of the experts, 10 (12.5%) of the respondent teachers and 4 (6.15%) of the sampled directors. Of all the items, the least rated were the opinions that there were no positive change in behavior of the students by 0 (0%) of the three respondent groups. Focal persons also rated the opinion that there is no change in academic results the least. But 5 (6.25%) of the teachers and 13 (20%) of the directors conformed the idea that there was no change in academic results. From this it can be deduced that school feeding intervention has far reaching effects regarding health, academic performance, positive behavior, normal physical growth of the students. According to Ahmed and Bilals (1994) the evaluation of school feeding programme in Burkina Faso found that it is associated with increased enrollment, regular attendance, consistently lower repeater rates and lower dropout rates, and higher success rates on national exams particularly among girls.

According to Bergeron (2001:10) research findings in India (1984), and Morocco (1993), food is an indispensable tool in stimulating enrolment and attendance regulation and it is more so with girls than boys as the girls were marginalized.

In item 2, the effects of changes observed in beneficiary students was reacted upon by teachers, directors and expert sampled respondents. As per the respondents, 35 (43.75%) of the teachers, 31(47.69 %) of the directors and 15 (42.86%) of the experts observed active class participation by the beneficiary students while 30 (37.50%) of the teachers, 23(35.38%) of the directors and 10 (28.57%) of the experts also identified active student participation in sport. From this, we can conclude that due to food intervention and perhaps some other factors from students were actively involved in class and sport activities which in turn make these students better fit to their

learning and may make them better achievers academically. However, the opinions that there was no change in class and sport participation of students as a result of school feeding programme intervention was rated the least, 10 (12.5%), 5 (7.69%); 5 (14.29%) and 5 (6.25%), 7 (10.77%), 5 (14.29%) of the teachers, directors and expert respondents, respectively. This finding is also supported in Walk World Ethiopia (2008) that enrollment of supported school have shown a 5% annual increase, a 10% less dropout below national average and a 40% improved academic performance.

Hence, school Feeding Project is a very vital tool in empowering the vulnerable children more and even the non-vulnerable ones by providing school meals.

In item 3, regarding student migration to supported school, 45 (56.25%) of the teacher respondents, 43 (66.15%) of the director and 20 (57.14%) of the experts admitted increase in migration while 8 (10%) of the teachers, 5 (7.69%) of the directors and 5 (14.29%) of the experts indicated that they don't know such event. Student migration from neighboring non-supported to supported schools was also observed by student researcher from focus group discussion done with groups of students and from an interview done with food preparation staff.

Respondents reacted on item 4, i.e., whether their schools is put under pressure due to student migration from non-supported school. Accordingly, 40 (50%) of the teachers, 33 (50.77%) of the principals, and 18 (51.43%) of the experts dismissed the idea that their schools were under pressure due to student migration. Similarly, 40 (50%) of the respondents teachers, 32 (49.23%) of the director and 17 (48.57%) of the experts were in support of the idea that their schools were under pressure due to student migration from the non-supported schools. From this, we can deduce that the demand for school feeding programme scale-up is very high and it works. According to WFP/WHO/UNESCO (1990:18), student migrations from non-project supported school to project supported schools implies that food aid works. Moreover, research result of Mock and Leslie (1986) in Nepal show that the chance of attending school for abnormal nutritional status was 5% as opposed to 27% for children of normal nutritional status.

Although there is student migration to feeding schools from non-feeding schools, the magnitude of migration so far seen is low and can not create pressure on the feeding schools as observed by the researcher student.

As to average class size of feeding schools, 30 (37.5%) of the respondent teachers, 29 (44.62%) of the director and 15(42.86%) of the focal persons reacted that the average class size was 41-50 students per class rooms. Still, 27 (33.75%) of the teachers, 20 (30.77%) of the directors and11 (31.43%) of the experts said that the average class size was 51-61. Yet, the least voted average class size was 61-70 which got the support of 3 (3.75%) of the teachers, 2 (3.77%) of the director and 3 (8.57%) of the experts. From this, it can be concluded that the average class size is near to the set standard and there was no pressure on classrooms.

The class size of primary education (1-8), according to the standard of the Ministry of Education (1987) is 1:50, and accordingly, each class should have 50 students. This implies that the class size of 41-50 students, as responded by most of the respondents is near to the standard and there is no class pressure in the beneficiary schools.

Table 4.6: Frequencies and Mean Distribution Analysis of Responses on Beneficiary Students' Participation

No	Question items	Respondents							
		Teachers (N= 80) rating scale				Directors (N=35) rating scale			
		1	2	3	X^{*2}	1	2	3	X^{*2}
1	Class participation before snack service introduction	15	40	25	2.13	10	35	20	2.15
2	Class participation after snack service intervention	2	5	75	3.0	2	3	60	3.0
	a) school enrollment	20	25	35	2.19	8	27	30	2.34
	b. absenteeism	37	28	15	1.73	30	29	16	2.25
	c. drop out	50	25	5	1.44	48	10	7	1.37
	d. repetition	53	20	7	1.43	46	13	6	1.38
	e. academic results	5	20	55	2.63	7	9	49	2.65

Low = 1, Medium =2, High = 3 X^{*2}= Calculated Mean Across Cells

As depicted in Table 4.6, the teacher and director respondents reacted on levels of participation of beneficiary students. Accordingly, on item 1 the mean scores for the respondent teachers was 2.13 while that of the directors was 2.15 showing that the level of variation in responses of the respondents was found to be medium one. This implies that there was a medium level class participation of the students before the introduction of the school feeding program. Regarding item, 2 responses on the observed class participation level after the introduction of the feeding

projects teacher respondents and the directors reacted with a mean score of about 3.0 each, respectively. This implies that there was high variation observed between class participation before the project intervention and after project intervention in fact in favor of the project intervention. Therefore, school feeding intervention has highly improved the level of student class participation as seen from data analysis of the responses. The WFP in its Nurturing a Bright Future (2008:1) also stressed that the promise of at least one nutrition meal each day attracts children to school, boosts enrollment, promotes regular attendance and enhances student's performance.

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.

On item 3, the respondents reacted on the status of enrollment after school feeding programme intervention. Accordingly, enrollment was rated as being medium by the respondent teachers and school directors with mean scores of 2.19 and 2.34 showing a medium level. This also implies that pressure on school facilities has been relatively medium and hence student migration from the nearby non-served schools to the served schools hasn't put pressure so far according to the responses acquired. Besides, it may imply that there is unutilized potential of school feeding opportunities which awaits exploitation and that can be realized with the securing of high enrollment in the beneficiary schools. Nurturing children should focus on all aspects of human development. Only using few of the human development aspects seriously affects children's future. For instance, the supports and follow ups done in providing food and keeping their health play a major role in their growth and may also has impacts on other aspects. professor Tirusew Tefera, Important Tactics in Understanding and Supporting Children AAU, (2000: 12-13).

Regarding absenteeism under item 3, the respondents that are teachers and the directors reacted with mean scores of 1.44 and 1.37 as low, respectively. This implies that due to feeding intervention students regularly attend their learning and hence absenteeism was highly diminished. This in turn enables the students cover their portions and perform better academically and even in sports. This observation was also supported by WFP (1990:16) that school feeding programs are in expansion within the last 200 years resulting in improved enrollment, increased attendance, increased physical and intellectual efforts, greater concentration on education and better scholastic results. Absenteeism and low enrollment of the

students are identified as the major school problems and the major cause for these problems are also late food delivery and child labor demand at home. The programme was also helped in mitigating educational wastage in the beneficiary schools. The CHILD- FFE strategy is less successful in the region although it is the major exit strategy of the school feeding project as identified in the findings.

According to Ahmed and Bilals (1994), the evaluation of school canteens in Burkina Faso was associated with increased school enrolment, regular attendance, consistently lower repeater rates and lower dropout rates in disadvantaged areas and higher success rates on-national exams particularly among girls. In addition under item 3, a dropout and repetition status was assessed by the respondents in the same manner. Accordingly, dropout and repetition was identified by teacher respondents with mean scores of 1.43, respectively, whereas the director's responses mean scores were found to be 1.37 and 1.38, respectively. This implies that both dropout and repetition diminished with school feeding project intervention.

Under items 3, scholastic or academic achievements were also reacted upon by both groups of respondents. Accordingly, academic performance showed a marked increase with feeding programme intervention dramatically. The mean scores of both groups on this item were found to be 2.63 and 2.65 which tend to be high performance. As indicated in WFP, Walk World Ethiopia (2008:1), children who attend WFP's Food for Education Programmes 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. In general, we can conclude that the School Feeding Programme intervention has an immense contribution in increasing enrolment, reducing educational wastage and improving students' scholastic performance if implemented properly.

4.5 The Attitudes of Various Partners Regarding the School Feeding Project

The attitudes of various actors in the project have its own impacts on implementation and success of the project. Accordingly the attitudes of the major partners in school feeding program such as that of teachers separately and the other groups like the directors, parents and focal persons was categorized and treated depending upon the responses of the sampled respondents in Tables 4.7 and 4.8 below:

Table 4.7: Mean Score Distribution of Responses on Attitudes of Teachers towards School Feeding Project

No	Attitudes of Teachers	Respondents Teachers (N = 80)			
		Rating scales			X^{*2}
		2	3	4	
1	School feeding added duties on teachers	75	3	2	2.1o
2	Food is alien to students	5	5	70	3.81
3	Food motivated students	5	5	70	3.81
4	Programme is supported by the students	5	5	70	3.81
5	programme is supported by the parents	1	4	75	3.93
6	School feeding created congested classes	15	30	45	3.25
7	Programme is supported by teachers	15	20	45	3.38
8	School feeding service consumed instructional time	40	15	25	2.81
9	School feeding minimized educational cost on parents	5	15	60	3.69
10	Programme initiated student migration from non-feeding to feeding schools	10	20	50	3.5
11	Academic achievements of school feeding students were better	10	20	50	3.5

1.50-2.49 = Disagree, 3.50-4.49 = Agree 2.50-3.49 = Neutral

X*2 = calculated mean across cells

As can be observed from Table 4.7, respondents were asked to rate teachers' attitude towards school feeding programme and its effects. Teacher respondents disagreed with the idea that school feeding added duties on teachers with mean scores of 2.1 Teacher respondents confirmed with mean score of 2.1 that school feeding did not bring additional work pressure on the teachers. From this it can be deduced that in most of the feeding schools serving meals in schools puts less work load on teachers. This implies that the implementation of the project has not brought additional pressure on the teaching activities of the teachers.

Regarding whether the food is alien to the students, teachers agreed in their responses with the mean score of 3.81 that the food is alien to the students implying that students need awareness creation or introduction as to how to use the food. The strange nature of some of the food items served in school feeding project to the students without advanced awareness creation may at times create dislikes towards the food among the students. However, according to the interview done with cooks, awareness creation is less done in most schools. If students don't enjoy what they get the food that arrives at their schools may not be consumed properly and this may bring

about wastage and negative repercussion on the project. Tesfay Naizgy, however, indicated in the contrary that teacher respondents could not decide on whether food is alien to the students or not (2006:48). This implies that the newly enrolled students should get awareness on their rights and obligations in the School Feeding Programme implementation in their respective schools.

The teacher respondents strongly agreed with mean score of 3.81that meal services at schools highly motivated their students. This implies that highly motivated students could attend their education actively with concentration that may also lead to good performance. Regarding item 4, the respondents with mean score of 3.81 approved a strong student support for the school feeding programme. This implies that students were also actively working or ready to work on their part in fulfilling school feeding programme objectives. This is also additional important input required for the continuity and sustainability of the practice in the schools. Moreover, respondent teachers strongly agreed with the idea that school feeding programme is supported by parents with a mean score of 3.93. From this it can be deduced that the school feeding programme has deep community faith that can further contribute towards its sustainability and success. Perhaps this opportunity can be exploited and may serve to ensure quality education in the long run. On Item 6 whether the programme created students pressure in classrooms due to migration from non-served schools, the respondents with mean score of 3.25 confirmed that there were less class over crowding. The average class size in most of the feeding school is 41-50 which is common in several primary schools of Oromia Region. School Feeding Programs are in expansion in the last 200 years resulting in improved enrollment, increased attendance, increased physical and intellectual efforts, greater concentration on education and better school results. From this it can be said that the school feeding project intervention has brought remarkable achievements of schools in terms of their students overall performances.

Most of the respondents strongly supported and liked the school feeding programme. With a mean rank of 3.38, most of the teachers see this programme positively and acknowledged that the progrmme supported them by motivating their students in their education. Truly, the success of such huge project is unthinkable without active and genuine support of the teachers in feeding schools. The critical role of teachers in training, supervision and reporting of the project was also articulated in (1998:11) by the WFP. With regard to item 8, the majority of respondent teachers took neutral position on the notion that school feeding service in schools consumed their normal instructional time with a mean score of 2.81. This point is also cross-checked by the student

researcher that students were served school meals mostly during mid day to afternoon shift students, and during the break time for the morning shift students. Therefore, the food service time pressure on the normal instructional time seems less likely. This implies that most of the respondents kept neutral position fearing that supporting one may affect the other. It seems that confirming that School Feeding service affects instructional time may result in the interruption of the meal service or supporting the meal servicing time may also affect the instructional time and hence, settling for neutral position. From the discussion it can be said that the pressure of school meal serving time on instructional time is relatively low and manageable.

As to item 9 of the table with mean score of 3.69 the respondents strongly approved the opinion that school feeding minimized the parents' educational cost. This is even more common in pastoralist areas where girls' initiative oil is provided for those girls who attained their classes without interruption. Mothers who gave birth used to ask one another a question "What is the sex of your newly born baby?" The popular answer being practiced is oil or otherwise; meaning if a mother gave birth to a female baby surely this new birth at school age, by joining feeding school will bring her family additional resource, that is oil". Therefore, besides minimizing parents' burden of supplying daily food for their children who learn, the programme is also empowering some families that have female students in schools by providing girls' initiative oil. Moreover, in some of these feeding schools in pastoralist areas sex parity in school enrollment is being met; and even in some of them there were more female students than males which were unthinkable long ago when there was no feeding project intervention. Most respondents agreed with the idea that the feeding project encouraged student's migration from non-served to food served schools, with a mean score of 3.5. However, this student migration so far has brought little pressure on school feeding schools and it can be said that this project has empowered the communities by reliving them of school time meal provision pressure to the children.

Similarly, the attitudes of parents, directors and focal persons towards the SFP was categorized and put for reactions by the three groups in table 4.8 below.

Table 4.8: Attitudes of Parents, Directors and Focal Persons on School Feeding Project

Item No	Parents, Directors, and Focal Person's Attitudes	Disagree			Neutral		Agree		N(total)	df*3	X²*1	CV*4
		Group	N	%	N	%	N	%	N	%	N	
1	School feeding added duties on teachers	1	36	47.5	13	17.33	26	35.0	75	4	58.59	9.488
		2	35	53.85	15	23.10	15	23.10	65			
		3	10	28.57	15	42.86	10	28.57	35			
2	The food is alien to students	1	14	18.66	23	31.66	38	50.0	75	4	58.59	9.488
		2	20	30.77	10	15.38	35	53.85	65			
		3	10	28.57	5	14.29	20	57.14	35			
3	The food motivated students	1	5	6.66	28	37.33	42	56.00	75	4	58.50	9.488
		2	10	15.38	20	3.77	35	53.85	65			
		3	3	8.57	7	20	25	71.43	35			
4	The programme is supported by the students	1	10	13.33	23	30.66	42	56.00	75	4	58.48	9.49
		2	8	12.31	15	23.1	42	64.62	65			
		3	3	8.57	5	14.29	27	77.14	35			
5	The programme is supported by the parents	1	14	18.66	23	30.66	42	56.00	75	4	58.51	9.49
		2	2	3.1	18	27.69	45	69.23	65			
		3	1	2.86	7	20	27	77.14	35			
6	School feeding created congested classes	1	38	50	23	30.66	14	18.66	75	4	58.64	9.49
		2	35	53.85	20	30.77	10	15.39	65			
		3	25	71.43	5	14.29	5	14.29	35			
7	The programme is supported by teachers	1	14	18.66	28	37.33	33	44.00	75	4	58.54	9.49
		2	15	23.1	25	38.46	25	38.46	65			
		3	5	14.29	10	28.57	20	57.14	35			
8	School feeding service consumed instructional time	1	38	50	18	24	10	9.33	75	4	58.54	9.49
		2	35	53.85	20	30.77	10	15.38	65			
		3	25	71.43	5	14.29	5	14.29	35			
9	School feeding minimized educational cost on parents	1	15	20	18	24	42	56.00	75	4	58.53	9.49
		2	10	15.38	20	30.77	35	53.85	65			
		3	5	14.29	10	28.57	20	57.14	35			
10	The programme initiated student migration from non feeding to feeding schools	1	15	20	28	37.33	28	37.33	75	4	58.51	9.49
		2	20	30.77	10	15.38	35	53.85	65			
		3	5	14.29	15	42.86	15	42.86	35			
11	Academic achievements of school feeding students were better	1	10	18.66	23	30.66	42	56.00	75	4	58.53	9.49
		2	5	7.69	20	30.77	40	61.54	65			
		3	5	14.29	10	28.57	20	57.14	35			

X^2 = chi-square value calculated 1 = Parents 3= Focal Persons or Experts

df= degree of freedom CV=critical value at α=0.5 2.= Directors

As depicted in the above table, attitudes of parents, directors and focal persons on school feeding project was analyzed using X2 test. Accordingly, on item 1 the calculated value was 58.59, while the critical value at 4 degrees of freedom and at $\alpha = 0.05$ was found to be 9.49. Since with the calculated value 0.05, 58.59 is by far greater than 9.49 there is a statistically significant relationship between respondents' position in the organization and the attitudes of the respondent groups towards feeding program in their respective organization. This may indicate that most of the focal persons took neutral opinion on the idea that the school feeding project brought additional duty on teachers but most of the parents and directors hold contrary opinion that the school feeding project did not bring additional duty on teachers. In the second item of the table too, among all the three respondents there was a significant relationship in respondents' position, their organization and their attitudes on school feeding program. The same holds true for all the items 3 to 11 that there was a very significant statistical relationship among the question items and the positions of the respondents in their, respective organization regarding the school feeding program. Most of the parent, director and focal person respondents agreed that the school feeding project is fully supported by the students and parents as well as the project motivated the students. However, most focal persons responded that the school feeding service highly consumed instructional time while most of the parents and directors responded that the school feeding service does not consume instructional time.

This implies that the parents, directors and focal persons have a strong support for the program as can be deduced from their positive attitudes towards the project and this is also statistically significant. Hence, school feeding has got significant support since several direct and indirect benefits that is trickling, down in the served communities and localities are accepted warmly. According to WFP/WHO/UNESCO (1999: 23) in addition to the already mentioned direct effects, school feeding has secondary benefits like the provision of important learning experiences, employment opportunities, stimulation of community participation in education, and promoting local purchase of food and non-food commodities. From the above discussion we can conclude that by implementing an effective CHILD-FFE programme schools can generate internal income and can create cohesive relationship with their local communities. Besides. all the respondents reacted that the school feeding project intervention assisted the students in their scholastic performance.

4.6 The Status and Management of the School Feeding Programme Facilities

The status and the management style, efficiency and effectiveness is an indispensible input for the success of any project or program. The school feeding program also requires a very efficient and effective management in its own proper. School Feeding Project work best for enrolment and attendance in "border line" communities, where poverty is high but not abject, and education not yet very well established, School Feeding Hand Book (1999:25). The effective utilization and management of the school feeding resources has a making and breaking effect on the over all success of the project in particular, and the universalization of the primary education in general. In this light an assessment of the practices and problems that exist in the status and management of the school facilities may enlighten the existing gaps that should be rectified. For this purpose the status and management efficiency, effectiveness of the existing school facilities and practices were organized for the respondents' response in table 4.9 below:

Table 4.9: Frequencies and Mean Score Distribution of Responses on the Status and Management of School Facilities.

No	The Status and Management of School Facilities	Respondents (N = 65) (N=80) Teachers Rating scales				Principals (N = 65) Rating Scales				(N = 35) Focal Persons Rating Scales			
		1	2	3	X^{*2}	1	2	3	X^{*2}	1	2	3	X^{*2}
1	Facilities	30	30	20	1.88	25	25	15	1.85	17	13	5	1.66
2	Planning of school feeding	30	30	20	1.75	15	27	23	1.66	15	14	6	1.74
3	Delivering food to schools timely	65	10	5	1.25	50	10	5	1.31	30	3	2	1.2
4	Storage of the school	35	25	20	1.81	30	25	10	1.69	20	9	6	1.6
5	Kitchen of the school	34	37	9	1.69	27	30	8	1.71	15	16	4	1.69
6	Water supply	55	20	5	1.4	30	16	11	1.34	25	7	3	1.40
7	Sanitary Provision	39	30	11	1.65	31	25	9	1.66	15	14	6	1.74
8	Boys latrine service	35	25	20	1.81	30	25	10	1.69	20	10	5	1.57
9	Girls latrine service	55	20	5	1.4	50	10	5	1.31	30	4	1	1.2
10	Library service	40	15	25	1.81	30	18	174	1.8	15	7	13	1.66
11	Safety of school road in food transporting	15	30	35	2.25	15	30	20	2.1	10	15	10	2.0
12	Finance availability for food transportation	20	30	30	2.13	15	25	25	2.15	5	15	15	2.29
13	Timely delivery of non-food items	35	30	15	1.75	30	25	10	1.69	19	10	6	1.63
14	Dining hall service	30	30	20	1.88	29	21	15	1.78	19	10	6	1.63
15	Supplying of quality food items	25	39	16	1.64	20	30	15	1.92	15	10	10	1.86
16	Timely food service provision at school	55	20	5	1.4	45	15	5	1.13	25	7	3	1.37
17	Capacity of removing away expired food items	40	25	15	1.4	45	15	5	1.13	20	6	9	1.23
18	Efficiency of school facility utilization	60	10	5	1.31	45	15	5	1.38	27	5	3	1.31
19	Effectiveness of material utilization at school	65	10	5	1.25	45	15	5	1.4	25	7	3	1.37
20	Status of internal income generation of the school	50	25	5	1.44	30	3	2	1.2	13	15	7	1.3

X^2 = Calculated mean scores across the cells. Good = 3, Fair= 2, Poor = 1

As it is depicted in Table 4.9 above, respondents were asked to rate the status and management of school facilities in their respective feeding schools. Accordingly, without any statistically significant difference among the groups, they rated the status of management facilities as fair with mean scores of 1.88 and 1.85 and 1.66 for teachers, principals and focal persons, respectively. Besides, items 2,4,5,7,8,10, 11,12,13,14 and 15 were rated as fair. Planning, storage, kitchen, sanitary provision, boys latrine, library, were also rated as fair without any statistically significant different among the respondent groups. This implies that according to most of the respondent groups, the status of the facilities is below the required level and cannot contribute much of the services to the success of the project.

On the other hand, no item in the status of management and facilities rated as good by any group of the respondents showing that the status of management and facilities is not good and found between fair and poor. This also implies that a lot of efforts are required in upgrading the present status and management of facilities at least to a good level if not excellent. The respondents rated items 3, 6, 9, 6, 17, 18, 19 and 20 poor without any significant statistical difference among the responses. This implies that the local communities, the served schools, different educational echelons and WFP should work hard in improving and transforming the present poor status and management of food delivery to schools such as school water supply, girls latrine service, dining hall service, timely delivery of non food items, timely food service to students, capacity of removing away expired food items and internal income generation of schools. Almost all the existing facilities are working below the expectation and need to be transformed from their present poor status. This needs coordinated efforts of the schools, the communities, the educational offices and WFP at large.

Implementation Review (2008:2-3) also identified late start of feeding in the visited sampled schools, inefficient use of resources and poor programme implementation. To UN/FAO (1965:11), and WFP/WHO/UNESCO (1999:11), problems of developing countries such as scarcity of resources and the inability to use the scarce and available resources effectively and efficiently with the help of modern systems of planning and management should be solved. From the above discussion it can be concluded that the status and management of school feeding facilities so far is mainly poor and needs great attention of all the major players in the project.

Table 4.10: Responses of the Ratings by the Beneficiaries

Project Input and Process Ratings by the Beneficiaries	Students (N= 75) Ratings				Parents (N=75) Ratings			
	1	2	3	X^{*2}	1	2	3	X^{**2}
Food quality	4	26	45	2.55	4	26	45	2.55
Feeding utensils quality	10	32	33	2.31	10	32	33	2.31
Convenience of feeding time each day	11	29	43	2.64	11	31	43	2.69
Ration size per student	14	22	39	2.33	15	21	39	2.32
Efficiency of school feeding house management	55	15	5	1.33	60	10	5	1.13
Capacity of timely solving feeding problems	60	10	5	1.13	58	11	16	1.49
On option of feeding interruption	5	10	70	3.13	2	8	65	2.84

X^{*2} = Calculated Mean Across Cells, High =3, Medium = 2, Low = 1

As depicted in Table 4.10, analysis of responses on project evaluation by the beneficiary students and parents was done. Accordingly, regarding food quality, students with mean score of 2.55, and parents with a mean score of 2.55 rated the quality high. Food quality is a critical issue that has to do with normal growth and health of the beneficiaries. It is almost rated high and this needs to be improved or maintained. The quality of feeding utensils was rated slightly above medium with mean scores of 2.31 and 2.31 by the students and the parents, respectively. The convenience of meal service time was rated as high by both with mean scores of 2.64 and 2.69 for students and the parents respectively. This implies that there was no time pressure on learning duration due to school meal services. Therefore, there is no wastage of time that affects instructional time meaningfully due to school meal services.

The ration size per students was also rated by the students and the parents as medium with mean scores of 2.33 and 2.32, respectively. This implies that the ration size is almost an average size that could fulfill the needs of the average beneficiaries. Besides, according to interview done with food preparation staff, what maters more to the served students is not the ration size but the early staring of feeding and regular meal services at their schools.

The respondents also rated efficiency of school feeding house management as low with mean score of 1.33 and 1.13 by students and the parents, respectively. Regarding the capacity of solving feeding problems timely both groups of respondents reacted that it was almost at medium level with mean scours of 1.13 and 1.49 for students and parents, respectively. This implies that

this capacity needs to be reinvigorated so as to discharge better services and timely solutions for implementation problems. This capacity building and empowering should also include awareness creation as to how to use the project resources efficiently and effectively.

Finally, the respondents were asked to respond to possible negative consequences of school feeding project interruption. Accordingly, they rated the negative consequences as high with mean scores of 3.13 and 2.84 respectively implying that there is high disruption in their education in terms of enrollment, attendance, academic achievements and even dropouts. Hence, this implies that the continuity of school program at least in the pastoralist and low economic areas of the region seems mandatory. Because the school feeding project plus the girls' initiative oil has highly attracted more of the school age children particularly girls which otherwise could be very difficult if not impossible.

4.7 Roles of the Various Partners in the Project

A lot of partners take part in the inception and implementation of the school feeding program. Some of these are local while the major ones are from external such as the donors across the world. Here the roles of the local partners such as the parents, the PTA, and school feeding committee were treated in terms of their roles as responded by the sample respondents in tables 4.11, 4.12, and 4.13.

Table: 4.11 Percentage Distributions of Responses on Roles of Various Actors in School Feeding Projects

SN	Roles of Various Actors in the Project		Teachers (N=80)		Principals (N=65)		Focal Persons (N=35)	
			No	%	N	%	N	%
1	Parents contribution aspects	a) unloading food at school	15	18.75	12	18.46	5	14.29
		b) Monitoring and evaluating	20	25	17	26.15	11	31.43
		c) Store room construction	14	17.5	11	16.92	7	20
		d) kitchen construction	16	20	13	20	9	25.71
		e) Cash contribution	13	16.25	10	15.38	2	5.71
		f) Contribution in kind	2	2.5	2	3.1	1	2.86
2	School feeding committee	There is the committee	59	73.75	62	95.38	25	71.43
		There is no such committee	21	26.25	3	4.62	10	28.57
3	School feeding committees roles	Mobilizing community	10	12.5	7	10.77	7	20
		Food cooking coordination	30	37.5	25	38.46	13	37.14
		Managing daily feeding activities	30	37.5	25	38.46	13	37.14
		Reporting	7	8.75	5	7.59	2	5.71
		evaluating	3	3.75	3	4.62	1	2.86
4	Efforts attempted by the school in making the project sustainable	Efforts are made	47	58.75	42	64.62	20	57.14
		No efforts are made	33	41.25	23	35.38	15	42.86
	The efforts made, if any include	Income generation	20	25	15	23.1	7	20
		CHILD program introducing	16	20	13	20	8	22.86
		Involving more donors	19	13.85	17	26.15	10	28.57
		Efficient resource utilization	15	18.75	11	16.92	6	17.14
		Mobilizing local community	10	12.5	9	13.85	5	14.29
5	Effects of the program termination	Fall in enrolment	17	21.25	12	18.46	7	20
		Shrinking school community relation	13	16.25	9	13.85	2	5.71
		Increase in attrition	9	11.25	14	21.54	10	28.57
		Increase in illness of the pupils	8	10	6	9.23	4	11.43
		Weak students' academic results	16	20	13	20	80	22.86
		closure of a school	14	17.5	10	15.38	4	11.43

As indicated in table 4.11 responses given on roles of the various actors in school feeding programme implementation were analyzed using frequency distribution and percentile. Accordingly, regarding parents contribution most of the respondents 20 (25%) of teachers and 17 (26.15%) of the principals and 11 (31.43%) of focal persons confirmed that monitoring and program evaluation at school level as priority number one whereas 16 (20%) of the teachers, 13 (20%) of the directors and 9 (25.71%) of the focal persons selected kitchen construction as the second most important work as done by the community. The third major item reacted upon by the respondents was unloading of food at school by 15(18.75%) of the teachers 12 (18.46%) of the directors while focal persons indicated store room construction as the third most important item contributed by parents. On the other hand store room construction was taken as important item contributed by parents as responded by 14 (17.5%) of the teachers and 11 (16.92%) of the principals. Contribution in cash was reacted upon by 13 (16.25%) of the teachers and 10(15.38%) of the directors. The least reacted upon item by the three groups was contribution in kind which was 2 (2.5%) by teachers, 2 (3.1%) by the directors and 1 (2.86%) by the focal persons, respectively. This implies that the three most important contributions of parents were indicated as project monitoring and evaluation, kitchen construction and unloading of transported food at schools by most of the three respondent groups in item 1. According to WFP(1990: 11-12) too, as the general principles using active community participation in availing essential services required for school feeding program operation such as guards, cooks, and kitchen helpers is very important. From this we can conclude that communities are playing important roles that create fertile ground for their ownership of the project and the schools too. According to WFP Mid Term Evaluation (2005:73), successful school feeding program requires good local management with both government and community ownership.

Regarding item 2, the school feeding committee, the three groups reacted on whether there was such a committee or not. Accordingly, 59 (73.75%) of the teachers respondents, 62 (95.38%) of the respondent directors and 25 (71.43%) of the experts forwarded the existence of the committee. Only few that is 21 (26.75%) of the teachers, 3 (4.62%) of the directors and 10 (28.57%) of the expert respondents denied the existence of such a committee. This implies that since the issue of organizing and managing the school feeding committee is more of the role of the principals than the focal persons and the teachers the directors' responses seem more close to the reality. The few principals that denied the existence of such a committee might be the newly

assigned ones who didn't get full information particularly on the school feeding programme components. However, what makes more difference is not the existence of the SFC alone but the existence of active and committed school feeding committee in schools. According to WFP 2003-2006 Country Programme Midterm Evaluation (2005:24), in each assisted school, a school feeding committee has been established with the school director as chairperson, one or more teachers as secretary, one or more students' representatives, and at least two parent representatives selected from among the local PTA. This implies that one of the major players in school feeding project implementation, the school feeding committee is established in almost all feeding schools. What should follow is the empowerment and full involvement of the committee in discharging its mission effectively in all the schools.

Item 3 raised the roles of the school feeding committee and the 3 groups of the respondents reacted on them. Accordingly, coordination of food cooking and the overall daily management of feeding activities were confirmed as major roles of the committee by 30 (37.5%) of the teachers 25 (38.46%) of the directors and 13 (37.14%) of the focal experts, respectively for both items. This implies that the school feeding committee deals with actual and front line function of the programme. On the other hand, community mobilization was reacted upon by 10 (12.5%) of the teachers, 7 (10.77%) of the directors and 7 (20%) of the focal persons as the second most important role of the school feeding committee. Reporting and evaluation were also rated as the fourth and fifth important committee roles by 7 (8.75%) and 3 (3.75%) of the teachers, 5 (7.69%) and 3 (4.62%) of the directors and 2 (5.71%) and 1 (2.86%) of the experts, respectively. From this one can deduce that the most single vital role of the school feeding committee is managing daily snack services at feeding schools and this is a central role that needs much more attention and strong leadership. The school feeding committee is responsible for all aspects of a school feeding activity at the individual school level including supervision of food handling, preparation and serving commodity storage, hygiene, sanitation, reporting and accounting WFP (2005:24). This implies that the school feeding committee has lots of heavy and routine duties some of which are less fulfilled so far and need immediate reaction such as timely and precise report, better food store management, early starting of school meal service, and community mobilization.

The respondents also made to react on item 4, efforts made by the school to make the project sustainable. Accordingly, 47 (58.75%) of the teachers, 42 (64.62%) of the directors and 20

(57.14%) of the experts forwarded their ideas that there were some efforts attempted by schools to make the feeding project sustainable. The student researcher also observed CHILD programme plans and certain activities aimed at generating additional income for schools. This implies that the CHILD programme as strategy may enable schools run smoothly on their own generated income even during interruption and dalliance of external food support. Still, a large proportion of the respondents 33 (41.25%) of the teachers, 23 (35.38%) of the directors and 15 (42.86%) of the focal persons were having the opinion that there were no efforts made towards making the project sustainable. This implies that these respondents were either not satisfied with some minor efforts attempted or they have not seen any efforts or possibly they may have problem of distinguishing between additional efforts and routine project activities. According to WFP (2005:72) school feeding is not only mentioned as strategy for improving access but through it CHILD component is considered to be a helpful approach. According to WFP (2003-2006) country programme outlines the importance of linkages between the school feeding and the MERET (Managing Environmental Resources to Enable Transitions to more sustainable livelihoods) components of the programme. MERET is about developing small infrastructure, increasing income generation opportunities, improving productivity of degraded lands and supporting local capacity for self-reliance. The seal due needed by one schools to generate income and cover part or all of its running costs.

Regarding item 4, as to the sustainability efforts done responses forwarded were analyzed. Accordingly, 16(20%) of the teachers reacted in support of income generation, 17(26.15%0 of the directors and 10(28.57%) the focal persons responded in favor of involving more donors as efforts mainly attempted. The introduction of CHILD programme was confirmed by 16(20%) of the teachers, 13(20%) of the directors and 8(22.86%) of the focal persons. The CHILD programme, as planning and also exit strategy for the school feeding programme support of WFP is a practical tool that can sustain the programme by pulling together local capacity and resources for the benefit of the schools and the local community at large. CHILD is a tool that will enhance the capacity of communities at the local level, addressing a range of issues to improve the quality of education, and turning schools in to a local center of development for the community according to mid-term evaluation of WFP (2005:72) between ESDPI and ESDPII document. Efficient resource utilization was also taken as additional effort in sustainability by 15(18.75%) of the teachers, 11(16.92%) of the directors and 6(17.14%) of the experts. This implies that the

economical use of the available resources also contributes towards programme sustainability. The student researcher, however, observed that resource utilization such as motor bikes donated by the WFP for school feeding supervision were not effectively used to the expected level and for the intended purpose in certain school feeding woredas. Hence, this is a point of concern that should be revisited and improved accordingly. As indicated in MOE/WFP#2 (2004:1) for sustaining the school feeding program in Ethiopia an integral part of the feeding program called CHILD FFE is designed and being implemented by the Ministry of Education and WFP with an aim of integrating children and their needs in the community development process. In CHILD program the LIJ-PPA and LLPPA is intended as a tool to bring school children and their environment together, starting from their school and moving gradually into their homes and their community surroundings. The aim is to improve school premises and make environmental improvements that support the school feeding activity as well as improve environmental education aspects of children and of their families.

Community involvement was also favored by 10 (12.5%) of the teachers, 9 (13.85%) of the directors and 5 (14.29%) of the focal persons as an attempt tried out in sustaining the school feeding programme. Yet, clues form interview made with food preparation staff show that the level of community involvement in sustaining this programme is not satisfactory across the whole beneficiary schools and still a lot of work is required not only to involve but also to restore the sense of community ownership of the schools in the thinking of the community. While government support is critical for providing institutional support for the activity, commitment from the community, in particular from parents, is essential, WFP, Mid-Term Evaluation (2005:73).

Item 5 treats responses of the community on the possible effects of school feeding programme termination. Accordingly, 17 (21.25%) of the teachers indicated fall in enrollment, 14 (21.54%) of the directors and 10 (28.57%) of the experts confirmed an increase in attrition of the students due to the project termination. This implies that both the fall in enrollment and an increase in attrition have negative consequences on schools and the education system at large. From this, we can deduce that the project should not be terminated and all efforts should be done in ensuring sustainability and donor convincing performances at all levels. The available evidence also significantly shows that short term hunger affects children's cognitive function and hence indicates more the need for additional research and improvements in existing school feeding

project than to warrant giving less priority to school feeding programs in general, school feeding handbook (1999:33). The SFP seems mandatory, at least as far as there is vulnerable section of the Ethiopian community that can not afford feeding and schooling its own children properly.

Weak academic result of the students was confirmed as the second major effect of school feeding termination by 16 (20%) of the teachers, 13 (20%) of the directors and 8 (22.86%) of the focal persons. The fall in enrollment was identified as the third major effect of programme termination by 12 (18.46%) of the directors, and 7 (20%) of the focal persons where as closure of school was identified as the third major consequence by 14 (17.5%) of the teachers. This implies that fall in enrollment, increase in attrition, weak academic results and closure of school were the three major possible consequences of the school feeding programme termination. We can deduce from this discussion that educational indicators of access, quality, efficiency and equity all may be highly affected with school feeding project termination at least in beneficiary schools. A WFP/UNESCO and WHO pre appraisal mission assessed in detail the project performance under the pilot phase in November, 1996 and concluded that: enrollment rates at the surveyed primary schools had increased by 62.4% between 1992 /93 and 1995/96 period, 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 of over 10% (from 80% to over 90%) between 1992/93 and 1995/96. However, from deliveries to schools experienced serious delays when the government handled transport and caused by government's lengthy procedures for tendering and contracting, appraisal of project Ethiopia 4929 (1997:6-8). It seems clear that the SFP termination has its own short-term and long-term effects that can complicate situation and learning opportunities of the vulnerable section of our society.

The possible closure of school was also confirmed by 10 (15.38%) of the directors and 4 (11.43%) of the experts as the fourth major consequences. Shrinking school community relationship was identified by 13 (16.25%) of the teachers, 9 (13.85%) of the directors. Increase in illness of the pupils was also indicated in responses of 8 (10%) of teachers, 6 (9.23%) of the directors and 4 (11.43%) of the focal persons while decrease in dropout was identified as the consequence by 3 (3.75%) of the teachers, 1 (1.54%) of the directors, and by none of the experts responded. From the discussion we can conclude that school feeding programme termination will have consequences which are totally negative and disruptive to education at large. Furthermore, this may disprove the notion that school feeding programme maintains dependency syndrome.

The above discussion shows that dependency syndrome notion is irrelevant. It is like giving a poor man a fish net and know-how of how to fish and not providing him fish throughout his life. School feeding is a tool that prepares a ground for a student to learn and complete his/her primary cycle with gained know-how, behavior and experience important for his/her education and world of work. As identified in Walk World Ethiopia (2008:1-2), some research findings in Ethiopia show that, WFPs programs school enrollment rates have shown a 5% annual increase, a dropout which is less by 10% from the national school dropout rate of 19% and a 40% academic performance improvement of beneficiary school students in just two years as they are better able to concentrate on their studies if they are not hungry.

Table 4.12: Mean Score Distribution of Responses across the Cells on Performance on Various Partners in SFPS

Level of Performance	Responses											
	Teachers Ratings (N = 80)				Directors Ratings (N = 65)				Focal Persons Ratings (N = 35)			
	1	2	3	X^{*2}	1	2	3	X^{*2}	1	2	3	X^{*2}
a) The level performance of the parent teacher association	6	35	39	2.41	7	25	33	2.4	5	15	15	2.29
b) Parents of the students	12	35	33	2.36	7	23	35	2.43	2	16	17	2.43
c) School feeding committee (school food preparation staff)	5	20	55	2.63	11	20	34	2.35	3	5	27	2.69

X^{*2} = Mean Score Across Cells, High =3, Medium = 2, Low = 1

As depicted in the above table, the three groups of respondents that are teachers, directors and the experts or focal persons' responses were analyzed across the cells. Accordingly, performance level of the PTA, in school feeding programme implementation is rated as slightly higher than medium by the teachers, directors and focal person's respondents with mean scores of 2.41, 2.4 and 2.29, respectively. This implies that the PTA hasn't played the role expected in exhaustively exploiting the school feeding programme, its resources and potentials. They need to scale up their efforts by revisiting all their former practices and banking up on strengths that they have.

The parents of the beneficiary students also didn't deliver to the expected level and their performance was rated as slightly higher than the medium with mean scores of 2.36 by the teachers, 2.43 by the directors and 2.43 by the experts. We can deduce from this that they need to

scale up their efforts by holding up best practices that they may have after revisiting their performances thoroughly. There should also be exchange of experiences among the beneficiary schools in order to identify and scale up best practices.

The school feeding committee or food preparation staff, performance on the other hand is rated near to high by the teacher respondents and the experts with mean scores of 2.63 and 2.69. But, the SFC group was rated as medium by the school director respondents with a mean score of 2.35 probably; this could be due to the close monitoring of the directors who rated the food preparation staff performance as medium. From the analysis of the responses of the three groups of respondents we can deduce that the school feeding committee particularly, the food preparation staff is relatively better in performance that ranged between the medium and high. This group also needs to perform better than what it has been performing in the light of its present performance position. The efforts of the parents, PTA and food preparation staff should be scaled up through joint planning, monitoring, evaluation and reporting since the activity of one can't exclude the role and activities of the others. They all should work together supplementing and complementing each other for common goal. It can be said from the above discussion that the major school level players such as the PTA, food preparation staff and the parents should supplement and complement one another by avoiding duplication efforts and gaps in their performance.

Table 4.13: Analysis of Responses of the Teachers and the Principals on Level of Organizational Support Provision by Various Partners

Level of Technical Support Provided:	(N=80) Teachers Rating Scales				(N = 65) Principals Rating Scales			
	1	2	3	X^{*2}	1	2	3	X^{*2}
1. Regional Bureau	65	10	5	1.3	45	15	5	1.4
2. Woreda bureau	16	18	46	2.38	12	15	38	2.4
3. The World food programme	6	8	66	2.75	5	6	54	2.75
5. CRC supervisors	70	7	3	1.16	50	10	5	1.31

X^{*2} = Mea Score Across Cells, High =3, Medium = 2, Low = 1

As depicted in table 4.13 above, the level of technical support provision by various partners were rated by the teachers and director respondents. Accordingly, the regional educational bureau

technical support being provided was rated low with a mean score of 1.3 and 1.4 by the respondent teachers and directors respectively. This implies that the regional education bureau so far extended meager technical support through follow up and supervision programmes to these beneficiary schools. This entails that the gap created due to low level of the technical support and monitoring may weakened the expected level of impacts that should have been created by exhaustively exploiting the opportunities and potentials created by the project. The same situation of rendering low level of technical support was identified by the respondents for CRC supervisors who otherwise are supposed to be located nearer to these schools and as a result can render daily and close monitoring and technical support logically. This may happened due to several factors some of which include low capacity of CRC supervisors and willingness to offer readily technical support and follow-ups. A very weak monitoring and evaluation mechanisms were identified as one major challenges of school feeding program implementation in Ethiopia, according to WFP (2002:13). Implementation review (2008:2-3) also identified the under utilization of the CRC supervisors. Therefore, the CRC supervisors should be empowered and capacitated so as to follow-up, monitor and capacitate their schools.

On the other hand, the respondents also indicated that the level of technical support provided to school feeding beneficiary schools by woreda was about slightly higher than medium with mean scores of 2.38 for the teacher respondents and 2.4 for director respondents. Except the technical support that is provided by WFP, the technical supports that have come from the CRC supervisors, REB and Woreda Education Office ranges between poor and medium. So this scenario must be revised soon for the SFP to succeed.

As indicated clearly in their responses, teacher respondents rated the World Food Programme technical support as being high and satisfactory with mean scores of 2.75 for the teachers and 2.75 for director respondents, respectively. From this, we can deduce that the school feeding programme follow-up, monitoring and technical support is being properly done only by the World Food Programme. This is a paradox, since the owner of the project is the educational sector, i.e., the CRC supervision, woreda, zonal and regional education bureau from which more of the monitoring, follow-up and technical support should come logically. According to school feeding handbook (19995:15), WFP committed its support to the strategic objectives adopted as 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% of primary school

age children. In general, the SFP implementation problems should be resolved so as to fulfill the objectives for which the project is launched fully and timely in line with the universalization of primary Education up to 2015.

According to the Ethiopian Government and World Food Programme agreement document, the education sector is the owner and should fulfill its obligations of monitoring, evaluation and delivering technical support more than any of the partners. But, this is less realized and it should be revisited for the betterment of the project in the future. All the major players in SFP implementation should be able to plan, implement monitor evaluate and mange the programme with full responsibility, accountability and dedication for better results.

Even if there is the problem of ability in monitoring and delivering at least at the woreda and CRC level, the WFP in collaboration with the zonal and regional education bureau should work on capacitating the system and supervisors of CRC and woredas. Otherwise, the supervision being conducted from remote as being done by sub offices and rarely by zonal and regional education bureau can't be as effective and efficient as that of CRC supervision at least from the point of view of time and cost. We can conclude from the above discussion that all the major players in the planning, implementation, monitoring and evaluation of the SFP should discharge their duties with the sense of agency, accountability, responsibility and commitment in the transparent environment by supplementing and complementing one another.

4.8 The Major Implementation Problems

Any attractive and feasible program and project needs implementation and effective implementers. However, in the practical world several beautiful and attractive programs and plans fail when comes to implementation in practice. Regarding the school feeding program the implementation issue is also facing certain implementation challenges that need a remedial action. Respondents were made to react on several issues of implementation problems as depicted in the following table:

Table 4.14: Frequencies and Percentage Distribution of Responses on Problems of Food Delivery

No	Problems of Food Delivery	Respondents					
		Teachers (N=80)		Directors (N=65)		Focal (N=35)	
		No	%	No	%	No	%
a	Delay of food delivery	24	30	17	26.15	11	31.43
b	Absence of Transportation	9	11.25	8	12.31	4	11.43
c	Lack of stores at schools	15	18.75	13	20	7	20
d	Damage of food items in transporting	8	10	7	10.77	5	14.29
e	Lack of finance to pay transportation	11	13.75	6	9.23	3	8.57
f	Delivery of expired food	13	16.25	9	13.85	5	14.29
	Total	80	100	65	100	35	100

As depicted in the above table the challenges in relation to delivery of food and food items were reacted upon by three groups of respondents (teachers, directors and focal persons of wereda, zonal, regional and WFP sub-offices). In all cases of the three respondent groups dalliance in food delivery stood as the sole most important problem. About 24 (30%), 17 (26.15%) and 11 (31.43%) of the teachers, the directors and the focal identified delay in food and food item deliveries as the major problem. Lack of store at school was also identified as the second major problem by 15 (18.75%) of the teachers, 13 (20%) of the directors and 7 (20%) of the focal persons. Delivery of expired food was identified as the third major problem by 13 (16.25%) and 9 (13.85%) of the directors while 5 (14.29%) of the focal persons distinguished delivery of expired food items and damage of food items as the third major problem. In Tesfay Naizgy, late food delivery was distinguished as the major problem in school feeding project (2006:58). In Oromia Regional State too, the late delivery of food stood as the forefront challenge that needs immediate and tangible solution.

On the other hand, 8 (10%) of the teachers identified damage of food items in transportation whereas 6 (9.23%) of the directors and 3 (8.57%) of the focal persons identified lack of finance to pay for transportation as the last challenge of the enumerated problems in the table.

From analysis of the responses it is clearly distinguished that dalliance in food delivery was the major problem in almost all the beneficiary schools. Sub office heads of Dire Dawa, Adama and WFP country office also confirmed this problem as a severe problem that may lead to dropouts,

expire of food at school stores. The main reasons for the delay of food delivery were government rendering procedure, inefficiency in processing bid and non-response of the bidders on time as identified during the interview.

Table 4.15: Frequencies and Percentage Distribution on Responses Regarding Implementation Problems

Implementation Items	Respondents Category				Focal (N=35)	
	Teachers (N=80)		Principals (N=65)			
	No	%	No	%	No	%
The major implementation problems						
a) shortage of food items	19	23.75	15	23.1	6	17.14
b) Shortage of cooking materials	9	11.25	9	13.85	3	8.57
c) Shortage of feeding materials	8	10	5	7.69	3	8.57
d) Late food delivery	24	30	20	30.77	8	22.86
e) Dalliance in starting feeding students	7	8.75	5	7.69	5	14..29
f) Expired/bad smell/ taste of food	3	3.75	3	4.62	2	5.71
g) Problem of payment for cookers	6	7. 5	5	7.69	5	14..29
h) The non-functioning of RPCC	4	5	4	6.15	3	8.57

As depicted in the table above, late delivery of food to schools was identified as the most important problem by 24(30%), 20(30.77), and 8(22.86%) of the teachers, principals. and focal. This problem has the repercussion of dropouts and low enrollment. Regional bureaus and WFP are expected to solve this problem jointly. Shortage of food items was also selected by the three groups of respondents as the second major problem as 19(23.75%) of the teachers, 15(23.1%) of the directors and 6(17.14%) of the focal persons said so. The third major problem, shortage of cooking materials, was distinguished by 9 (11.25%) of the teachers and 9(13.85%) of the directors while 5(14.29%) of the focal persons indicated that dalliance in starting feeding the students and cookers' payment were the third major problem. The problem of expired /bad smell/ bad taste of food was forwarded by 3(3.75%) of the teachers, 3(4.62%) of the directors and 2(5.71%) of the experts respectively as the least of the listed implementation problems. Form this we can deduce that let food delivery food item shortage, and shortage of cooking materials were problems that require most of the attention for the success of the program. According to WFP (2002:13) in the implementation of the school feeding programs in Ethiopia the major challenges

observed were financial problems, not assigning full time personnel at all levels by the government, delay of food delivery, absence of store house at school, delivery of expired food items, very week evaluation mechanisms, lack of coordinated movement between WFP and region, delayed and incomprehensive report, in efficiency of the school feeding committee and scarcity of non food items. Moreover, implementation review (2008:2-3) identified late start of feeding at visiting sampled schools, food wastage due to carry over, mismatch of allocated food with the number of students, in adequate food handling and management at school, poor program implementation, in efficient use of resources and late detection of mal practices.

Table 4.16: Frequencies and Percentage Analysis of the Forwarded Responses as to why the Technical Support Received was Unsatisfactory

Reasons on why the Support Given was Unsatisfactory	(N=80) Teachers		(N = 65) Principals	
	N	%	N	%
a. They do not come at all	24	30	20	30.77
b. They do not give feedbacks	10	12.5	11	16.92
c. They don not give solution to problems	24	30	20	30.77
d. They do not consult	8	10	1	1.54
e. They do not give technical support	14	17.5	13	20

As indicated in table 4.16, the teacher and director respondents reacted on the reasons why they rated differently the partners that should deliver them technical support. Accordingly, 24(30%) of the teacher respondents and 20(30.77%) of the directors reasoned out that those partners they rated low don't come to them at all and also don't give them solutions for problems they face respectively as the major reasons. Moreover, 14(17.5%) of the respondent teachers and 13(20%) of the respondent directors indicated that they don't get sufficient technical support particularly from the CRC supervisors and regional educational bureau. This was the second major reason, according to the responses, for rating low the CRC supervisor and regional bureau technical support. Still, 10(12.5) of the teachers and 11(16.92%) of the directors also claimed that they rarely get feedbacks from CRC supervisors and regional education bureau. In this case, since, zones are considered regional bureau representatives; their technical support was treated at equal level with that of the regional education bureau. Low consultation service level was indicated by 8(10%) of the teachers and 1(1.54%) of the respondent director, respectively. All these mal

practices are observed by the student researcher and from responses of the respondents although their degree varies from school to school.

We can see from the discussion that the regional educational bureau and CRC supervisors should revisit their unfulfilled roles in monitoring and delivering technical supports to school feeding schools and set strategies with the World Food Programme so as to transform their past sluggish and least rated performance as soon as possible. Not doing this may cost the beneficiaries loosing the support and resources being acquired from donors across the world. Donors need effective, efficient earmarked and justifiable utilization of their resources and tangible feed back when they donate. Moreover, miss-utilization or wastage of such resources may be followed by sudden interruption that could have several negative repercussions. The level of technical support through monitoring and supervision is found as below the required level particularly the support that comes from the regional educational sector.

Table 4.17: Frequencies and Percentage of the Responses on School Meal Service Practices

No		Teachers (N=80)		Principals (N= 65)		Focal person (N=35)	
		N	%	N	%	N	%
1	Times starting school meal at school						
	Within 1 -3 days	35	47.75	25	38.46	10	28.57
	Within 4-6 days	20	25	20	30.77	15	42.86
	Within 7-9 days	10	12.5	15	23.1	7	20
	Within 10-12 days	8	10	3	4.62	2	5.71
	After 13 days	7	8.75	2	3.1	1	2.86
2	Feeding was						
	Interrupted	45	56.25	32	49.23	16	45.71
	Not disrupted	35	43.75	33	50.77	19	54.29
3	Causes of the interruption						
	Shortage of cooking water	7	8.75	9	49.23	5	14.29
	Fire wood shortage	11	13.75	10	50.77	5	14.29
	Food supply shortage	30	37.50	20	30 77	10	28.57
	Shortage of asking utensils	15	18.75	10	15.85	2	5.71
	Shortage of cooks	15	18.75	11	16.92	13	37.14
	Shortage of kitchen	2	2.5	5	7.69	0	0

As depicted in table 4.17 above, meal service practices were analyzed based up on responses of the three groups of teachers, directors and focal persons. Accordingly, regarding item 1, i.e., starting time of meal services at school, 35(47.75%) of the teaches and 25(38.46%) of the directors replied that serving food at schools start within 1-3 days since the food arrival at school while 15(42.86%) of the woreda, zonal and WFP focal persons reacted that school meal service started within 4-6 days of the food arrival at school. However, in all cases the majority of the respondents reacted that food service started withier 6 to 13 days time as the delivery reached school. From this, one can deduce that there was no advance preparation of hiring cookers, making water, fire woods and other materials ready in school localities so as to start meal service on the spot of food arrival at schools. This also affects attendance and dropout of these students on the one hand and the under use of the delivered food which may also lead to the expiration of food Items. The student researcher also confirmed the existence of dalliance, in serving food at schools even after food is already delivered from the interview undertaken with food preparation staff. The major causes for late food service in schools mainly associated with lack of advance preparation in available fire wood, water, cooks.

In item 2, the respondents reacted to whether food interruption encountered their school or not. Accordingly, 45(56.25%) of the teachers confirmed experience of food interruption in their school whereas 33 (50.77%) of the respondent directors and 19 (54.29%) of the focal persons denied food interruption. From this it can be deduced that food interruption event was practiced at least in some of the beneficiary schools as the majority of teacher respondents indicated. This was also observed by student researcher in an interview done with food preparation staff members. Besides, food interruption as practiced due to dalliance in delivery, ration size revision due to supply problem and from the donor's temporary interruption was a possibility as focal persons form WFP told the researcher. The research findings of Bary Livingness in 1986 also indicated that due to feeding disruption about ¼ of the students dropped out of school. Feeding itemed book (1993:19).

Items 3 discussed on reactions for interruption and accordingly 30(37.50%) of the teachers and 20 (30.77%) of the directors put food supply shortage as the major cause behind school food interruption while 13(37.14%) of the focal persons put the major cause as shortage of cooks for school meal service discontinuity. Moreover 15(18.75%) of the respondent teachers identified

shortage of cooks and cooking materials as the second major cause each while 11 (16.92%) of the directors also indicated that shortage of cooks was the second major cause. However, 10 (28.57%) of the focal persons or experts put food supply shortage as the second major cause for school meal service interruption. Shortage of kitchen was identified as the least cause for food serving practice discontinuity in beneficiary schools. From the discussion, it can be deduced that within school (internal factors of hiring cooks on time and having water and fuel supply for cooking) and outside the school factors of early delivery of food to schools practices should be revisited and should be put on the right track. Levinger (1986:33) found by his research done on Dominican Republic that the sudden interruption of 18 years operated school feeding programmme resulted in 25% attrition in number of students, a decrease in enrollment of grade 5 and 6 and increased drop out rate of girls in the lower grades.

A study carried out in 1991 by Jarousse and Mingat done on learning and achievement of primary students in Guinea at the beginning and end of the school year for students in grades two and five, showed that learning achievements of schools that served school meals was found to be much higher than for children in non-served schools, School Feeding Hand Book, WFP (1999: 22). For such a positive relationship between learning achievement and the existence of a school canteen, the researches identified two possibilities:

a) Improved nutrition of students because of school feeding, and

b) More regular attendance and thus more time spent in class.

4.9 School Feeding Program Objective Attainment and Possible Solutions for Implementation Problems

Like any project the school feeding program has its own set objectives to be fulfilled. These objectives on the whole contribute to the attainment of primary education universalization as set in the policy and strategy of Ethiopian. Accordingly, the achievement of the set objectives and the solutions tried for implementation problem were categorized and respondents were made to react upon them in table 4.18 and 4.19 below.

Table 4.18: On the achievement of School Feeding Project Objectives

Item	Teachers (No=80)				Directors (N0=65)				Focal Persons (N0=35)			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1. Long term objectives												
a) Is UPE achieved?	40	50	40	50	30	46.15	35	53.85	15	42.86	20	57.14
b) Are the poor empowered significantly to educate their children?	35	43.75	45	56.25	25	38.46	40	61.54	15	42.86	20	57.14
2. Immediate objectives												
a) Is Enrollment increased significantly?	40	50	40	50	35	53.85	30	46.15	17	48.57	18	51.43
b) Is Attendance increased significantly?	40	50	40	50	30	46.15	35	53.85	18	51.43	17	48.57
c) Is Drop out decreased significantly ?	35	43.75	45	56.25	30	46.15	35	53.85	16	45.71	19	54.29
d) Is Repetition significantly decreased?	40	50	40	50	30	46.15	35	53.85	16	45.71	19	54.29
e) Is the concentration ability of the students improved?	45	56.25	35	43.75	35	53.85	30	46.15	18	51.43	17	48.57

As indicated in table 4.18, teachers, directors and the focal persons responded on the SFP objective attainment. Accordingly, the achievement of UPF as one long term objectives of the SFP was rated as partially achieved (50% of the teachers, 46.15% of the directors and 42.86% of the focal persons approved the achievement. But 50% of the teachers, 55.83% of the directors and 57.14% of the focal persons did not confirm the full achievement of this long term objectives so far. Regarding the empowerment of poor households in investing on human capital or education as the other major long term SFP objective, the majority of the respondents (56.25% of the teachers, 61.54% of the directors and 57.14% of the focal persons) indicated in their responses that this objective is not also fully achieved concerning the attainment of immediate objectives of the SFP such as significant increases in enrollment was rated as partially achieved (by 50% of the teachers, and 51.43% the focal persons) while 53.85% of the directors responded

that it has been achieved. Dropout has not been significantly reduced by the SFP to 56.25% of teachers, 53.85% of directors and 54.29% Focal persons). The concentration ability improvement was confirmed by 56.25% of the teachers, 53.85% of the directors and 51.43 of %the focal persons. From this it can be concluded that the SFP objectives have been achieved partially.**Table 4.19: Frequencies and Percentage Analysis of Responses on School Feeding Problem Possible Solutions and Achieving its Objectives**

No	Possible Problem Solutions and Achieving Objectives		Respondents Category				(N=35) Focal	
			(N= 80) Teachers		(N=65) Principals			
			No	%	No	%	No	%
1	Actions taken in over coming the problem	▪ Using carry over stock	30	37.5	15	23.1	10	28.57
		▪ Teaching without providing food	20	25	25	38.46	2	5.71
		▪ Interrupting teaching until food arrives	10	12.5	10	15.38	4	11.43
		▪ Using community contribution	10	12.5	3	4.62	5	14.29
		▪ Replacing expired food	5	6.25	5	7.69	4	11.43
		▪ Introducing OHILD program	5	6.25	7	10.77	10	28.57
2	The school feeding objectives	▪ Achieved	25	31.25	23	35.38	10	28.57
		▪ Not yet	26	32.5	15	23.1	10	28.57
		▪ Partially achieved	29	36.25	27	41.54	15	42.86
3	The project	▪ Promotes dependency	10	12.5	15	23.1	5	14.29
		▪ Dos not promote dependency	45	56.25	40	61.54	25	71.43
		▪ Partially promote dependency	25	31.25	10	15.38	5	14.29
4	Options of replacing feeding aid	▪ Using income of school	25	31.25	23	35.38	15	52.86
		▪ Local community should run it	15	18.75	15	23.1	10	28.57
		▪ Government should afford it	20	25	15	23.1	10	28.57
		▪ No need of school meal	10	12.5	5	7.69	0	0
		▪ Students should bring their meal	10	12.5	7	10.77	0	0
5	The project	▪ Should continue	45	56.25	40	61.54	25	71.43
		▪ Should expand	20	25	15	23.1	7	20.0
		▪ Should be stopped	15	18.75	10	15.4	3	8.57

As depicted in Table 4.19 above, teachers, the directors and the focal persons were made to respond on listed practices of solving implementation problems and whether the school feeding project achieved its set objectives. The responses were analyzed. Accordingly, in item 1, the use of carrying forward food stock at schools was identified as the major solution by 30(37.5%) of the teachers and10 (28.57%) of focal.. in overcoming school feeding problem 25 (38.46%) of the

directors and 20 (25%) of the teachers and 2(5.71%) focal preferred the possibility of teaching even in absence of feeding due to supply problems as the most important solutions. Carry forwarded food stock created mainly when there is late food delivery to schools as a result of which students don't get enough time to exhaustively consume the ration. It seems that though late delivery of food to schools was a major problem, it also becomes a solution as teachers and focal persons identified the consuming of the left over food were the major solution. This is a paradox. Introducing CHILD programme was forwarded by 10 (28.57%) of the experts as choice 1. The introduction of CHILD programme is already underway as one school feeding project exit strategy and in this case it seems that this may be relatively a solution with better chance of sustainability. However, it was only forwarded by 5 (6.25%) of teachers and 7 (10.77%) of the directors only. This may be happened due to low level of awareness on the CHILD-FFE programme among teachers and the directors. 10 (12.5%) of the teachers identified the use of community contribution and stop teaching until food arrives at schools as the third most important solution. However, 5 (14.29%) of the woreda, zonal, regional, and WFP focal persons and only 3 (4.62%) of the directors identified the use of community contribution in sustaining school feeding as the third important solution. The replacing of expired food was forwarded as the solution by 5 (6.25%) of the teachers, 5 (7.69%) of the directors and 4 (11.43%) of the focal persons, respectively.

The use of food balanced carried forward from the previous semester due to different reasons, teaching for sometime even in the absence of meal services, community involvement in filling the gaps of school meal service and the reward of the expired food issues need attention of the implementers.

According to WFP (1990:11-12) food assistance 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. School Feeding project have potential to stimulate community participation in education. This is particularly important given the increased emphasis on decentralizing educational series and soliciting parents' support for construction, maintenance and management of schools, School Feeding Hand Book (1999: 24).

Regarding item 2, whether the school feeding programme achieved its earmarked objectives, 29 (36.25%) of the teachers, 27 (41.54%) of the directors, and 15 (42.86%) of the focal persons agreed to the idea that the objective is achieved partially. Besides, 25 (%31.25) of the teachers.

23 (35.38%) of the directors and 10 (28.57%) of the experts indicated that the established objective was achieved, respectively. Yet, 26 (32.5%) of the teachers 15 (23.1%) of the directors and 10 (28.57%) of the experts dismissed the idea that the objective was achieved. From this we can deduce that the program objective was partially achieved, according to responses of the majority. However, exhaustive and full exploitation of the potential of the program is not yet realized. Tesfay Naizg in his research identified that the SFP objective is partially achieved (2006:62). Poverty alleviation programmes are potentially as open-ended as the poverty they are seeking to alleviate. In light of this fact, and of WFP's increased focus on aid to LDC's, a rigorous yet realistic approach towards the issue of "Long Standingness" has been adopted school Feeding Hand Book (1999: 37).

In item 3 whether the feeding project promote dependency syndrome, 45 (56.25%) of the teachers, 40 (61.54%) of the directors and 15 (42.86%) of the experts forwarded the opposite idea that it does not promote dependency mentality. Only 10 (12.5%) of the teachers, 15 (23.1%) of the directors and 5 (14.29%) of the experts forwarded responses in favor of the idea that it promotes dependency. Still, a large number, 25 (31.25%) of the teachers, 10 (15.38%) of the directors and 5 (14.29%) of the focal persons responded that the program partially promote dependency. From this, we conclude that the school feeding program does not promote dependency mentality; rather it is the project that is aimed at empowering the have-nots by facilitating the learning environments through combating short term hunger. According to WFP (1990:11-12) food assistance by itself is a budgetary supplement to school authorities in promoting access and school operation.

This required the revisiting of all the implementation practices, managerial system, abilities across the whole system, i.e., schools, education sector echelons and the WFP itself. As indicated in the WFP /UNESCO/WHO (1999) school feeding book, this programme or strategy focuses on reaching the un reached and have not, thereby contributing to universalizing access, promoting equity, improving the learning environment, reducing disparities particularly between males and females, improving efficiency by reducing dropouts.

From the above discussion we can conclude that the school Feeding Project objectives are partially achieved and full achievement needs bridging the present mal practices, commitment and more efforts by the major players.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major purpose of this study is to identify the foremost practices and implementation problems of school feeding programme in Oromia primary schools. More specifically the objectives of the study include: Identifying practices and Implementation problems that hindered exhaustive and successful utilization of school feeding projects in primary schools of Oromia region, suggesting possible actions which help to minimize the existing gaps and weak performance and there by come up with some possible approaches which would boost performance and confidence of the donors so as to ensure school feeding programme sustainability in the region.

The methodology employed in this study was a descriptive survey, supported by some selected qualitative research techniques. The instruments used in this study include: questionnaires, interviews, checklists and document content analysis. Hence both quantitative and qualitative methods were considerably used. Samples were taken from the various beneficiary primary schools of the region on the basis of strata by dividing the sampled woredas in to two: Remote and medium to center located woredas of the twenty nine beneficiary woredas. A total of thirteen woredas and each woreda represented by five sampled schools. Consequently, a total of thirteen woredas, and sixty five schools were included as the sample of the study.

In view of this, meaningful attempts were made by consulting various stake holders that are found at the various levels of the system in general and players at the grass root level (WFP and educational officials, school directors, teachers, experts in the area or focal persons, beneficiary students and their parents, and food preparation staff) in particular. On top of this, review of documents, interviews, check lists and observations were also systematically used as a source of data.

To this effect nine major themes (the sex, age, work experience and qualification level, processes followed in staring the project reasons for low enrollment and student attrition, school feeding programne contributions, attitudes of teachers separately and that of parents, directors and focal persons towards SFP, the status and management of school feeding facilities, Roles of various partners, the major implementation problems and achievement of the program objectives and possible solutions for implementation problems) were categorically raised and administered to the respondents mainly in the form of likert scale in order to analyze the foremost factors challenging practices and smooth implementation of the school feeding programme. Then the data was systematically organized, analyzed and interpreted. Based on this, the following major findings were drawn.

5.1. The Findings of the Study Revealed that the School Feeding Project Inception in the Sampled Schools were Identified as

4.1.1 a) The project school site selection was done by the World Food Pogramme (WFP) to 31.25% of the teachers and the site selection was done by the Regional Educational Bureau to 38.46% of the director respondents. The variation in the position of the respondents on the issues is very significant as the computed x^2 value (16.28) is far greater than the critical value 9.488.

b) Most of the respondents (56.25% of the teachers and 75.38% of the directors) confirmed the use of criteria in the project site selection of feeding schools. These criteria mainly include low enrollment rate for 37.5% of the teachers and food insecurity for 43.1% of the directors' respondents.

c) Of the respondents 58.75% of the teachers and 69.23% of the directors confirmed the site selections made to be right. More over, 61.54% of the directors and 43.75% of the teachers approved that the project need assessments were done before the launching of the present school feeding projects. The relationships in the respondents position was found to be very significant with an x^2 value of 16.24 to 16.28 as computed.

4.1.2 the current major problems concerning students in the sampled schools were identified as:

a. Absenteeism of the students, particularly in grades 1-7 is the major problem in the school feeding primary schools. Absenteeism was identified as problem number one by 13 (20%) of the directors and with a mean score of 1.9.

b. The second major challenge in the sampled schools was dropout of students. It was identified by 16.9% of the directors and with mean score of 1.8. According to the data collected in 1997, 1998 and 1999 E.C on the average 9%, 10%, and 12% of the students dropped out of the system before they complete their study. Although, the rates in assisted schools were smaller than the regional averages (of 12%, 12% and 14%) respectively, the results achieved were far from being satisfactory as one of the major objectives of the school feeding project.

c. The third major problem identified was low enrollment. It was identified by 15.4% of the respondent directors with men score of 1.7. From the data collected, enrollment in the assisted schools increased by 12.5%, 10% and 10% in 1997, 1998 and 1999E.C. While the regional in crease in similar years was 10% 4% and 8% respectively. This shows that as one of the major school feeding objectives the increase in enrollment in the assisted schools was still below the expected level.

5.1.3. The major reasons for the high absenteeism, dropout and low enrollment of students are identified to be late food delivery to schools and child labor demand at home. Late food delivery to schools is mainly external problem that is created due to lengthy government bidding process in dealing with transporters at regional level. It is usually faced at the beginning of the semesters. The child labor demand is mainly due to food in security at home and the continuous mobility of pastoralists who also demand the children who look after their livestock. From the data gathered, the directors and the teachers identified late food delivery and the demand for child labor by families with mean scores of 2.62, 2.46 and 2.69, 2.31 respectively as the major causes for the problems

a) School meal provision contributes significantly to succeed in grade 8 examinations. As observed from three consecutive years' data on examination the mean results of the sampled schools and the regional average, the gap ranges between 2% to 16.78% for female students, and between 5.62% to 9.57% for male students in favor of the project schools in the years of 1997 to 1999, respectively. The higher achievement of females particularly indicates that the programme contributes also in improving gender parity in academic achievement.

b) School feeding programme helps in mitigating educational wastage through repetition in the supported schools. In this aspect, as the available data indicated, the repetitions rates of the

served schools in the years of 1997, 1998 and 1999 were 4%, 2% and 3% while the regional averages in similar years were 8%, 5%, and 8%, respectively.

c) The opinion of the beneficiaries on school feeding programme is rated as positive as seen from the attitudes of the teachers. Teachers confirmed with mean scores 3.81 and 3.75 that the school meal service highly motivated their students and as a result the students highly support the programme, respectively. Accordingly, those respondent teachers with a mean score of 2.1 also indicated that there is no work pressure due to the school meal services.

d) Student orientation on the food items and their usage is indicated as an important step since most of the food items served is alien to student food culture. This is identified by the respondent teachers with a mean score of 3.81. It was also indicted by the cooks in the interviewing that the student orientation practice wasn't common.

e) The school feeding programme also has strong support of the parents and the teachers as respondents rated it with mean scores of 3.93 and 3.38, respectively. Most of the respondent teachers believe that there is no student pressure due to student migration to their schools from the near by non-feeding schools with mean score of 3.5.

f) The groups of respondent teachers, directors and the focal persons almost unanimously identified dalliance in food delivery as the most important challenge to the system. This was confirmed by 30% of the teachers, 26.15% of the directors and 31.43% of the focal persons respectively. Moreover, lack of proper storage at school and delivery of expired food to schools were also identified as the second and third major problems by the respondents.

g) Of the items reacted upon by the respondents only finance availability for food transportation to schools was rated as slightly above fair and below high, which is ranging between 2.13 and 2.29. Moreover, no item was rated as having high status in the facilities and its management in the sampled schools.

h) The teachers, directors and focal person respondents rated the status and management of school feeding facilities as mainly low. The efficiency and effectiveness' of material and facility utilization wàs rated as poor with mean scores of 1.31, 1.25 by teachers, 1.38, 1.4 by the principals and 1.31, 1.37 by focal persons respectively. Besides, the status of internal income generation, capacity of removing a way of expired food items, girls' latrine service,

water supply, timely food delivery to school were rated as poor with mean scores ranging between 1.13 to 1.44.

i) On the other hand school kitchen, facilities, planning, storage, boys' latrine, dining hall services, food quality, library service, non-food items and sanitary provision were rated to be about fair with mean scores ranging between 1.57 and 1.92.

j) Focusing on food insecurity and low primary enrollment rate were an important issue in the identification and selection of school feeding sites. Yet the inclusion of accessibility as criteria excluded the most relevant target schools that had serious problems of food and enrollment. The selection criteria are not also clear to the teachers and the directors as 36.25% of the teachers and 7.69% of the directors identified. However, 58.75% of the teachers and 69.23% of the directors confirmed that the selection of the sites was done properly.

k) To overcome the problems faced due to late food delivery, food shortage, shortage of cooking materials, the use of carry over food stock, teaching without providing school meals and the use of CHILD programme were identified as the major solutions. Accordingly, 37.25% of the teachers, 28.57% of the focal persons rated the use of carry over stock while 38.46% of the directors identified teaching without providing school meals as the most important solutions.

l) Concerning the fulfillment of the school feeding project objectives, the majority of the respondents confirmed not full but partial achievement of the set objectives. The respondents that are 36.25% of the teachers, 41.54% of the principals and 42.86% of the focal parsons believe that the objectives set are only achieved partially. Besides, 56.25% of the teachers, 61.54% of the directors and 71.43% of the focal persons are of the opinion that the project does not promote dependency syndrome rather it empowers the have notes and the needy.

m) The respondents also identified the use of school internal income as the main and possible alternative to external food aid. Accordingly, the use of school income was rated by 31.25% of the teachers, 35.38% of the directors and 52.86% of the focal persons, respectively. Almost, 56.25% of the teachers, 61.54% of the directors and 71.43% of the focal persons agree on the continuity of the school feeding project. The CHILD programme, if properly

applied can put the schools to stand on their two feet through generating internal income. It also serves as an outlet or exit strategy from external aid of food.

n) Most of the respondents reacted that the parents contribute by taking part in monitoring and evaluating the project. Accordingly, 25% of the teachers, 26.15% of the principals and 31.43% of the focal persons identified monitoring and evaluating the school feeding project as the most important parents' contribution. The major role of the school feeding staff or committee was also indicated as the coordination of food cooking by 37.5% of the teachers. 38.46% of the principals and 37.14% of the focal person respectively.

o) Most of the respondents confirmed the existence of efforts by schools in sustaining this project. The major efforts identified includes the involving of more donors by 26.15% of the directors and 28.57 focal personal while internal income generation was indicted by 25% of the teachers as the major effort made. The termination of the school feeding projects' major negative consequences were identified as increase in attrition of the students by 28.57% of the focal persons and 21.54% of the directors while 21.25% of the teachers identified the main negative, consequence as the fall in enrollment.

p) The respondents compared and rated the performance level of Parent Teacher Association (PTA), parents of the students, and the School Feeding Committee (SFC). Of the three partners the teachers and the focal persons rated as the best performers the school Feeding Committee (SFC) with mean scores of 2.63 and 2.69 respectively while the directors rated as the best of the three groups the performance of the Parent Teacher Association (PTA) with mean score of2.4. The least rated performances were that of the SFC by the directors with means core 2.18 and teachers rated least performances of the parents of the students with 2.36 mean Score while the focal persons identify the PTA as the least performer with mean score of 2.29.

q) The respondent teachers and directors rated the level of technical support they get from WFP as high with mean scores of 2.75 and 2.75 while the technical support they get from CRC supervisors was rated the least with mean scores of 1.16 and 1.31 respectively. The reasons for rating least the technical support rendered were identified as not visiting their schools at all and not giving solutions to school problems.

r) The students identified active following of their learning and lowering their absenteeism as their best gains from the school feeding programme. Accordingly, 46.67%, 46.67 of the students and 49.33%, 48% of the parents identified following education actively and decrease in their children absenteeism as their major gains of the SFP respectively.

s) The beneficiary students and their respective parents also evaluated and rated the project implementation. The biggest worry and challenge of the beneficiaries was an option of school meal service interruption which is rated 3.13 and 2.84 by the students and the parents respectively. Daily feeding time convenience, food and utensil qualities were rated normal and high.

t) One of the school feeding components in its operation was the Regional Project Coordination Committee (RPCC). Yet, this component seems less involved or has not its role properly which further complicate the follow up and evaluation of the project performance. This needs corrective measures.

5.2. Conclusions

From the above findings of the study, the following conclusions were reached.

a) The school feeding project inception started with site selection done by the Regional Education Bureau and WFP. The selection was based on the need assessment and guided by justifiable and clearly set criteria. Hence, the school feeding project started on a right course which can be considered as half a journey.

b) Children of the pastoralists and poor families can not attend; stay in the system for long while their stomach is empty. The school feeding programme is mainly practiced in pastoralist areas and where parents are too poor economically to send their children to schools. Within the last 13 years enrollment increased and student retention has improved because the families have got an incentive to send their children to school. School meals empowered children to be more attentive and perform better academically. In this aspect the school feeding project seems relevant.

c) The school feeding project along with the CHILD initiative is preparing a fertile ground for school community cohesive relationship and forum of planning, implementing,

monitoring and evaluating wider programs together. This can serve as a stage for promoting the community ownership of the schools.

d) The programme of girl's oil initiative encouraged the pastoralists to send more of their female children than the male and this brings about high female participation by narrowing participation gap of female and male children.

e) The supervision, monitoring and evaluation process of the school feeding project was unsatisfactory. There were no regular visits, monitoring, and support of schools particularly by CRC supervisors and regional educational bureau experts. Since corrective measures weren't taken on time and this can exacerbate the problems of implementation.

f) Both the major players and the beneficiaries do not have clear map of the future fate of the school meal programme. Even the world food programme does not have clear demarcation time of the externally supported school meal service termination or years of school graduation from external food aid support.

g) The CHILD programme objectives and operation as an exit strategy is not well known and equally known even among the major players. The programme is not also being scaled up to almost all the school feedings and even to non-supported neighboring primary schools despite its practically proved potential in generating internal income of schools and cementing school community relationship..

h) The school feeding project is a practically helpful instrument in alleviating short term hunger, in improving enrollment, internal efficiency and quality of education.

i) Late food delivery to schools, reporting issues, and the problem of spoiled or expired food should be solved by shortening the length and unnecessary bidding procedure as disclosed in the BPR study findings.

j) One of the school feeding components in its operation was the regional project co-ordination committee RPCC. Yet this component seems less active so far which further complicates the follow-up and evaluation the project performance. This needs corrective measure.

k) The school Feeding Project intervention strategy has been less communicated and hence misunderstood by some people including few officials that also have taken it for

dependency syndrome. However, food aid as relief operation and the school feeding programme as development of human capital should bee understood as two entirely separate issues by every body.

5.3 Recommendations

Based on the findings and conclusions drawn, the following recommendations are proposed to address the problems under study.

1. Improving Food Delivery to Schools

The late delivery of food and food items to the beneficiary schools can result in chains of problems. The first major problems include Low enrollment, absenteeism and dropout of students. Moreover, the lately arrived food isn't fully consumed and food balance carried for ward may be expired/spoiled resulting in resource wastage. Dalliance in food delivery is created mainly due to inflexible financial regulation that demands bidding duration of one month time and (in land, transportation and storage handling cost) final payment release by the WFP. These two are major processes that are highly contributing to dalliance in food transportation. Timely reporting of the exact number of beneficiary students by the beneficiary schools and woreda education bureau is mandatory. The use of the educational bureau trucks in times of difficulty should not be also ruled out.

2. Empowering the CRC Supervisors through Trainings

The CRC supervisors are found on school sites and can make daily follow-up, monitoring and support. Therefore, empowering them through training and responsibility to make them give efficient and effective support to the schools is very important particularly during food dispatch and school report collection on their resource utilization, community participation and overall performance. For this to succeed, assigning a program assistant staff to build the regional man power capacity of implementing the school feeding project is essential.

5. Annually Conducting Orienting and Awareness Creation of the Beneficiaries

The beneficiary students and their parents are well acquainted with the school feeding project and they tend to support it fully. However, a tendency of disliking some food items by the beneficiary students has been observed particularly among new comers. The food cooking staff and the teachers should give orientation on the type, content, and benefits of food served to newly coming students. Sometimes, the cooking staff and teachers should eat and demonstrate to the students that the food is consumable and harmless.

6. Under taking school-site selection using transparent and relevant criteria

So far school feeding site selection was done following the right courses. The future scaling up strategy should also follow transparent and relevant site selection practices to justify sustainability.

7. Assessing the Information Needs and accordingly doing Communication and Promotion work sactively

School feeding resources are mainly coming from foreign supporters and the local role so far seems low. This low level of local intervention may be due to the already established attitude that considers the programme as dependency syndrome expanding mission particularly among some officials. Therefore, the REB and WFP should work on the problem from the grass root up to the country level so as to smooth resistance and secure more social support. The REB and WFP should do more communication work that can convince the suspicious the roles, contributions and objective of the programme by showing the case of its application not only in the developing countries of one type but also in the developed countries like Britain USA, Sweden. People should get clear understanding on the differences between food aid which is aimed at relief assistance of life saving and school feeding project which is a developmental aspect that supports educational activities.

8. Creating Partnership with Several Donors Locally and Globally

Besides the supply of food and food materials still most of the beneficiary schools particularly in pastoralist areas do not have dependable water supply for cooking, drinking and sanitation

purposes. This would affect the normal functioning of school meal services and the health of the beneficiary students. In mitigating this problem WFP and REB should work with organizations such as UNICEF, USAID water supply agricultural offices and other organizations in securing and providing the schools with dependable water supply through providing water containers like Rotto, water pumps, roof and ground water harvesting tools and technique.

9. Establishing an Effective, Transparent and Committed Tendering Committee and Decentralizing food transporting to the Zones

As identified and discussed, the objectives of school feeding programme is only partially achieved in the region. For full achievement of the set objectives, the major players that include WFP, REB, the schools and the local communities should revisit the implementation practices that could not work properly and bridge the existing gaps. The practices of food transporting bid handling by REB should be decentralized to the beneficiary zones, halting the use of motor bikes for purposes other than school supervision and monitoring, creating effective and efficient bidding committee overcoming late and inaccurate reports, correcting the non-existence or non-functioning of RPCC and similar implementation practices that are fruitless and created gaps should be solved.

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Appendix II

Addis Ababa University College of Education Department of EdPM (Planning & Policy Stream)

Questionnaire and structured interview to be filled/responded by education Officials, Senior experts, teachers, students, parents and WFP partners who are involved in School Feeding Programme.

Oromia one of the biggest Regional State in Ethiopia is driving towards achieving Universalisation of Primary Education as a critical way of Poverty Reduction Strategy by the year 2015. One of the strategies designed in achieving universal primary education is the intervention of School Feeding Project in some regions of Ethiopia including Oromia. Since the initiation of this school feeding project, attempts have been done to strengthen the implementation of the programme in education system. With this in view, these instruments are designed to gather information on SFP from implementation perspectives and its effects/defects.

The purpose of this study is purely academic and in no way affects you personally or organizationally. The findings may serve planners, policy and decision makers in development endeavor. So, your genuine, frank and timely responses are indispensable and determine the success of this study.

1. Please, do not write your name and
2. Please put an "√" in the space provided for questions with multiple responses
3. Chances are there to fill in more than one answers for some questions.

Thank you for your cooperation

Questionnaire I

Questionnaire to Be Filled By Directors of WFP Assisted Schools

Section I. Personal Information of the Respondents

1. Name of your organization _____ Your Current position_____ Zone_____ Woreda_____ school _____

2. **Bio-graphic Information**

Sex		Age	Educational Level	Field of specialization	Relevant Special training attended	Total Yea Of Service	
M	F					current	Others
		☐10-15 ☐16-20 ☐21-25 ☐26-30 ☐31-35 ☐41-45 ☐46-50 ☐51&above	☐Below10/12grad ☐10/12complete ☐12+TTI Diploma ☐ First Degree ☐ M.A/M.S PhD	☐ Education ☐ Management ☐ Economics ☐ General ☐ Education ☐ Others(specify) _____ _____			

☐a) WFP ☐b) Regional Education Office

☐c) DPPc ☐d) Woreda Education Office e) I do not know

3. Was there any selection criteria set by the concerned bodies in selecting school feeding project sites?

☐a) Yes ☐b)No c) I do not know

4. If your response to question No.3 is Yes, what were the criteria? (You can cite more than one answer)

☐ a) accessibility to transport

☐ b) low enrollment of primary school

☐ c) Food insecurity

☐ d) Low level of girls' participation

☐ e) Commitment of the community to support the project and implementing it

☐f) Capacity of the community to support the project

☐g) Any other (specify _____

5. Do you think that the selection of school feeding sites was undertaken by targeting the proper beneficiaries?

☐a) Yes ☐b) No ☐c) Partially

Section III. Reasons for Low Enrollment and Student Attrition

6. How do you rate the following possible educational indicators in your school?

Type of the Problems	Rating		
	High	Medium	Low
a) Enrolment	☐	☐	☐
b)Absenteeism	☐	☐	☐
c) Drop out	☐	☐	☐
d)Repetition	☐	☐	☐
e) Academic Results	☐	☐	☐
f) Behavior	☐	☐	☐

7. Identify the three major school feeding implementation problems in order of significance from 1-3 in your school

Causes	Rank
1) Food shortage	☐
2) School home distance	☐
3) School facilities	☐
4) Need for child labor	☐
5) Fear of out laws	☐
6) Parents low attitude towards education	☐
7) Turnover of experienced teachers	☐
8) Turn over of trained personnel	☐
9) Any Others (Specify) _____	

Section IV. Contributions of School Feeding Programme

1. Do you get enough breakfast at home? ☐ a) Yes ☐ b) No

2. Do you get enough lunch at home? ☐ a) Yes ☐ b) No

3. Do you get daily meal at you school? ☐ a) Yes ☐ b) No

4. Do you consume all your school meal? ☐ a) Yes ☐ b) No

5. How do you fell about your school meal?

   ☐ a) Enjoying it very much

   ☐ b) Enjoying it fairly

   ☐ c) Disliking it

6. Is there any change on beneficiary students in terms of:

   a) Physical condition ☐ a) yes ☐ b) no ☐ c) others (specify)

   b) Health condition ☐ a) yes ☐ b) no ☐ c) others (specify)

   c) Academic performance ☐ a) yes ☐ b) no ☐ c) others (specify)

d) Behavioral change ☐ a) yes ☐ b) no ☐ c) others (specify)

e) School attendance ☐ a) yes ☐ b) no ☐ c) others (specify)

f) Any others (specify) _____

7. If 'Yes', what changes has SFPs brought about (you can mention more than one changes you have observed)

☐a) Proper Physical development

☐b) Active Participation in class

☐c) Active participation in sports

☐d) Decrease in the number of sick students

☐e) Increase in students academic results

☐f) Increase in enrolment

☐g) Decrease in dropouts

☐h) others (specify) _____.

8. Is there any influx of students from the neighboring school in search of food?

☐ a) Yes ☐ b) No ☐ c) I do not know

9. If yes, do you think that your school has accommodated students beyond its capacity? ☐ A) Yes ☐ b)No

10. What is the average class size?

☐ a)30-40 ☐ b) 41_50 ☐ c)51_60

☐ d) 61-70 ☐ e) 71 and above

11. How do you rate pupils' class participation before snack service? (to be responded in consultation with teachers)

☐a) High ☐ b) Medium ☐ c) Low ☐ d) I do not know

12. How about after snack services?

☐ a)High ☐ b)Medium ☐ c)Low ☐ d) I do not know

13. Was the monitoring system in place strong, effective?

☐a) Yes ☐b) No ☐c) Partially

Section V. Attitudes of Various Partners Regarding the School Feeding Project

3=Agree 2= Neutral 1= Disagree

Responding to indicated items in the table below

No	Description of Items	Put (√) mark		
		3	2	1
1	School feeding project brought additional duty to teachers			
2	School feeding project has motivated students to learn			
3	School feeding is liked and supported by students			
4	School feeding created congested classes			
5	School feeding is supported by teachers			
6	Food serving processes negatively affects instructional time			
7	School feeding has minimized the burden of the parents			
8	Food serving process negatively affects instructional time			
9	School feeding has minimized the burden of the parents			
10	School feeding encourages student migration from non-supported schools to SF schools			
11	Academic results of SF students are better than those of non-feeding students results			

Section VI. The status and Management of School Facilities and School Feeding Program

Listed below is the educational facilities and materials managerial status, please rate the extents to which these functions are working in your school as follows.

3 = good, 2 = fair, 1=poor

No	Functions	Mark (√)		
		1	2	3
1	Availability of Facilities			
2	Planning of school feeding program			
3	Of timely delivering of food items to the school			
4	Storage of the school			
5	Kitchen of the school			
6	Supply of water (for cooking, drinking and sanitation)			
7	Sanitary provision			
8	Latrine service to boys			
9	Latrine service to girls			
10	Library service			
11	Safety of road food delivering to the school			
12	Availability of fiancé for food transportation to school			
13	Timely delivery of non-food items to schools			
14	Service of dining hall			
15	Supply of quality food items (Ration, Oil, Salt)			
16	Provision of timely food service to the students			
17	Capacity of removing away replacing expired food items			
18	Efficiently of the over all facility utilization at your school			
19	Effectiveness of the overall materials utilizations in your school			
20	Status of internal income generation at your school			

Section VII. Roles of the Various Partners in the School Feeding Project

1. How do parents contribute to the implementation of the program? (You can give more than one answer)

☐ a) Unloading food items

☐ b) monitoring and evaluating the program at school level

☐ c) constructing store room

☐ d) constructing kitchen

☐ e) contributing in cash

☐ f) contributing in kind

☐ g) others (specify) _____

2. Is a school feeding committee(SFC) formed in your school?

☐ a) Yes ☐ b) No

3. If your answer is ye, what are their major roles in enhancing SFP?

☐ a) Mobilizing community contribution.

☐ b) Coordinating food cooking

☐ C) Managing daily feeding activities

☐ d) Reporting

☐ e) Evaluating

☐ f) Any others

(specify)_____

4. How do you rate performances of parent teacher association. parents and school feeding committee in fulfilling due roles in implementing the school feeding progam?

Performance rate	PTA	Parents	SFC
High	☐	☐	☐
Very low	☐	☐	☐
Low	☐	☐	☐

5. Is there any effort made by the school to make the programme sustainable?

☐ a) Yes ☐ b) No

6. If your response for question 5.1 is 'Yes', what are the efforts made?

☐ a) Generating additional income for school feeding

☐ b) Undertaking CHILD programme with commitment

☐ c) Involving more donors in the project

☐ d) Utilizing the existing resource more efficiently

☐ e) Mobilizing the local community for the effort

☐ f) others

(specify)_____

7. In your opinion, what would be the effect if the programme is terminated? (You can give more than one answer)

☐ a) Enrolment will decrease

☐ b) School-community relation will decrease

☐ c) Attrition rate will increase

☐ d) Number of sick students will decrease

☐ e) Students' academic performance will decrease

☐ f) School could be closed

☐ g) any others (specify)_____

8. Rate the organizational support you are getting from various partners in the table below using 3 = high 2 = medium 1 = low

No	The name of the office	Rating		
		1	2	3
1	The regional education of bureaus			
2	The woreda education office			
3	The world food programme (WFP)			
4	School director			
5	CRC supervisors			
6	Any other (specify) _____			

. If highly unsatisfactory, why (You can give more than one alternative)

☐ a) They do not come at all

☐ b) They do not give feed back

☐ c) They do not give solutions to problems

☐ d) They do not consult us

☐ e) They do not give technical support

☐ e)Any other (specify)_____

Section VIII. The Major Implementation Problems

1. Regarding the transportation of food which of the following challenges have you encountered? (you can mention more than one item)

☐ a) Lack of storage in school ☐ b) Delay in food delivery

☐ c) lack of transportation ☐ d) Lack of finance for transportation

☐ e) Theft/Looting on route commodities ☐ f) Delivery of expired food

☐ g) Damage of food items during transportation

☐ h)Any other (specify)

2. Identify the major problems encountered in the proper implementation of the School Feeding Project (Your answer can be more than one)

☐ a) Shortage of food items

☐ b) Shortage of cooking and feeding materials

☐ c) Shortage of feeding materials

☐ d) Late food arrival

☐ e) Dalliance in starting feeding the students

☐ f) Expired/bad smell/taste of the food

☐ g) Problem of payment for cookers

☐ h) Any others (specify) _____

3. Indicate the beginning time of meal services after food arrives in school:

☐ a) Within 1-3 days

☐ b) Within 4-6 days

☐ c) Within 7-9 days

☐ d) Within 10-12 days

☐ e) After 13 days

☐ f) Any other (specify) _____

4. Was there any interruption of feeding in the last years?

☐ a) Yes ☐ b) No ☐ c) I do not know

5. If 'Yes', what (alternative option(s) you suggest(You can enumerate more than one options

☐ a) Schools should use their income for feeding

☐ b) The local community should cover feeding in schools

☐ c) The government should cover school feeding

☐ d) No need of providing meals in schools

☐ e) Students should be encouraged to bring their own school meal

☐ f) Any others (Specify) _____

6. What was the main reason for the school meal interruption?

☐ a) Cooking water and fire wood shortage

☐ b) Fire wood shortage

☐ c) Shortage of food supply

☐ d) Shortage/absence of cooking and feeding utensils

☐ f) Scarcity/absence of cooking place

☐ g) Any other (specify) _____

Section VIIII. School Feeding Program Objective Attainment and Solutions Practiced for Implementation Problems.

1. What actions were taken to solve the school feeding implementation problems so far

- ☐ a) Using carry over food stock
- ☐ b) Undertaking schooling without having food for short time
- ☐ c) Stopping teaching until food arrives
- ☐ d) Using food contributed by the local community
- ☐ e) Replacing expired food for better food
- ☐ f) Introducing children in local development food for education program in all schools
- ☐ g) Any others (specify) _____

2. On Achieving WFP and Government Set Goals

Item	Responses	
	Yes	NO
1. On long term objectives - Is universal primary education achieved?		
- Are the poor households empowered to invest in their human capital or on educating their children		
2. On immediate objectives - Has enrollment and attendance increased significantly?		
- Has dropout and repetition decreased significantly?		
- Has concentration ability of students significantly improved		

3. Do you think that the SFP has achieved its objectives?

☐ a) Yes ☐ b) Partially ☐ c) No

4. Do you think that the SFP has encouraged dependency syndrome?

☐ a) Yes ☐ b) No

5. Is the SFP worth:

	Yes	No
a) Continuing	☐	☐
b) Terminating	☐	☐
c) Expanding	☐	☐

Thank you once again

Barattotaa fi maatii barattotaan kan guutamu

Maqaa Aanaa _____

Saala _____ Dhiira Dhalaa

Umrii _____

1. Nyaatni asitti Kennamaa jiru maaliin isiin gargaare?
   - ☐a. barnoota sirritti barachuuf
   - ☐ b. barnoota sirritti qayyabachuuf
   - ☐c. hiyyummaa jalaa bahuun
   - ☐d. mana barumsaa irraa hafuu dhabuuf
   - ☐ e. barnoota kee addaan kutuu dhabuuf
   - ☐f. kan bira (ibsi)_____

2. Mana keetitli ciree gahaa ni argattaa? ☐ a) Exyyee ☐ b) Lakki

3. Mana keetitti laaqana gahaa ni argata? ☐ a) Eyyee ☐ b) Lakki

4. Guyyaa barumsaa hunda m/barumsatti nyaaata in argatta?

   ☐ a) Eyyee ☐ b) Lakki

5. Nyaata m/barumsatti argattu hunda nyaattee ni fixxa?

   ☐ a) baay'ee natti tola

   ☐ b) natti tola

   ☐ c) baay'en jibba

6. Nyaata kennamaa jiru akkamitti madaalta? (1-4 keessa filachuun gabate armaan gadii guuti))

1= heddu badaa dhaa 2= gaarii miti 3= gaaril dha 4=baay'ee gaaridha

	Haala jiru	Sadarka irra jiru				Yaada
		4	3	2	1	
1	Qulqullinni nyaata dhiyaataa jiru					
2	Qulqullinnii fi baayinni meeshaalee nyaataa					
3	Mijaa'ummaan yeroo nyaatni itti dhiyaataa amma jiru					
4	Baayinni nyaataa nama tokkoof kennamaa jiru					
5	Ga'umsi bulchiinsa mana nyaataa					
6	Sochiin rakkoolee nyaataa yeroon furuuf taasifamaa jiru					
7	Sagantaa nyaataa kun oso addaan cite hoo					

Gaaffiiwwan Gabatee armaan gadii yaada maati baaratootaa wifahwf waan rapha'a mif

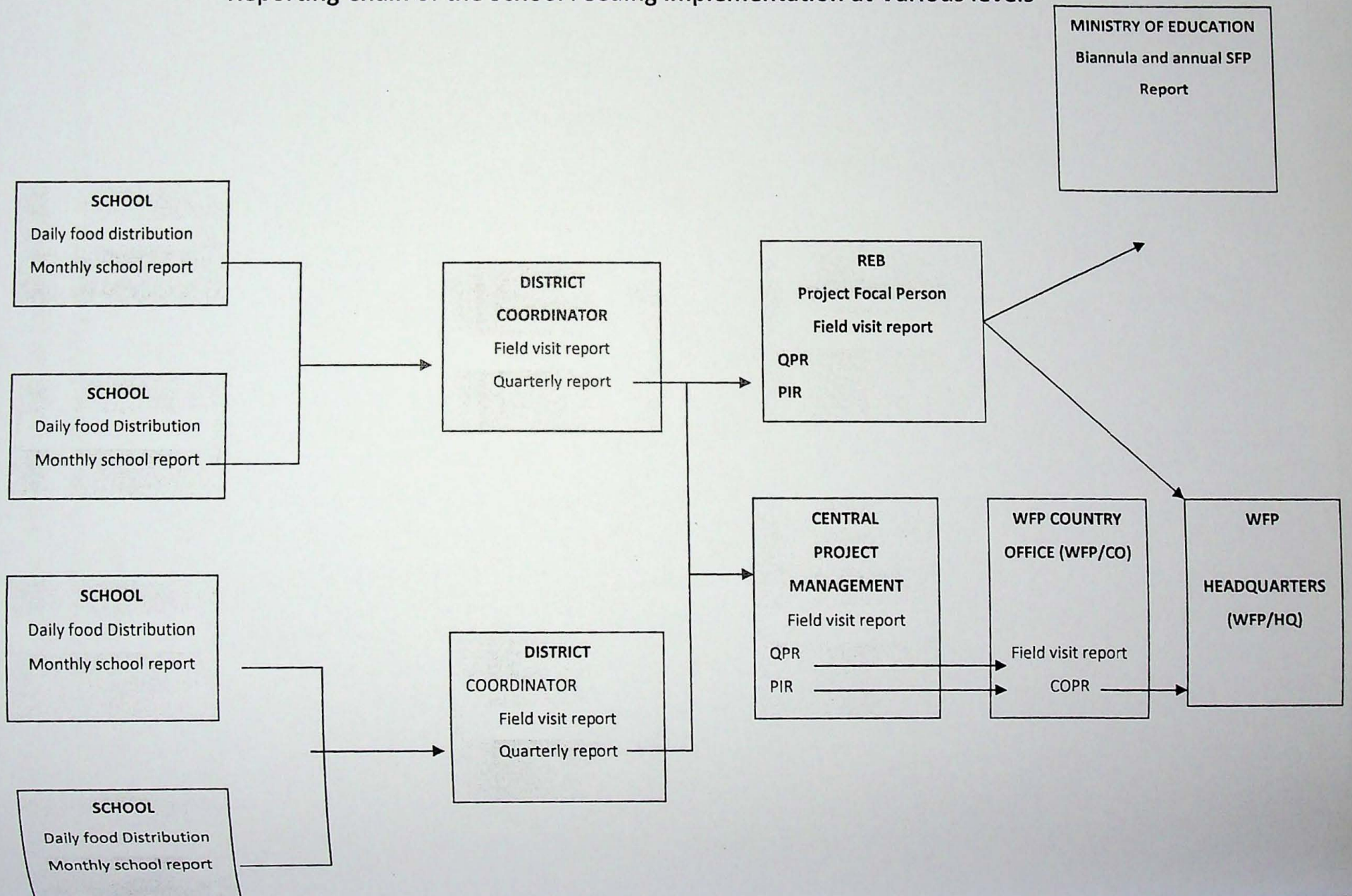
Naan fudha = 4 kussaa hin gabai 3 fla

Hin fudhu =2 chmn deebisa

lakk	Gaaffii	Qabxin kennameef		
1	Projektin nyaataa barsiisota irratti hojii dabale	4	3	2
2	Nyaatni kennamu ijooleef haaraadha			
3	Nyaatnbaumsaaf ijoollee nikakaasa			
4	Barattotni nyaaticha ni jaalatu			
5	Maatiin nyaaticha ni deggaru			
6	Nyaatichi daree keessatti ijoollee humna ol baay'isa			
7	Barsiisotni nyaaticha ni deggaru			
8	Nyaatichi yeroo barumsaa Qisaasa			
9	Ijoolleen mana barumsa nyaataatti m/barumsa nyaa ta hin qabne irraa akka godanan taasisa			
10	Raawwii barumsa ijoollee m/barnoota nyaataa kanneen ijiollee m/barnota nyaata hinqabne caala			

Appendix III

Reporting Chain of the School Feeding Implementation at Various levels



Appendix IV

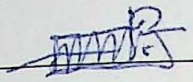
Interview Questions for Food Preparation Staff and Officials of WFP and REB

1. How do you assess the school feeding program and its effects?
2. Do you have a role to play in the operation of the project?
3. Are you satisfied with the impact of the project?
4. What do you suggest in improving the school feeding project?
5. According to your view, is the school feeding program short term and long term objectives achieved?

Declaration

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

Name Jemal Mufti

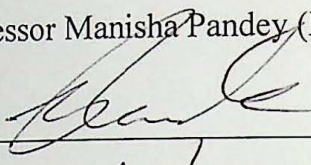
Signature 

Date of Submission February 9, 2009

Submission Approval Sheet

This thesis has been submitted for examination with my approval as university advisor.

Name: Professor Manisha Pandey (PhD)

Signature: 

Date: 10/3/2009