THE EFFECT OF SCHOOL FEEDING AND SCHOOL INPUT SUPPLY (SFSIS) INTERVENTION ON ENROLLMENT, ABSENTEEISM, AND TEST SCORE IN LIDETA SUB-CITY, ADDIS ABABA

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The effect of School Feeding and School Input Supply (SFSIS) intervention on enrollment, absenteeism, and test score in Lideta sub-city, Addis Ababa

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Thesis Approval

This is to certify that the thesis prepared by Isaac Abraham, entitled: "The effect of School Feeding and School Input Supply (SFSIS) intervention on enrollment, absenteeism, and test score in Lideta sub-city, Addis Ababa" Submitted to School of Department of Educational Planning and Management in partial fulfillment of the requirements for the degree of master of educational leadership and management complied with the regulations of the Addis Ababa University and meet the accepted standards with respect to originality and quality.

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Declaration

I, the undersigned, declare that “The effect of School Feeding and School Input Supply (SFSIS) intervention on enrollment, absenteeism, and test score in Lideta sub-city, Addis Ababa” is my original work and has not been presented for a degree in any other university, and that all sorts of materials used for this thesis have been duly acknowledged.

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Table of Contents

Abbreviations and Acronyms

AAREB	Addis Ababa Regional Education Bureau
CSA	Central Statistics Agency
ESDP	Education Sector Development Program
FGD	Focus Group Discussions
HICE	Household Income, Consumption, and Expenditure
KII	Key Informant Interviews
MOE	Ministry of Education
NGO	Non-Governmental Organization
OCL	Observation Check List
PDC	Planning and Development Commission
SFSIS	School Feeding and School Input Supply
SFP	School Feeding Program
SNNPR	Southern Nations Nationalities and Peoples Region
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations Higher Commission for Refugees
USD	United States Dollar
WFP	World Food Program

List of Tables

List of Figures

Abstract

This research aimed to assess the effect of the School Feeding and School Input Supply (SFSIS) Program on enrollment, attendance and test score of primary public-school children in Lideta sub-city. Quantitative and qualitative research approaches were employed to investigate the research questions. One hundred thirty-four school children in grades 2 to 8 participated in the research. School rosters and attendance register documents were sources of quantitative data. Qualitative data was collected using Focus Group Discussion (FGD), Key Informant Interview (KII), and direct school observations. The study applied trend analysis to investigate the changes in enrollment before and after implementing SFSIS Program. Statistical tests, one-group pretest-posttest design was used to measure the differences in attendance rates and mean test scores before and after the program's implementation. The study's main finding is that the positive effect of the SFSIS Program on learning achievement and attendance rate was not significant. The trend analysis on enrollment showed a general decline that continued during the study period due to other confounding factors. The program's effect on academic test score was heterogeneous when schools disaggregated the samples under the study. In the end, the study recommends that schools and educational administration bodies make a proactive effort to increase enrollment by bringing out of school children into schools by advocating the benefits of the SFSIS program. Moreover, SFSIS implementers, with the help of educational planners, should set up a more effective monitoring and evaluation mechanism to provide all the SFSIS program components.

Key words: Enrollment; School Feeding Program; Academic achievement; Attendance rate; School Input Supply; School Uniforms; Lideta Sub-city

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND

Educational interventions are practiced both in developing and developed worlds to eliminate or mitigate educational barriers. As the causes of these barriers vary, problems like high absenteeism, lack of participation, and poor learning achievement require multiple types of interventions. However, with the limited resource in the education systems, selecting which interventions to invest in is a challenge for many developing countries.

The Government of Ethiopia, mindful of the value of education to economic development, strives to provide quality and equitable education to all its citizens. To realize this vision, in 1997 Ministry of Education launched a multiyear Education Sector Development Program (ESDP). Starting from the period of ESDP II, school feeding was a major educational intervention with the expectation to increase enrollment and decreasing dropout rates of vulnerable children in chronic food-insecure areas (MOE, 2005). Initially, the program started in regions with chronic food shortages, namely, Afar, Somali, Oromia, Amhara, Tigray, and the Southern Nations Nationalities and Peoples Region (SNNPR). In 2004/2005, around 544,000 primary school children benefited from the program and the effect of which were decreasing dropouts, stabilizing attendance, improving learning achievements, and narrowing the gender gap in schools (ibid.). With these encouraging results, Ethiopia continues to strengthen SFP in all regions as a critical intervention to curb educational barriers, especially in those regions highly stricken by poverty.

In areas with severe poverty, families fail to send their children to school due to a lack of finance to provide school inputs and food. Studies in other developing countries show that the success of School Feeding Program (SFP) depends on the availability of educational materials such as school uniforms, educational and health materials in addition to food (Snilstveit, 2015).

The city of Addis Ababa has witnessed a lot of developmental progress in the past two decades. Concurrently, however, its population increased significantly. For instance, in 2016, CSA projected the

population of Addis Ababa to be 3,353,000 (CSA, 2013). However, the city's economic development could not accommodate its inhabitants' needs, and many live under the poverty line. According to the household income, consumption, and expenditure (HICE) survey conducted in the same period showed that Addis Ababa has 16.8% (563,000) and 19.1% (640,423) total poverty headcount and food poverty index, respectively (PDC, 2018). This implies that a significant population in Addis Ababa still lives in severe poverty, affecting young children's education.

In many countries, school feeding programs are key incentives for the poorest and most vulnerable children to attend school. According to the WFP report on school feeding programs, 388 million children receive school meals every day in at least 161 countries (WFP, 2020).

Many developing countries utilized SFP as a means of increasing school enrollment and attendance as well as decrease dropouts of schools. A meta-analysis of SFPs across 32 sub-Saharan countries showed an average increase in enrollment of 10 percent in schools with a school meals program (Gelli, 2006).

In Bangladesh, a comparison of enrollment in SFP participants vs. non-participant schools showed a 20 percent increase in participants' enrollment compared to only 2 percent in non-participating schools (Gilligan, 2009). Case studies in African countries like Niger showed a similar substantial improvement in enrollment due to SFP practices (WFP, 2010). According to this report, school meal incentives significantly impacted attendance rates, primary completion rates, and exam scores.

Since 2015, the Addis Ababa City Administration has run a school feeding program in government schools collaborating with many local NGOs. The program's primary purpose was to enhance the quality of education by improving the nutritional status of students from disadvantaged families in public primary schools in the city. In 2016/17, out of 221 government schools, 206 implemented SFP, in which 6% (30,525) of enrolled children benefited from the program (AAREB, 2018). This shows that there is still a large number of unaddressed beneficiaries in the city.

In 2018, after the appointment of a new Addis Ababa City Administration, one of the priority areas was rehabilitating marginalized inhabitants with a particular focus on children. In this respect, the city administration expanded SFP to benefit 300,000 students and provided school uniforms, exercise books,

and other utensils for about 600,000 students in government schools free of charge in 2019 **(**Ezega, 2019**)**. Moreover, in a bid to institutionalize the assistance of marginalized students in the government schools, the cabinet of Addis Ababa City Administration approved the establishment of the *Students Feeding Agency* in December 2020. The mandates of the *Students Feeding Agency* included implementing several educational interventions. The *Students Feeding Agency* mandates include student feeding programs, educational materials, school uniforms, and reusable menstrual pads for primary and pre-primary government schools. Though the agency still addresses the new initiative as a student feeding program, the researcher labeled the new program as *School Feeding and School Input Supply* (SFSIS) because the new program includes more components than the previous school feeding program.

The *Students Feeding Agency* started its functions in most pre-primary and primary government schools in Addis Ababa in September 2020. It has also prepared guidelines and specifications for adequate implementing of the new initiative, including required infrastructure and human resources, budget allocations, daily food menus, resource distribution processes, etc. Unlike its predecessor programs, the new initiative benefits all enrolled students without segregating disadvantaged students as beneficiaries.

1.2 STATEMENT OF THE PROBLEM

Addis Ababa city administration launched SFSIS as a multi-component, all-inclusive, intervention program in 2020. According to the Addis Ababa city administration, in 2016/17, enrollment numbers reached 72,716 and 504,205 in pre-primary and primary schools, respectively (AAREB, 2018). As SFSIS aims to benefit all pre-primary and primary pupils, the resources allocated by the Addis Ababa city administration for this program are substantial.

Previously, the government, local NGOs, and self-initiated school community groups practiced SFP since 2015 as the primary household educational intervention. Nevertheless, studies conducted on the results of SFP in Addis Ababa have not been consistent.

In a study conducted in Addis Ababa, using Difference in Difference linear regression to measure academic achievement and attendance, and independent samples t-test for attention measure showed SFP

had no positive effect on academic achievement, attendance, or children's attention measures (Yohannes, 2017).

Moreover, survey research conducted by Sertse (2019) on the challenges and prospects of SFP identified several challenges, among which lack of awareness of the benefits of SFP and financial constraints were the prominent ones. Additional significant challenges were lack of feeding materials, feeding halls, electric power, and shortage of water supply. On the other hand, Gebreamlak (2018), interviewed 300 respondents on impact assessment of one of the NGOs working on SFP, found out that SFP had a significant positive effect on school attendance, increasing learning interest, participation in tutorial classes, but had no impact on enrollment.

This new initiative aims to capitalize on the previous effort to boost enrollment, reduce absenteeism and increase average test scores among school children. The addition of educational inputs and sanitary pads in SFSIS is expected to contribute to the program's success. However, bundling different interventions presents challenges when evaluating their effects because evidence of the impact of specific interventions cannot be attributed to a single intervention.

The current research has tried to evaluate the effect of SFSIS in Addis Ababa using one-group pretest-posttest design as there are conspicuous differences from the previous efforts. First, this initiative is conducted using right based approach, which limits the study to collect counter factual evidences. Second, SFSIS has multiple components expected to result compounded impact which makes it challenging to measure the impact of a specific intervention.

Hence, the purpose of this study was to assess the effect of SFSIS on enrollment, absenteeism, and average test scores of children in primary schools in the Lideta sub-city. As there are not many studies conducted since the launch of the SFSIS program that assess the effect this study is expected to contribute to improve the implementation of the program.

1.3 OBJECTIVES

The general objective of this study is to evaluate how SFSIS has affected the enrollment, attendance rate, and test scores of children in Lideta sub-city in Addis Ababa.

1.4 RESEARCH QUESTIONS

Based on the review of related literature, the research questions are:

1. Does the SFSIS program have a significant effect on the enrollment of children in the Lideta sub-city?
2. Does the SFSIS program have a significant effect on attendance rates of students in the Lideta sub-city?
3. Does the SFSIS program significantly affect the average test scores of children in the Lideta sub-city?

1.5 SCOPE OF THE STUDY

This study assessed the effect of the main target variables of SFSIS program namely, enrollment, attendance rates. Moreover, the average test score of students in two consecutive academic years 2011(2019/2020) and 2012(2020/2021) were evaluated as the expected impact of SFSIS were improving learning. The research was based on one group pretest-posttest as there were no means of producing counter factual evidence, which could affect the internal validity of the study. Qualitative methods were used to improve the internal validation. The study area delimited for this research was Lideta sub-city in Addis Ababa as it represented one of the economically deprived sub-cities in Addis Ababa.

1.6 SIGNIFICANCE OF THE STUDY

As SFSIS is a new initiative, the evidence gathered on its effects may not be available. Since SFSIS has multiple components that help address vulnerable children's challenges, measuring its compounded impact is an essential lesson for the future. As SFIS is practiced only in Addis Ababa, the study contributes to policymakers' decisions to implement such interventions in other regions in Ethiopia. Moreover, the research can give constructive feedback for SFSIS implementers and other concerned bodies to improve the program's effectiveness.

Hence, the findings of this study would also provide directions for future researchers, legislators, educational policymakers, and educational intervention implementers to make further changes in the right direction.

1.7 LIMITATIONS OF THE STUDY

The general objective of the current study was to assess the effect of SFSIS on school enrollment, attendance rate, and average test scores using one group pretest-posttest quasi-experiment method. One of the drawbacks of this method is poor internal validity. The method of choice was based on the lack of control groups as SFSIS was implemented in all Addis Ababa schools without students' segregation as beneficiaries.

1.8 OPERATIONAL DEFINITIONS

- **Enrollment** to school denotes a count of the total number of children who have registered for a particular grade of education level for a given school year.
- **Attendance rate** is the number of instructional days a student attended divided by the number of instructional days provided by the school during a specific academic period.
- **Absenteeism** is a measure that indicates the days a primary school student missed to attend in a specific academic period. However, for analytical purposes, absenteeism is calculated as attendance rate.
- **Average test score** refers to the student's score in each subject for a specific grade and semester divided by the number of total subjects taken in the same semester.
- **School feeding program** is an educational intervention that aims to increase school participation and learning achievements by providing free meals to school children.
- **School Input Supply** is the provision of educational input supplies such as exercises books, pencil and papers, school bags etc. to increase access and participation for unprivileged students

CHAPTER TWO: LITERATURE REVIEW

This chapter attempted to discuss the global and Ethiopian experience, empirical researches on selected educational interventions included in Addis Ababa City Administration's School Feeding and School Input Supply (SFSIS) program, and the different theoretical and conceptual frameworks behind them. The section highlights the kinds of educational interventions that play a role in realizing SGD-4 goals and examines various research findings in the area. In the end, it summarized by proposing the conceptual framework based on the reviewed theoretical pieces of evidence.

2.1 EDUCATIONAL INTERVENTIONS

Educational interventions are actions taken to address the challenges associated with ensuring all children have access to schooling and acquire sufficient skills and knowledge to realize the benefits a good education can bring (Snilstveit et al., 2015). They are practiced worldwide to mitigate the challenges mentioned above and build on the progress achieved several. However, with the limited resource that exists in the education systems selecting which interventions to invest on is a challenge for many developing countries. Problems like dropping out of school, improving participation, and learning achievement almost always require multiple component interventions. Moreover, bundling of different types of interventions presents challenges when evaluating the effect of interventions because evidence of the impact of specific interventions cannot be attributed to a single intervention (Dynarski et al., 2008).

Different scholars have categorized educational interventions from different perspectives. The economists' view of such interventions is from the fundamental economic elements they target, namely the demand or the supply side. Supply-side interventions involve the provision of schooling in terms of the physical infrastructure of classrooms or inputs such as textbooks and teachers, while the demand-side interventions encourage parents/guardians to send their children to school by providing different incentives (Holden, 2014).

The other approach of classifying educational interventions is the setting of the main challenges an intervention targets to address. For this literature review, thus, adopting the categories used by Snilstveit

et al. (2015), the interventions are grouped into two general groups of school-based and household-based categories.

2.2 IMPORTANCE OF EDUCATIONAL INTERVENTIONS

Education as a fundamental human right plays a vital role in many aspects in improving people's lives from all walks of life. This recognition has led education to play a foundational role in Sustainable Development Goals (SDGs) as a tool for improving life opportunities and outcomes for all, including the most marginalized in society; even with such commitments providing education are still a global challenge.

Currently, almost 59 million primary school-aged children are out of school globally, of which half are in sub-Saharan Africa (UIS, 2020). In low-income conflict-prone countries, a significant number of children do not complete primary education due to poverty and vulnerability. Statistics in this regard show that children in conflict-affected countries are more than twice as likely to be out of school, and girls in conflict-affected countries are 2.5 times more likely to be out of school than girls in stable contexts (UNESCO, 2015). The situation is even worse when it comes to children in an emergency. According to the UNHCR report, 91 percent of children have access to primary education globally, in contrast to only 63 percent of refugee children (UNHCR, 2019).

Several challenges also characterize the Ethiopian education system. Among the challenges include low participation, poor quality, and low learning achievement. Though there is considerable improvement in delivering education, there is still a long way to go regarding participation and learning achievements.

According to the Ministry of Education, there are 4.5 million primary school-age children out of school in Ethiopia (MoE, 2021). Moreover, keeping enrolled children in school throughout the school year is also a challenge in many regions in Ethiopia. In 2019/20, the national dropout rate for primary education was 14 percent, with regions like Afar and Benishangul reaching 19 and 20 percent, respectively (EMIS, 2021). The National Learning Assessment conducted (2015) in Grade 4 showed students not reaching the required proficiency levels in Math was 37%, reading 44%, and English 53%. In the same study, 73% of grade 8 had basic English proficiency and 62% in mathematics.

2.3 SCHOOL-BASED (SUPPLY-SIDE) INTERVENTIONS

School-based interventions of education involve the provision of schooling, in terms of the physical infrastructure of schools, classrooms, or inputs such as textbooks and teachers, and other school-level interventions that improve the school environments (Glewwe et al., 2008). Such interventions are known to improve outcomes in many ways. Increased availability of learning facilities and materials can inspire children to engage in learning. Adequate infrastructure and learning facilities are determinants of education quality.

Besides constructing and repairing new schools, policies directed to increasing the number of educational inputs available in the classroom, such as textbooks and other physical supplies, are also interventions practiced to improve education quality (Glewwe et al., 2008). A study conducted in 11 sub-Saharan African countries analyzing the impact of textbooks on student test scores showed a positive effect for a certain margin of students (Case et al.,1999).

Improving the quantity and quality of teachers is also among priorities school-based interventions. Lowering student-teacher ratios by increasing qualified teachers has been among the interventions for education policy makers practiced in many countries. As a result, the number of teachers has tremendously risen globally in the past two decades. The total number of teachers worldwide reached 94 million in 2019 from 62 million in the year, increasing by 50% (UIS, 2020).

2.3.1 School-based interventions in Ethiopia

In the past three decades, Ethiopia has expanded its education system. Yet, the education system still faces quality and equity issues. To mitigate the impact of these issues, the Ethiopian government has undertaken several interventions to ensure quality and enhance equity. The Ministry of Education, with its development partners, put forward a holistic intervention known as General Education Quality Improvement Program (GEQIP), and the implementation started in 2008 (World Bank, 2011).

So far, with its partners, the Ministry of Education has implemented three GEQIP phases and aims to improve the teaching and learning process in general education and strengthen educational service

delivery capacity at federal and regional levels. In its two previous phases, the program focused on providing school-based inputs to improve the quality of general education. The current program (GEQIP-E) includes provisions of school resources to ensure equity, focusing on vulnerable groups and emerging regions by increasing educational supplies.

In the first phase of GEQIP (GEQIP I), the educational resources increased significantly. In the same period of the program, MoE supplied over 7 million science and mathematics textbooks for secondary schools; provided school grants for school improvements to over 27,000 schools in general education; trained close to 40,000 teachers for general education; and upgrade the qualification of more than 30,000 primary teachers from certificate to diploma (World Bank, 2011). As a result, Ethiopia made noteworthy progress in education quality due to the increase in educational inputs. For example, the rise in qualified teachers decreased the teacher-pupil ratio to 16:1 in 2008/2009 from 32:1 in 2004/2005 in primary education (MOE, 2010). This trend continues to fall in the subsequent phases of the program.

The second phase of the program (GEQIP II) continued the provision of educational supplies. GEQIP II supplied 120 million textbooks in seven mother tongues languages, including braille books for the blind; trained 1,000 school principals (World Bank, 2017). Studies conducted on the availability of textbooks indicate that most schools achieved a 1:1 ratio student-textbook for most subjects in the primary sector. In lower secondary education, the supply of textbooks has significantly improved.

The third and current phase of the program is GEQIP-E is working to improve the quality of general education with an explicit focus on equity. It has built on the prior reforms but focuses on addressing education-related challenges of disadvantaged children like girls, children from pastoralist communities, and those with special needs.

The GEQIP program has highly benefited general education in Ethiopia. According to the findings of a longitudinal study conducted by RICE Ethiopia, Addis Ababa has benefited a lot from the program (Tiruneh, 2021). Out of the 20 selected schools included in the study, all have reached a 1:1 student textbook ratio. The school facilities have also significantly improved compared to other regions included

in the study. As a result, 100% of schools in the study had a functional pedagogical center, girls' clubs, and a sex-segregated latrine.

Regarding implementing the school improvement program, Addis Ababa was on better footing than the other regions. Among the schools included in the study, all implemented SIP programs. Moreover, 50% of schools included implementing disability-friendly school environments in their SIPs. In comparison, only 60% of schools selected from Somali regions have the same benefits.

The number of teachers in Ethiopia also increased in the past years. In 2019/20, the general education employed 700,838 teachers compared to 497,737 in the 2014/15 school year, which is 71% (EMIS, 2020). The number of teachers in Addis Ababa increased by 68% in five years, from 34,379 in 2004/2005 to 50,822 in 2019/20 (AAREB, 2018).

2.4 HOUSEHOLD (DEMAND-SIDE) INTERVENTIONS

Household (demand-side) interventions focus on raising the incentive for parents to send children to go to school and learn by introducing feeding and health programs, providing educational materials, reducing/subsidizing household costs (Snilstveit, 2015).

Children from low-income families are deprived of education for various reasons, including lack of school fees, uniforms, and other related expenses, lack of adequate food at home, and involvement in household activities like providing child care services to their younger siblings (Swadener et al., 2000). Many governments in developing countries have taken such interventions as a means to improve educational outcomes.

The main purpose of household interventions is to increase demand and improve schooling outcomes through forms of financial incentives. Specifically, these incentives focus on increasing school attendance, reducing repetition and drop-out, with the ultimate goal of improving children's learning achievements (Snilstveit, 2015).

In Ethiopia, out of 41 million children under the age of 18, close to 36 million are deprived of essential goods and services for various reasons due to abject poverty, according to the joint report by the Central

Statistical Agency and UNICEF (CSA and UNICEF, 2018). The same report shows that fifty percent of children aged 5-17 years couldn't still get access to education in 2016.

In basic education, the decision to send children to school is made by parents and guardians and not individual students as the corresponding age groups cannot make such decisions on their own. As a result, making these decisions is highly dependent upon how the household barriers affect the families.

Many household barriers affect demand for education, including household incomes, health issues, socio-cultural barriers, and parents' educational backgrounds. These barriers need to be removed or their effect mitigated to ensure children's education from underprivileged families. Among these barriers, researchers show that household income comes as an essential factor and parental education levels as determinant factors that decide whether a child attends school, stays in school, learns, and acquires the desired learning outcomes (AL Samarrai & Peasgood,1998). A Study conducted in many Africa countries corroborates this evidence that lower-income and lower levels of education are associated with poor schooling decisions and outcomes to justify the urban-rural divide in education (Handa et al., 2004). Based on this fact, in many developing countries, household interventions are practiced to remove these barriers. Several studies in Africa also revealed that school attendance of low-income and female children is mainly affected by interventions like the abolition of school fees, financial incentives, and free school meals (Onsomu et al., 2006).

2.5 TYPES OF HOUSEHOLD INTERVENTIONS

In general terms, household interventions could be categorized into financial and non-financial household interventions based on the interventions provided to families.

2.5.1 Financial household interventions

Financial incentives are household interventions intended to remove or mitigate the effect of economic barriers, which prevent children from going to school (Patrinos, 2007). Children from disadvantaged families are known to involve in income generation and domestic activities. Children involved in such activities fail to attend school regularly and lack adequate time to do their homework and studies at home. To alleviate such barriers, families need to have the means to substitute the services and income, which

families expect from their children. Such incentives in education encourage families to send their children to school and support their children in their learning achievements.

In many developing countries, financial incentives have enabled students to devote more time and effort to educational activities rather than economic and household activities. As a result, empirical evidence shows that financial incentives work well in increasing attendance, enrollment, and learning achievements (Gneezy et al., 2011).

Monetary incentives can have both conditional and unconditional modalities. Conditional Cash Transfers (CCTs) are financial incentives provided for economically disadvantaged families with conditions that recipient households demonstrate specific behavioral changes. In many developing countries, CCTs are practiced to motivate families to bring about behavioral changes in sectors like education. Unconditional cash transfers (UTC) are cash payments provided to financially disadvantaged people without requiring anything in return. Unconditional cash transfers are practices in many social sectors. However, findings suggest that UCTs are not as successful in improving schooling outcomes as CCTs (Baird S. et al., 2011).

2.5.2 non-financial household interventions

Non-financial household interventions are designed to improve access to education and learning achievements by reducing costs associated with attending school and/or improving children's health and nutrition (Snilstveit et al., 2015). Such interventions focus both on parents and children. From the children's side, enhancing health and nutrition is a form of non-financial intervention. Non-financial interventions that focus on the parents include abolishing direct school costs such as tuition fees, provisions of school inputs such as uniforms, textbooks, educational materials, and other forms of contributions (Morgan et al., 2012).

2.6 SCHOOL FEEDING PROGRAMS

School feeding program (SFP) provides meals to school children to improve the nutrition status of children at schools, leading to enhanced nutrition and health, decreased morbidity, and the ultimate aim of increased school participation and learning achievements (Snilstveit et al., 2015). One mechanism by

which SFP effectively improves learning is by reducing short-term hunger and improving students' concentration in classrooms.

In many countries, school feeding programs are key incentives that encourage girls and the poorest and most vulnerable children to attend school. According to the WFP report on school feeding programs,

- 388 million children receive school meals every day in at least 161 countries;
- the number of children receiving school meals continues to grow with the rate of 9 percent and 36 percent globally and in low-income countries, respectively;
- the importance of SFP is recognized globally, and more than 90 percent of the cost of school feeding program are now funded nationally (WFP, 2020).

According to WFP (2019), in addition to the nutritional and educational benefits, SFPs lead to a reduction of household spending on food purchases resulting in economic benefits to families. Such economic benefits motivate families as a substantial amount of household income is spent on subsistence in poor households. Moreover, school lunch allows parents to enroll and leave their children in schools, freeing up time for households' activities or engaging in income-earning activities during the day. In many developing countries, lack of SFP and high poverty levels associate with low enrollment and attendance (WFP, 2020).

School feeding in Ethiopia began in 1994 through WFP programs targeting food-insecure areas like the Somali and Tigray regions and providing one hot meal composed of cereal blend, vegetable oil, and salt (WFP, 2019). In Ethiopia, the main modality of school feeding programs has been in-school feeding programs. SFP is provided as a breakfast, snack(s), and/or lunch and is often prepared within the school facilities. In the pastoralist areas, take-home rations for girls are the SFP modality.

Until 2014, WFP was the primary provider of school feeding programs in Ethiopia, joined by different actors, including the government. To engage smallholder farmers, in 2012, the government started planning and managing school feeding programs by introducing the Home-Grown School Feeding (HGSF) (ibid.). In the long run, HGSF is expected to strengthen the sustainability of the SFPs as a cost-effective home-grown program managed by the government.

2.6.1 Effects of school feeding programs

Many developing countries utilized SFP as a means of increasing school enrollment and attendance as well as decrease dropouts of schools. A meta-analysis of SFPs across 32 sub-Saharan countries showed an average increase in enrollment of 10 percent in schools with a school meals program (Gelli, 2006). Moreover, studies conducted in 45 countries across different continents also showed that SFPs improve children's attendance in schools that provide meals for the entire school year (Kristjansson et al., 2015). The improvement in attendance in return contributes to the learning achievement of children in schools.

A review conducted by International Initiative for Impact Evaluation in 52 low- and middle-income countries found that SFPs increase children's performance on cognitive, math, and language tests (Snilstveit et al., 2015).

In Bangladesh, a comparison of enrollment in SFP participants vs. non-participant schools showed a 20 percent increase in participants' enrollment compared to only 2 percent in non-participating schools (Gilligan, 2009). Case studies in African countries like Niger showed a similar substantial improvement in enrollment due to SFP practices (WFP, 2010). According to this report, school meal incentives significantly impacted attendance rates, primary completion rates, and exam scores.

Several studies also showed the positive impact of SFP on school attendance. Based on the results from unannounced attendance data, Alderman and Bundy reported a positive effect of school meals on morning and afternoon attendance (Alderman et al., 2012).

Likewise, the provision of school breakfast has shown to increase attendance rates of fourth and fifth-grade students by (0.58) percentage points in the treatment groups while the attendance score decreased in their control counterparts by (2.92) percentage points (Jacoby & Cueto, 1996).

Studies conducted on the impact of school feeding programs in Ethiopia are not consistent. Dheressa (2008) concluded that SFP has no significant effect on enrollment, attendance, and dropout after analyzing data collected from 102 households in Dara district, Sidama zone, Southern Ethiopia.

On the other hand, Zenebe et al. (2018) concluded that students receiving school meals had a significantly higher attendance rate than the control groups using a structured questionnaire collected from 290 school children between 10 and 14 years.

Poppe et al. (2017) also reported that SFPs impacted concentration and learning outcomes of children in rural Ethiopia when the modality of SFP provision is a combination of in-school meals and take-home rations. Interestingly, their study also showed that meal distribution timings also contributed to the program's success. The program served food early in the morning, which was found to be more effective than meals provided during the latter part of the day.

In Addis Ababa, different modalities of SFP have been practiced by the government, local NGOs, and self-initiated school community groups since 2015. Nevertheless, studies conducted on the results of SFP in Addis Ababa are controversial. In a study conducted in Addis Ababa, there was no positive effect of SFP on academic achievement, attendance, or children's attention measures (Yohannes, 2017). Other studies showed that there are still challenges in implementing SFP in Addis Ababa. Sertse (2019), on the challenges and prospects of SFP, identified several challenges among which, lack of awareness of the benefits of SFP and financial constraints are the prominent ones. Besides, lack of feeding materials, feeding halls, electric power, and water supply have also been identified as significant challenges. On the other hand, Gebreamlak (2018), in her impact assessment on one of the NGOs working on SFP, found out that SFP had a significant positive effect on school attendance, increasing learning interest, participation in tutorial classes, but had no impact on enrollment.

2.7 EDUCATIONAL SUPPLIES

Education resources are no doubt important in the development of a conducive teaching-learning process. As basic learning inputs, educational supplies are a factor that contributes significantly to academic achievement. Education supplies include physical materials like textbooks, pencils, pens, exercise books, etc., which the learners must have to facilitate learning (NOUN, 2009). Conversely, learners who lack such materials are more likely to achieve less in tests and are more likely to repeat grades than their counterparts who are not short of such materials (Snilstveit et al., 2015).

Summaries by Evans and Ghosh (2008) find evidence that providing educational supplies, including textbooks, improves learning across a broad range of countries. However, Glewwe et al. (2009), in a randomized evaluation in Kenya, found providing only textbooks did not raise average test scores. These pieces of evidence indicate textbooks alone are unlikely to improve learning unless accompanied by other educational supplies and appropriate pedagogy provided by qualified teachers. Pritchett and Filmer (1999) emphasized that spending on school supplies such as textbooks, exercise books, and pencils are cost-effective investments with a rate of return ten to one hundred times larger than additional spending on teachers.

2.8 UNIFORM PROVISION

School uniforms are now considered high non-fee costs for parents after abolishing formal schooling fees in many developing countries. In some countries, the cost of school uniforms has been discouraging to attend schools. For instance, in Sierra Leone, the price of uniforms was equivalent to the cost of fees required for school attendance (World Bank, 2007). Similarity, after the abolition of school fees, in Nigeria, uniforms, and textbooks have been major expenses for parents costing 2.5 times more than the abolished school fees (Lincove, 2009). Due to such high costs, the abolition of school fees has not significantly affected enrollment in some countries.

The provision of school uniforms has also contributed to an increase in school participation in many poor communities. In Malawi and Uganda, a decade after tuition fees were abolished, half the households refer to a lack of money for non-tuition expenses as a reason for not sending their children or dropping out to schools (Snilstveit et al., 2015).

The provision of free uniforms is also practiced to decrease absenteeism and even improve test scores. In this regard, Evans et al. (2009) evaluated the impact of an educational intervention in which a Kenyan NGO distributed school uniforms to children coming from underprivileged families. The result showed that school uniform provisions significantly reduced school absenteeism by 38%. The effects were more significant for students who did not afford a uniform, with up to a 64% reduction in absenteeism. The

same study concluded that uniform provision raised test scores for recipients by 0.25 standard deviations in the year after inception.

2.9 SANITARY PROVISION

Increasing female participation in education has been an important policy priority in many developing countries. In general, girls lag behind boys in school participation in a significant proportion which is believed to have impacted various development outcomes and equity. Menstrual cycles are known to limit girls' school attendance and attainment. The impact of menstrual-related absenteeism in a girl can highly impact their participation in schools. In numeric form, a girl misses four days of school every four weeks due to her menstrual period, which will cause her to miss 10 to 20 percent of her school days (Mooijman et al., 2005).

The results of studies conducted on the provision of menstrual products to reduce school absenteeism and/or drop-outs among adolescent girls are relatively weak. According to Phillips-Howard et al. (2016), the provision of menstrual products had no significant effect on reducing school absenteeism or dropout of adolescent girls.

There are few positive results found that support the provision of sanitary products to promote girls' participation is limited. In this regard, Montgomery et al. (2016) found small positive relationships between the provision of reusable menstrual pads and school attendance. The study found that school attendance dropped for all girls over the study period but that this increase in absenteeism was lower for girls that received pads.

In Ethiopia, UNICEF reported that 20-25 percent of girls miss school days due to their menstruation in selected regions piloted menstrual hygiene management projects (UNICEF, 2017). In regions like SNNP, one in ten (11 percent) report missing school for the same reason. Gambella stood out as the worst-performing region in the report, with almost half (46 percent) of girls missing school for menstrual-related causes.

2.10 CONCEPTUAL FRAMEWORK

Figure 1 illustrates the study's conceptual framework where the independent variables of the study (SFSIS) include sub-variables of student feeding, school uniforms supply, educational material supply, and sanitary pads. Dependent variables include three desired variables enrollment, absenteeism, and test score.

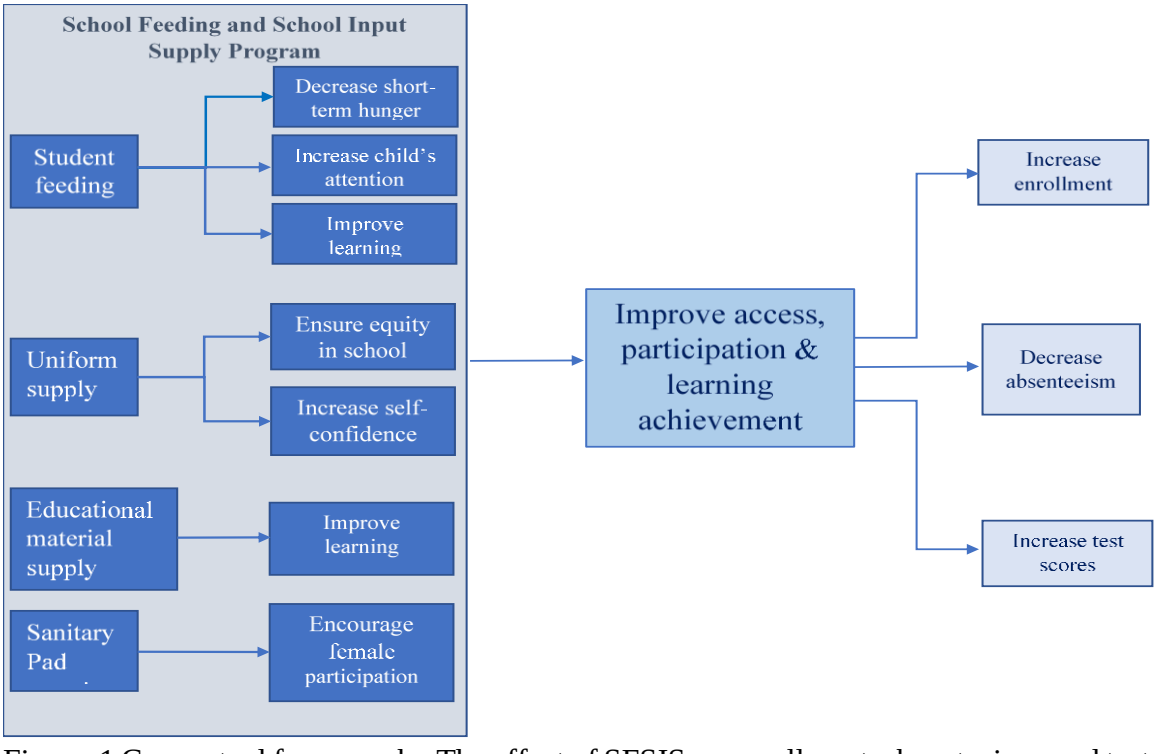

Figure 1 Conceptual framework - The effect of SFSIS on enrollment, absenteeism, and test score. (Source: author constructed)

CHAPTER THREE: RESEARCH METHODOLOGY

This study assesses the effect of SFSIS on enrollment, attendance, and average test score in Lideta sub-city. The study has employed a one-group pretest-posttest quasi-experimental design to evaluate the effectiveness of multiple educational interventions practiced in Addis Ababa. Since bundling of different types of interventions presents challenges when assessing the effect of interventions, the researcher analyzed the grouped impact of SFSIS interventions. Furthermore, the researcher used a qualitative research method to triangulated and strengthened the finding of the study.

3.1 RESEARCHER'S PHILOSOPHICAL STANCE

The researcher has employed a pragmatic approach for this study. Hence, in terms of philosophical underpinning, he followed both positivist and post-positivist philosophies. Therefore, a mixed method was employed to benefit from inductive and deductive logic in a single study to improve the findings so that researcher can make inferences with more confidence. Thus, this research has employed a mixed-method approach to answer the research questions on the effect of the independent variable and the dependent variables.

3.2 REASERACH DESIGN

The study used a mixed-method research method. Among the different types of mixed methods, triangulation design was applied in the study. The purpose of this design is "to obtain different but complementary data on the same topic" (Morse, 1991) to best answer the research question. This design is used when a researcher wants to directly compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data.

Moreover, the design is also relevant for this study as counterfactual evidence cannot be produced as a result of the program implementation such as SFSIS, which could affect the internal validity of the study. The qualitative study followed quasi-experimental research. In quasi-experiments is applied in cases where random assignment to the experimental and comparable group is not possible. Furthermore, according to Muijs (2004), quasi-experimental research designs do have an advantage over experimental designs, in that they are studied in natural settings like education systems. Effects found under natural

settings are likely to work in real educational scenarios with all their complexity. This makes quasi-experimental research a method of choice to assess the effect of the new initiatives and programs impact on education.

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The study has employed a one-group pretest/posttest quasi-experimental method to assess the effectiveness of the SFSIS. The schools' roaster analysis was used to collect average test scores and attendance rates data. The mean values of dependent variables measured pre and post SFSIS interventions on the study population were measured and compared using paired samples T-test.

Moreover, the research used qualitative data collected from interviews and FGDs to complement the findings of the quantitative analysis to strengthen evidence and triangulate findings (Creswell et al., 2003). According to Creswell (2013), the research design follows the procedure shown in Table1.

Table 1 One group pretest-posttest design

Pretest	Independent variable	Posttest
01	Treatment (SFSIS)	02

As shown in Table 1, for the first step, the researcher collected baseline data to measure the school enrollment, students' attendance rate, and average test scores based on the school rosters system for the 2011 (2018/19) school year.

Baseline data for all three dependent variables were from records collected before the start of the SFSIS program 2011 (2018/19) academic year were collected (01). The researcher considered SFSIS started at

the beginning of 2012(2019/20) school years as an experimental treatment to boot enrollment, attendance rate, and average test scores. Lastly, the researcher collected the data for the three dependent variables after implementing SFSIS as a posttest (02) to measure the changes in school enrollment, attendance rate, and average test score. The comparison of the pretest and posttest scores was used to evaluate the differences attributed to the application of the experimental treatment.

Additional information used to strengthen and triangulate results was collected from qualitative data and analyzed manually.

Hence, to determine the effects of the SFSIS on enrollment, attendance rate and average test score, a quasi-experiment with a single group pre-test post-test model were applied. The main reason behind the selection of this model was the right based implementation approach of the SFSIS program, which brought about a challenge on the selection of control group for the study.

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3.3 DESCRIPTION OF STUDY AREA

According to the new city administration classification, Addis Ababa has eleven sub-cities after adding Lemi Kura sub-city. Among the 11 sub-cities, Addis Ketema, Arada, Kirkos, and Lideta are the most disadvantaged, where the majority of the inhabitants are poor. In such sub-cities, a considerable number of the population (60-70%) suffer from shortages, including food insecurity (Tizita, 2001). Based on the last population census in 2007, Lideta accounted for the highest concentration of the poor with a headcount index of 53 per cent (Teklehaymanot, 2009) Hence, Lideta sub-city has been selected for this study purposively.

Lideta sub-city is located in the inner-city part of Addis Ababa, bordering five sub-cities. It borders Addis Ketema & Arada in the north, Kolfe Keranio in the west, Kirkos in the east, and Nefas Silk Lafto in the south. It has an area coverage of 9.18 km² with a total population size of 265,285 (CSA, 2019).

3.4 SAMPLING TECHNIQUES

The study used both purposive and random sampling techniques. Location of the schools, the implementation of SFSIS in the school, quality of school record management, among others, were used as criteria for the purposive sampling.

The research used a four-stage sampling scheme to select from one group by employing the following procedure (Figure 2). First, the Addis Ababa City Administration, School Feeding Agency recommended Limat *Minch* and *Lideta Selam* primary schools to study out of the 18 schools in the sub-city based on their high performance in the implementation of the SFSIS program. School Feeding Agency recommended the schools based on two main criteria. The first reason is that these schools have implemented most of the SFSIS components and have the facilities and the committee to implement the program. Secondly, the availability of usable school records enables tracking students' records such as days of absence from school and average test scores for two consecutive years relevant for the study - 2011 (2018/19) and 2012(2019/20) academic years.

The third stage was selecting grades to include to evaluate students' attendance rate & average test scores. As the study employed required two years cohort data, grade 8 from 2011 (2018/19) (as they would be out of the school due to graduation in 2012(2019/20)) and grade 1 from 2012(2019/20) (as they were not in primary grade in 2011 (2018/19)) were excluded.

The last stage was selecting fifty-four students from Lideta Selam, and 80 students from Limat Minch schools using a random sampling technique based on the sample size criteria and the availability of clear student records for both years of the study.

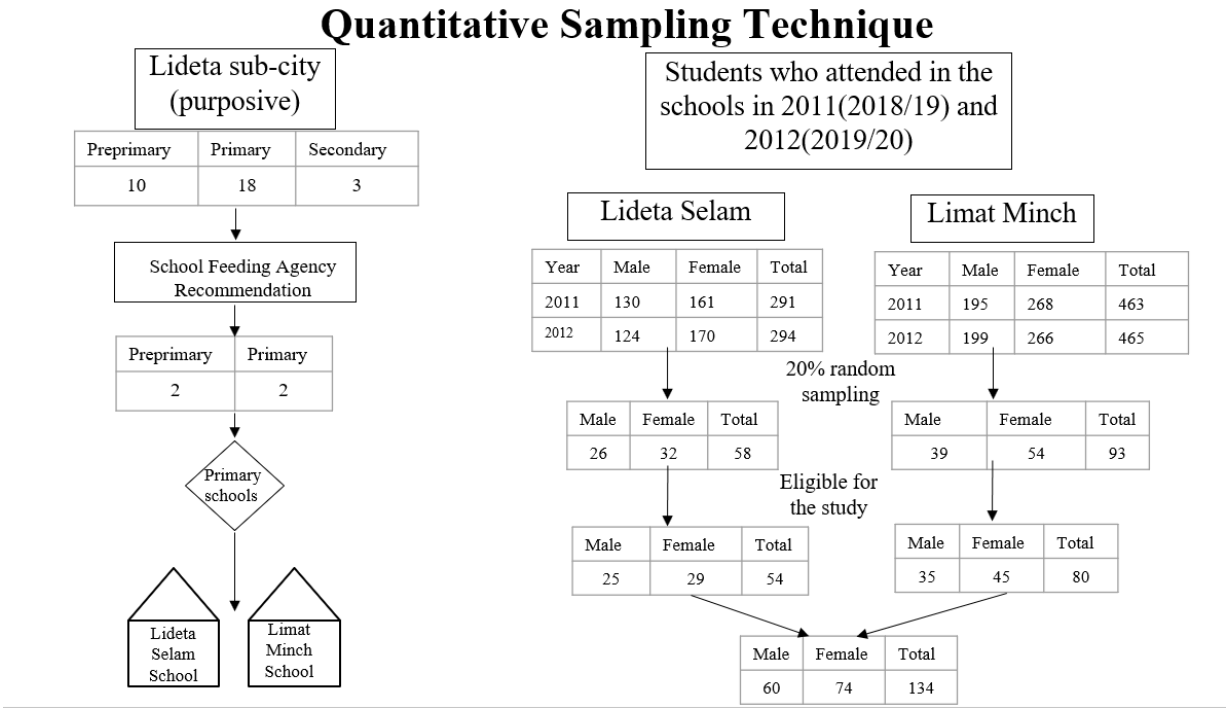

Figure 2 Quantitative sampling technique

3.5 SAMPLE SIZE

According to Gay & Airasian (2003) recommendations, a sample size between 10% and 20% of the total population is representative. Hence, the researcher selected two schools as they represent 10% of the total (18) primary schools in Lideta sub-city. 134 (20%) of students who attended both in 2011(2018/19) and 2012(2019/20) school years from both schools were extracted from students' rosters for the analysis of average test scores and attendance rates.

Qualitative data was collected using 3 KII and 2 FGDs conducted in the schools. For the KII principals in both school and a vice principal were interviewed. The two FGDs were conducted one in each school. The FGD participants were purposively selected based on their experience in the school and participation in the SFSIS program. The interviews were digitally recorded and transcribed later on for analysis.

3.6 INSTRUMENTATION

The study used primary and secondary quantitative data sources. The student roster card was used to measure the change in enrollment, attendance rate and academic achievement. The school record can were obtained from the selected schools record offices.

3.6.1 Students' roster card

The researcher used students' roster cards to collect data from (2011) 2018/19 and 2012 (2019/20) academic year rosters from the sampled schools. The data collected by using this instrument are attendance rate and mean test score of the test group of the two academic years. The records of the same children in the two academic years were collected for comparison.

3.6.2 Qualitative data

Qualitative data was collected using 3 KII and 2 FGDs conducted in the schools. For the KII principals in both school and a vice principal were interviewed. The two FGDs were conducted one in each school. The FGD participants were purposively selected based on their experience in the school and participation in the SFSIS program. The interviews were digitally recorded and transcribed later on for analysis.

3.6.3 Observation Checklist

Observation is a data collection method through which the investigator observes the behavior of respondents or sampling units (Pannerselvam, 2004). The observation checklist involved visiting the provision of school feeding service and other school supply in the school. It was also used the collect basic school information such as number of students, teachers and the teaching learning conditions. The observation checklist is attached in Annex II.

3.7 DATA ANALYSIS

Data analysis for this study followed a quantitative approach triangulated by qualitative methods. The inferential statistical analysis utilized one group pretest-posttest before and after the start of the SFSIS program were compared using a paired-samples t-test.

There are several reasons for selecting the quantitative method. First and foremost, SFSIS was started in 2019 by Addis Ababa City Administration with the aim of providing its services to all government primary and pre-primary schools. The lack of a control group to measure counterfactual evidence of SFSIS was a methodological challenge in studying the program's effect. Secondly, quasi-experimental research designs are often employed in educational settings to study the impact under natural educational conditions (Muijs, 2004). Hence, program effects identified in such design are highly likely to work in

real schools' scenarios with all their complexity rather than artificial setups. As a result, quasi-experimental research was the right way of assessing new program impact in education.

In the quantitative analysis, the independent variable was SFSIS in primary schools in Lideta Sub-city. The dependent variables elaborated by descriptive statistics are children's enrollment, attendance rate, and average test scores. The researcher used paired samples T-test to compare the mean differences of the dependent variables before and after the employment of the dependent variable.

As a pretest-posttest quasi-experimental design lacks strength due to the absence of a control group, this study employed qualitative methods to gather further evidence and triangulate findings. Hence, for data collection and description, qualitative techniques, namely, focus group discussions (FGD), key informant interviews (KII), and on-field observation on factors that affect the implementation of the SFSIS program.

3.8 TECHNIQUE OF DATA ANALYSIS

The researcher employed inferential statistics in this study. The differences students' attendance rates and average test scores were analyzed using the formula of t-test on the same group before and after the start of SFSIS. According Shier (2004), the formula of T-test one group Pretest and Posttest design as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where: t is computed by

Md: the mean difference between pretest and posttest

$\sum \boldsymbol{x^2 d}$: total of quadrate deviation

N: subject on the sample

df: N-1

The research used Statistical Package for Social Sciences (SPSS, version 23) for paired t-test analysis and case summaries of the observable demographical characteristics of school children.

3.9 ETHICAL CONSIDERATION

The researcher has respected the respondents' privacy and willingness. He strictly adhered to truthfulness, reciprocity, thoroughness, objectivity, and relevance principle also applied through the research. Participants are fully informed about the purpose of the study and consented verbally. The researcher has used the official support letter of Addis Ababa University and verbal recommendations of Addis Ababa City Administration School Feeding Agency. The school principals permitted him to conduct the research. In addition, He also informed the school teachers and record officers that the information they provide and the record are kept confidential.

CHAPTER FOUR: RESULTS

This study has employed both quantitative and qualitative research methods. The quantitative analysis measured the effects of SFSIS on enrollment, attendance rate, average test score. The inferential statistics analysis was employed using one group paired t-test estimator to evaluate the effect of SFSIS on students' attendance rate and average test scores in Lideta sub-city. For triangulation purposes and to identify additional attributes that confound the impact of SFSIS, qualitative analysis was employed.

This chapter is composed of five sub-sections. The descriptive statistics analysis is presented in the first two sections (1) school's characteristics; (2) Participants' demographical characteristics. The quantitative and qualitative finds of (3) enrollment trends, (4) attendance rate, and (5) the last section discusses learning achievement as measured by the average test score.

4.1. SCHOOLS CHARACTERISTICS

Lideta Selam and Limat Minch primary schools in Lideta sub-city sampled for this study. These schools in the 2012 (2020/21) academic year had 371 and 525 students, respectively. As shown in Table 1, both schools have fulfilled or are above standards set by the ministry of education in the principal measures of quality. Both schools were composed of primary and pre-primary schools. Limat Minch school was built as a secondary school but later downgraded to serve as a primary school. The researcher has observed that the school has adequate facilities in the teaching-learning process and other facilities like libraries, staff rooms, and sports areas.

Table 2 below shows the main characteristics of these schools during the 2012(2020/21) school year.

Table 2 Characteristics of schools in the study

School Name	Enrollment			Teachers	Sections	Library	Student textbook ratios	Teacher-student ratio	Section student ratio
	Male	Female	Total						
Lideta Selam	146	206	352	37	11	Yes	1:1	1:9.5	1:32
Limat Minch	221	302	525	36	16	Yes	1:1	1:14.6	1:33

According to the School Feeding Agency's monitoring and evaluation report, regarding the performance of SFSIS program implementation, both schools were the top two schools in Lideta sub-city. The school performance variables used in the study were attendance rates and average test scores. Moreover, enrollment trends were the means to evaluate the overall school performance regarding access to school for the specific years included in the study.

Both schools had adequate facilities and staff required for school feeding activities as per the agency's standards. Kitchens and feeding centers were clean, well equipped, and adequately staffed. All students in schools received uniforms and learning materials in the 2012(2020/21) academic year. However, the provisions of sanitary pads, shoes, and bags were pending during the data collection period.

4.2 PARTICIPANTS DEMOGRAPHIC CHARACTERISTICS

The study included one hundred thirty-four school children who were the basis for analyzing the study variables before and after SFSIS interventions. The research findings included analysis of eight variables categorized as demographic, school performance, and enrollment variables. The demographic variables were schools they attended in, sex, and grade.

Table 3 Participates Characteristics

Demographic Characteristics	Category	N	Frequency
Schools	Lideta Selam	54	40%
	Limat Minch	80	60%
	Total	**134**	**100%**
Grade	2	17	13%
	3	16	12%
	4	21	16%
	5	17	13%
	6	22	16%
	7	19	14%
	8	22	16%
	Total	**134**	**100%**

As shown in Table 3, females had a larger proportion in the study by ten percentage points. Note that the proportion of female students were higher in both schools under this investigation. From the perspective of grades, grade 3 contributed the lowest, while grades 6 and 8 were the highest.

4.3 EFFECT OF SFSIS PROGRAM ON THE ENROLLMENT OF CHILDREN

4.3.1 Quantitative analysis on the effect of SFSIS on enrollment

The change in enrollment throughout the study, as shown in Table 4, was minimal. The percent of change in Limat Minch school showed a slight increment while there was a decline in enrollment in Lideta Selam school.

Table 4 Change in enrollment by sex and schools

School	Sex	Enrollment		#Change	%change
		2011	2012		
Lideta Selam	Male	152	146	-6	-3.9%
	Female	209	206	-3	-1.4%
	Total	**361**	**352**	**-9**	**-2.5%**
Limat Minch	Male	213	223	10	4.7%
	Female	289	302	13	4.5%
	Total	**502**	525	23	4.6%

As shown in Figure 3, there was a general decline in enrollment in the past three years in both schools. Though the decrease in enrollment started a year before the SFSIS program, the program's commencement did not counter the trend.

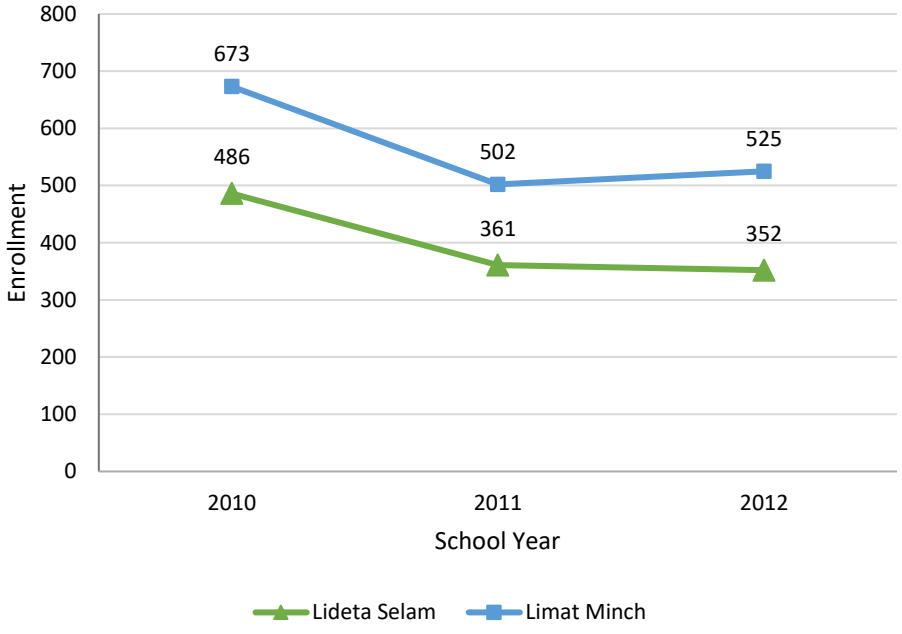

Figure 3 Three years enrollment trends

4.3.2 Qualitative findings on the effect of the SFSIS program on enrollment

When compared to other sub-cities, the population of Lideta is low. The qualitative findings showed that there were many underprivileged inhabitants in the vicinity of the schools, some of which children could still not be enrolled in the schools despite an adequate number of public and private schools per woreda in Lideta sub-city. The primary reasons for children to be out of school were poverty and drug abuse. Though these reasons were considered a significant impediment to enrollment, schools have not taken any proactive measures to bring these children into schools. Participants of the KIIs in both schools iterated other additional interventions are required to bring unenrolled children into schools in Lideta sub-city.

Participants of the KIIs and FGDs acknowledged the importance of SFSIS in increasing enrollment. According to the findings, participants perceived all elements of the SFSIS to contribute to the increment of enrollment. However, there was no evidence suggesting that SFSIS had a direct positive effect on enrollment. Other additional confounding variables such as population displacements were the reason behind the lack of positive impact of SFSIS on enrollment. As one of the participants mentioned in the FGD in Lideta Selam school *"……the enrollment is generally low in our woreda because it is located in*

the center of the city and there are three school in our woreda. Three schools per woreda is high given the low number of residents around here."

The participants attributed population displacement as the main reason behind the decline in enrollment. The relocation of residents to other sub-cities was due to the city administration's large-scale urban renovation.

All the findings from KIIs and FGDs agreed that there were some out-of-school homeless children around the schools. All agree that SFSIS could be a good opportunity for such children to attend schools. However, so far, no such children have shown any motivation to enroll. The schools also didn't make any efforts to enroll them. The following is a quotation from a teacher in the FGD conducted in Lideta Selam school "*…for instance, if we take homeless children they don't come to school for lack of food, cloth, and school materials …. now that there is this opportunity [SFSIS] they can come and learn if they are interested, it is a big opportunity for them. But I haven't seen any such students attending so far."*

The school's location was another factor mentioned that discouraged parents from enrolling children in Lideta Selam school. In an interview conducted in one of the schools a respondent said "*…. in my school case [Lideta Selam] there could be other factors like the location of the school (being close to main road with too much traffic), could be attributed to the low enrollment*."

4.4 EFFECT OF SFSIS PROGRAM ON ATTENDANCE RATES

4.4.1 Quantitative analysis on the effect of SFSIS on attendance rates

Table 5 shows the differences in the first hundred days of the first semesters between 2012(2020/21) (posttest) and 2011(2019/20) (pretest) academic years by school and grades. As shown below, there was a decrement in attendance rates in both schools in the given periods.

Table 5 Difference between 2012(2020/21) and 2011(2019/20) attendance rates per school and grade

	School		
Grade	Lideta Selam	Limat Minch	Total
Grade 2	-0.2	0.3	0.1
Grade 3	0.0	-0.1	-0.7
Grade 4	0.0	0.6	-0.4
Grade 5	-0.7	0.5	0.1
Grade 6	0.2	0.6	0.4
Grade 7	-0.6	0.0	-0.3
Grade 8	0.2	-0.2	-0.8
Total	**-0.1**	**-0.3**	**-0.2**

A paired-samples t-test was conducted to compare attendance rates before and after the start of the SFSIS program. There was no significant difference in the mean attendance rates after the beginning of the SFSIS program (M=95.79, SD=1.695) and before the SFSIS program (M=96.02, SD=1.695); t(133)=1.492, p = .138. These results suggest that SFSIS has not resulted in the improvement of attendance rates. It's worth noting that the mean attendance rates of 96.02 and 95.79 percent before and after the start of SFSIS were both high for the first hundred school days.

4.4.2 Qualitative findings on the effect of SFSIS on attendance rates

The findings from the interviews with school principals and focus group discussions concur on the importance of SFSIS on improving attendance rates.

In FGDs conducted in both schools, participants pointed out many reasons for low attendance rates in general terms. The primary reasons were lack of parental income to provide food and school materials and lenient school regulations regarding school attendance.

Regarding parental income, participants mentioned that students in higher grades used to miss classes to engage themselves in the street markets to get money for buying school inputs and win their daily bread. Mindful of this fact, even before the start of the SFSIS program, there were some school feeding practices for few beneficiaries funded by the contributions of school teachers and support from the nearby businesses. The attendance rate among these beneficiaries improved as a result of such intervention. On the other hand, this has resulted in financial constraints in the schools. The SFSIS program has alleviated such the financial burden from the schools and improved attendance rates.

The other mitigation intervention raised in the FGDs that contribute to the improvement of low attendance rate was stricker follow-up at the schools. There was a consensus among participants that schools' strictness towards absenteeism has contributed to improving attendance rates in these schools. As one of the participants mentioned in the FGD in Lideta Selam school "….*it was customary for children to be absent for some days after a holiday but now a days absenteeism due to such reasons have decreased due to strict school regulations."*

Moreover, the schools have set up students' follow-up schemes in which teachers communicate with parents. Homeroom teachers communicate with parents using communication books about their children's daily activities. As both schools have a low number of students, teachers can follow up on students easily. The following quotation were from the KII conducted in one of the schools," …. f*or the past few years our school has high attendance rate to the extent that no child met the 15 days of maximum absenteeism per semester set by the Addis Ababa Education Bureau. "*

Among the areas in that SFSIS has brought significant change is late reporting. The school feeding program within SFSIS has breakfast and lunch sessions. The breakfast session starts at 7:30 am. Schools expect all students to report for the breakfast session at the designated time, enabling students to be in the compound early for their classes starting at 8:30 am. As a result, late reporting has decreased almost to none.

4.5 EFFECT OF SFSIS PROGRAM ON LEARNING ACHIEVEMENT

4.5.1 quantitative analysis on average test score

The difference in means of the average scores of subjects taken in the first semesters of 2011(2019/20) and 2012 (2020/21) academic years was used to measure the effect of SFSIS on students' learning achievements.

Table 6 Difference between 2012 (2020/21) and 2011(2019/20) academic year average test scores per school and grade

	School		
Grade	Lideta Selam	Limat Minch	Total
Grade 2	0.80	3.08	2.41
Grade 3	5.00	0.36	1.81
Grade 4	1.71	-0.43	0.29
Grade 5	1.67	-2.55	-1.06
Grade 6	2.70	-0.67	0.86
Grade 7	4.33	-2.70	0.63
Grade 8	3.33	-3.20	0.36
Total	**2.91**	**-0.75**	**0.72**

As shown in Table 6, the mean average test scores difference is positive in Lideta Selam school, which denotes increment. On the other hand, in Limat Minch, the difference is negative, showing a decrease in the average test scores.

Paired samples t-test analysis tested the effect of SFSIS on students learning achievements by calculating the mean difference and the standard deviation of the average test score values before and after the implementation of SFSIS.

There was no significant difference in the mean average test scores after the start of SFSIS program (M=75.31, SD=9.01) and before SFSIS program (M=74.58, SD=8.76); t(133)=1.917, p = .0.06. These results suggest that SFSIS had no significant effect on learning achievements. In the samples taken from Lideta Selam school, there was a significant change in the mean average test score after the start of SFSIS (M=78.30, SD=7.322) and before the SFSIS program (M=75.39, SD=7.275); t(53)=7.023, p <.005. However, the differences were not significant in samples taken from Limat Minch school.

4.5.2 Qualitative findings on the effect of SFSIS on learning achievements

The responses of the participants from both schools on the effects of SFSIS on learning achievements converged. All participants agreed that learning achievements resulted from complex factors, including the elements included in SFSIS. The impact of school meals on learning achievement was more evident in lower grades. The provision of uniforms and other school supplies contributed a lot to boost the morale of students from low-income families. All participants agreed that measuring the effects of SFSIS on learning achievements is not straightforward for all subjects and grades. Nevertheless, all participants agreed that students are generally more attentive during lessons after having meals. The following was a quote from a participant in the FGD in Limat Minch school *"…. previously [before the start of school feeding program] students use to get very tired in sport classes, the teachers even use to say "don't push this kind of students in sports, they might die*."

Asked about what interventions the school took to improve learning achievements, both principals mentioned many interventions. The qualification and effort of teachers were listed as the most crucial factor for learning achievement in both schools.

The principal of Lideta Selam school mentioned that the school has implemented teacher evaluation for the past three years and engaged in improving teachers' qualifications and skills. In addition, better-qualified teachers have joined her school. As a result, the repetition rate has highly decreased in all grades. Most of the teachers in her school, especially in the higher grades like 7^{th} and $8^{th,}$ are all well-experienced teachers, which directly affected students' results on the grade 8 regional exams even before SFSIS.

In the FGDs conducted in both schools, participants reached a consensus on the importance of teachers' efforts in attaining learning achievements more than the effect of SFSIS. The following was a quote from an FGD participant in Lideta Selam school. One of them mentioned, "…. *teachers play a very important role in the academic achievement than the feeding program, although the feeding helps the students to be attentive during lessons, the teacher's effort brings the ultimate change on learning achievement of the student*. "

The vice-principal of Limat Minch mentioned that learning resources have increased in quantity and quality, contributing to his school's learning achievement. Limat Minch school used to be a secondary school until it was downgraded to primary school due to the lack of secondary school students in the area. The school doesn't have any shortages of supporting books because it has inherited a well-stocked library. Moreover, the government provided all the necessary textbooks for the past five years, making the student textbook ratio one to one.

Replying to what the interventions mentioned above have brought to her school, the principal of Lideta Selam school said that currently, all grade 8 students pass their exams by the Addis Ababa education bureau standards. Among them, 89% scored more than 50%. A few years back, students who passed the regional exam were rarely more than 31%.

According to the vice principal of Limat Minch school, there is a significant change in the student's achievement. Last year in the grade 8^{th} regional exam, all students passed, and 92% got above 50%. The other grade students also improved a lot.

The FGD participants from Limat Minch school agreed on the positive effects of interventions like school meals, free uniforms, and educational supplies on learning achievements. They also agreed that learning achievement factors were diverse both from the school parents' and community sides. From the parents' side, SFSIS contributed to mitigating their financial burdens. There was still a big gap on the parents' side in facilitating a home environment for children's study. Children still claim that they don't get enough time to study at home.

An additional factor implicated to affect the learning achievement was bad peer influence in higher grades. In the community surrounding the schools, there is a practice of substances abuse. Some students in higher grades engaged in such practices due to peer pressure negatively affecting learning achievements.

The principal of Lideta Limat school mentioned that one of the gaps in the evaluations of the effect of SFSIS interventions is the lack of effective evaluation mechanisms. The interventions bundled within SFSIS are school feeding programs, provisions of uniforms, and school supplies. These interventions have different means by which they impact learning achievements. Hence, measuring the individual effect is a challenge.

CHAPTER FIVE: DISCUSSION

The present study assessed the effect of SFSIS on enrollment, attendance, and learning achievements. This chapter discusses the main findings based on the data analysis and interpretations. Thus, the following sections discuss the research findings compared with previous results and relevant theoretical explanations on similar research questions.

Measuring the effect of educational intervention like SFSIS is challenging in that these interventions are composed of multiple components which could be affected by several confounding factors. Hence, this research followed a mixed-method research methodology, which enabled the identification of some confounding factors that influenced the measurement of the effects of the SFSIS program.

5.1 THE EFFECT OF SFSIS ON ENROLLMENT

Prior studies have shown that children may not enroll in schools for several reasons, including economic, social, and other structural barriers. Hence, many interventions with different components, as in SFSIS, are essential to improve enrollment trends sustainably.

The enrollment trends showed a general decline in the studied schools despite being the SFSIS program's top implementers. The findings imply that SFSIS had no positive effects on the enrollment of children in these schools. Thus, the current research finding goes against previous research findings that measure the results of some components of SFSIS interventions. For instance, according to the WFP (2020) report, low enrollment has been associated with a lack of SFP and high poverty levels in many developing countries. As a result, provisions of SFP have been the primary intervention to improve learning in the past two decades in both developing and developed countries. Studies conducted in other parts of Ethiopia have also shown results similar to the WFP report. Asmamaw (2014) and Fitsum(2012) reported significant positive effects of SFP on enrollment in Bishoftu and Jigjiga towns, respectively.

Household cost-cutting interventions (e.g., provision of uniforms and educational material supplies) included in SFSIS are shown to raise the motivation of parents to send children to school by reducing/subsidizing household costs (Snilstveit, 2015).

The lack of increase in enrollment could be partly explained by the general decline in the population of Lideta sub-city. According to Erena et al. (2017), 16 231 households were resettled for urban renewal projects in Lideta sub-city, decreasing the number of families. However, the qualitative findings showed that there were many underprivileged inhabitants in the vicinity of the schools. There are still children not enrolled in the schools despite many public and private schools per woreda in Lideta sub-city. The primary reasons for children to be out of school were poverty and drug abuse. Though no specific data on out-of-school children is available for Lideta sub-city, the latest studies show that 18% of school-age children in Addis Ababa are out of school for several reasons (MoE, 2021). The qualitative findings of this study showed that schools took no proactive measures to bring these children to schools. This finding implies that additional steps need to be included in SFSIS to boost enrollment in these schools.

5.2 THE EFFECT OF SFSIS ON ATTENDANCE RATES

School attendance is a powerful predictor of student outcomes. In fact, in many countries, irregular attendance is used to forecast prospective school dropouts. Low attendance rates, in most cases, lead to higher repetition, which entails low levels of learning. A variety of factors cause irregular school attendance, and the interventions are also as varied.

Cognizant of the above fact, the second research question addressed the effect of the SFSIS program on children's attendance in Lideta sub-city. According to the findings, SFSIS had no significant positive impact on attendance in the schools under the study. Moreover, the qualitative results showed that schools' attendance rates had already improved even before implementing the SFSIS program. Factors attributed to this finding, including strict school rules and the motivation of parents and students.

In other studies, the effects of the different components within SFSIS were varied. Dheressa (2011) found SFP had no significant impact on attendance in a study area where school attendance was a challenge. He attributed the result to other cofounding factors of attendance that contributed to student absenteeism, such as health problems and students' engagement in child labor activities due to household economic factors. However, research conducted in urban public high schools showed that another component of SFSIS - school uniforms- improved attendance rates at urban high schools with no effect on students' learning performance (Draa, 2005).

There is also ample evidence that school supplies directly affect both attendance and enrollments. The provision of school materials such as textbooks, paper, pencils, and exercise books consistently affects school factors like attendance and learning achievements. Out of 18 studies included in the systematic review, 15 studies (83%) showed that school materials positively affected school attendance, enrollment, and learning achievement in poor households (Snilstveit, 2015).

5.3 THE EFFECT OF THE SFSIS PROGRAM ON LEARNING ACHIEVEMENT

There are several factors that directly or indirectly affect students' learning achievements. The SFSIS program includes some of the interventions practiced to mitigate these factors.

The third research question aimed to compare the learning achievement of sampled students before and after the SFSIS program. The study's findings showed that in the students sampled from Lideta sub-city, there was no significant impact on the learning achievement as measured by the mean average test score after implementing the SFSIS program. However, in the samples disaggregated by schools, the SFSIS program had significantly affected learning achievement in Lideta Selam school.

The qualitative findings showed that the school side factors like teacher quality and availability of learning resources were critical factors that contribute to learning achievements than the SFSIS program.

There are several studies conducted on the impact of the different components of the SFSIS on learning achievements. School feeding programs in several countries have positively affect learning achievement by improving students' attentiveness in classrooms due to improved nutrition. The current research finding

doesn't come in line with the results of Ahmed (2004), who reported a significant effect of SFP on academic achievement in a study conducted in several countries.

Household interventions that focus on cutting household expenses are among standard practices in many African countries. Interventions to reduce school costs include removing direct costs of schooling by providing school uniforms for free or eliminating other school-related expenses. A systematic review conducted in 85 low and middle-income countries showed that the results of such interventions on learning outcomes are highly heterogeneous (Snilstveit et al., 2015)**.** This finding also goes with the findings of this study, whereby the results at the school level were heterogeneous, which could be due to the various confounding factors that contribute to learning achievements.

CHAPTER SIX: CONCLUSION

6.1 CONCLUSION

Based on the discussion presented in the preceding chapter, this section attempts to forward conclusions, outline the implication for educational planning and give recommendations.

This research attempted to assess the effect of a multipart interventions program launched by the Addis Ababa City Administration aimed at decreasing school dropouts, improving enrollment, learning achievement in Lideta sub-city. The research employed both quantitative and qualitative methods to evaluate the effect of the program. It has also tried to identify the confounding factors that affected the measurement of the program.

Findings from this study provided evidence that SFSIS program has not brought about the envisaged effect. The qualitative results have identified there are several confounding factors that affected the measurement. The decrease in enrollment despite the implementation of the interventions was due to population displacement in Lideta sub-city. The effect of the SFSIS program on attendance rates was not significant due to previous interventions such as strict school management and close follow-up of teachers as per the qualitative findings.

This study showed that the SFSIS program had no significant effect on the total sample size. However, a deeper investigation revealed that the result was heterogenous at school levels. Such heterogeneity could result from the lack of sufficient implementation time of the SFSIS program.

6.2 IMPLICATION FOR EDUCATIONAL PLANNING AND RESEARCHERS

The findings of the current research are essential for educational planning in creating an effective intervention in education. There are several challenges in measuring the effects of educational interventions. In many developing countries, educational challenges are systemic and cannot be addressed by a single intervention or program. Even in a single educational intervention, there are often multiple components. This aggregation of components presents challenges when measuring the effects of each

intervention as some have confounding relationships. Hence, confounding factors should be identified earlier and taken into account in measuring intervention.

In general terms, the SFSIS program is supported by educational actors at all levels. However, there are still some components of the program not availed for students. Hence, the relevant stakeholder should provide these components so that SFSIS could benefit the program participants as intended.

6.3 RECOMMENDATIONS

To further enhance the effectiveness of SFSIS on the school performance of Lideta sub-city school children, the following are the recommendations:

- Schools and educational administration bodies needed to make a proactive effort to increase enrollment by bringing out of school children into schools by advocating the benefits of the SFSIS program.

- The heterogeneous results on children's average test scores suggested that further investigation is needed, possibly with a longitudinal study design.

- SFSIS Implementers, with the help of educational planners, should set up more effective monitoring and evaluation mechanism to provide all the SFSIS program components.

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ANNEX

ANNEX I
Key Informant Interview with school directors / representative.

Name of the school_____ Woreda _____

Role of interviewee _____ Date _____

Sex _____ Education level _____

Work Experience in years Total_____ In this school _____

Consent form

My name is Isaac Abraham Seyoum, a graduate student of Education Leadership and Management at the Addis Ababa University. The aim of this interview is to collect data for my Master's thesis about "The effect of School Feeding and School Input Supply (SFSIS) program on enrollment, dropout, and repetition and the impact on teaching-learning process in Lideta sub-city." The information to be gathered in this interview is intended only for academic purposes and will be strictly confidential. You will provide the information anonymously. Your participation is voluntary. You may decline to respond to any question and choose to stop the discussion at any time. You can also ask questions about this study at any time. There are no direct financial or other benefits to be given to you in participating in this study. However, I hope that the study will benefit your community by helping me understand the impacts of SFSIS on the education system.

Thank you in advance!

1. Did the school have SFP prior to 2012? When did SFP start in your school?
2. Number of students in your primary school in 2011 academic year? M _____ F_____

   Beneficiaries in previous program (2011 E.C) M _____ F_____
3. Number of students in your primary school in 2012 academic year? M _____ F_____

   Number of beneficiaries in SFSIS program? (2012) M _____ F_____
4. What is the School Feeding and School Input Supply (SFSIS) program? If SFP was implemented in your school, how is SFSIS different from SFP?
5. What is your role in the School Feeding and School Input Supply (SFSIS) program? How do you evaluate the implementation of (SFSIS) program?
6. Which component from SFSIS do you consider most important and why?
7. What do you think of the quality and quantity of meals provided? Have you seen any effect of providing meal free of charge?
8. What do you think of the quality and quantity of school uniforms provided? Have you seen any effect of providing uniforms free of charge?

9. What do you think of the quality and quantity of educational materials provided? Have you seen any effect of providing uniforms free of charge? What effect has the provision of educational inputs had on your students?

10. On what aspect of teaching learning process do you think the effect of SFSIS is seen more clearly?

11. How do you think SFSIS has affected the teachers and administrators in your school?

12. What is the magnitude of school dropout in your school over the years? If so, can you give specific examples from 2010-2012.

13. What are the main reasons for causing pupils to DROP OUT of your school? Or what is the reason for your pupil NOT to dropout?

14. What is the magnitude of grade REPETITION in your school over the years? If so, can you give specific examples. What are the main reasons for the repetition rate to be low?

15. How do you think SFSIS has affected the student participation? Enrollment, dropout, repetition, and late reporting and absenteeism etc.

16. Do you think that there are still children who are OUT OF SCHOOL in your vicinity? If yes, why don't they enroll to school? Has SFSIS program affected out of school children in anyway?

17. What do you think should be added so that OUT OF SCHOOL CHILDREN come to school?

18. How would you describe the trend of students' ENROLLMENT since the years the SFSIS program started?

19. How would you describe the trend of students' DROPOUT in the years since the SFSIS program started? Figure 2

20. How would you describe the trend of students' REPETITION rates in the years since the SFSIS program started? Figure 2

21. How would you describe the trend of students' TRANSFER rates in the years since the SFSIS program started?

22. What is the trend in grade 8 completion and pass rate grade 8 national exam?

23. Do you think the program has helped in improving the learning interest of the children?

24. What do you suggest to improve SFSIS should be done in the future to improve the success of education?

Annex II
Part 1: Focus Group Discussion Guide for Teachers

1. From your experience what are the main school-related obstacles for pupils not to succeed in education?
2. Do you believe SFSIS is applied in your school properly?
3. Do you think SFSIS has contributed to increasing student enrollment and decreasing school dropout, grade repetition?
4. Have you experienced any effect on the performance of pupils in the school and classroom after the implementation of SFSIS?
5. How has SFSIS impacted the teaching-learning process?
6. Challenge and prospect of SFSIS.

Part 2: Checklist for collecting secondary data from the school roster

1. Name of the primary school?
2. The children enrolled in 2018/19, 2019/20, and 2020/21 by sex.
3. The children who dropped out in 2018/19, 2019/20, and 2020/21 by sex.
4. The children who repeated a grade in 2018/19, 2019/20, and 2020/21 sex.
5. The total number of textbooks by grade in 2018/19, 2019/20, and 2020/21.
6. The total number of teachers by grade and cycle in 2018/19, 2019/20, and 2020/21.
7. The number of children benefiting from students feeding program.

Annex III

DATA COLLECTION TEMPLATE

INFORMATION ON STUDENTS IN THE SCHOOL

School year																				
Grade level	**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**1 to 8 Total**			
Number of sections																				
Number of classrooms																				
Sex	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**T**	
Total students																				
Repeaters																				
Re-admitters																				
Transferred from other government schools																				
Transferred from private schools																				
Number of new entrants																				
Students with special needs																				
Late comers																				
Absentees																				
Grade 8 national exam above 50%																				

Annex IV

ተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም፤ በተማሪዎች ምዝገባ፤ ማቋረጥ፤ መድገምና የተማሪዎች ስኬታማነት ላይ ያለው ዉጤት።

የትምህርት ቤቱ የተማሪዎች መረጃ መሰብሰቢያ ቅጽ

የትምህርት ቤቱ ስም									የትምህርት ዘመን								2011		
ደረጃ	1		2		3		4		5		6		7		8		ከ 1 እስከ 8 ጠቅላላ		
የሴክሽኖች ብዛት																			
የትምህርት ክፍሎች ብዛት																			
ጾታ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ጠ
ጠቅላላ የተማሪዎች ብዛት																			
ደጋሚ ተማሪዎች ብዛት																			
ከመንግስት ት/ቤት የተዛወሩ ተማሪዎች ብዛት																			
ከግል ት/ቤት ተማሪዎች ብዛት																			
ልዩ ፍላጎት የሚያስፈልጋቸዉ ተማሪዎች ብዛት																			
የአመቱ አርፋጅ ተማሪዎች ብዛት																			
የአመቱ ቀሪ ተማሪዎች ብዛት																			
የመምህራን ብዛት																			
የ8ኛ ብሄራዊ ክፍል መልቀቂያ ፈተና ከ 50% በላይ ያገኙ																			

Annex V

በት/ቤቱ ውስጥ ለሚገኙ ርእሰ መምህራን የተዘጋጀ ቃለ መጠይቅ

የትምህርት ቤቱ ስም _____ ወረዳ _____
በትምህርት ቤቱ ያሎት ሚና _____ ቀን _____
ጾታ _____ የትምህርት ደረጃ _____
በመምህርነት የስራ ልምድ _____ የስራ ልምድ በዚህ ትምህርት ቤት _____

ጤና ይስጥልኝ!

ይስሃቅ አብርሃም እባላለሁ። በዚህ ጥናት ላይ ለመሳተፍ በመስማማቶት እጅግ አድርጌ አመሰግናለሁ።ጥናቱ በአዲስ አበባ ዩኒቨርስቲ የድህረ ምረቃ ትምህርት ማጠናቀቂያ የተዘጋጀ ነው።ጥናቱ *የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም፣ በተማሪዎች ምዝገባ፣ ማቋረጥ፣ መድገምና የተማሪዎች ሰኬታማነት ላይ ያለው ዉጤት በተመለከተ ነዉ።* ለጥናቱ ተብለው የተሰባሰቡ መረጃዎች በሙሉ ሚስጢርነታቸው የተጠበቀነው። እርስዎ የሚሰጡን መረጃ ለዚህ ጥናት በጣም አስፈሊጊ ነዉ። ስለዚህ ትክክለኛ የሆነ ምላሽ እንዲሰጡኝ በትህትና እንጠይቅዎታለሁ።

ለትብብርዎ በቅድሚያ አመሰግናለሁ።

1. ትምህርት ቤታችሁ ከ2012 በፊት *የተማሪዎች ምገባ ነበረዉ? ከነበረዉ ከመቼ ጀምሮ?*

2. የተጠቃሚዎች ብዛት በ 2011 የትምህርት ዘመን? ወ _____ ሴ _____

3. የተጠቃሚዎች ብዛት በ 2012 የትምህርት ዘመን? ወ _____ ሴ _____

4. ስለ ***ተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም***ትንሽ ቢነግሩን? ከዚህ ቀደም የተማሪዎች ምገባ ይካሄድ ከነበረ ይሄኛዉ በምን ይለያል?

5. *በተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* ላይ ያሎት ሚና ምንድን ነዉ? አተገባበሩን እንዴት ይገመግሙታል?

6. *ከተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም*አገልግሎቶች መካከል ምን ያህሉ በትምህርት ቤታችሁ ይሰጣሉ? የሚሰጡትን አገልግሎቶች በተፈላጊነታቸው በደረጃና በምክኒያት ያስቀምጡ?

7. *በተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* ስለሚቀርበዉ **ምግብ ጥራትና ብዛት** ምን አስተያየት አሎት? ይህ አገልግሎት በነጻ በመቅረቡ የተነሳ ምን ዉጤት ተገኘ በለዉ ያምናሉ?

8. *በተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* ስለሚቀርበዉ **ዩኒፎርም** ጥራትና ብዛት ምን አስተያየት አሎት? ይህ አገልግሎት በነጻ በመቅረቡ የተነሳ ምን ዉጤት ተገኘ በለዉ ያምናሉ?

9. *በተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* ስለሚቀርበዉ **የትምህርት ግብአት** ጥራትና ብዛት ምን አስተያየት አሎት? ይህ አገልግሎት በነጻ በመቅረቡ የተነሳ ምን ዉጤት ተገኘ በለዉ ያምናሉ?

10. *የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* በየትኛዉ **የመማር ማስተማር ሂደት** ላይ ጥሩ ዉጤት አስገኝቷል በለዉ ያምናሉ?

11. ***የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም በመምህራንና በአስተዳደር ሰራተኞች*** ላይ ምን ተጸእኖ አስከትሉዋል?

12. *የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* በትምህርት **ምዝገባ** ላይ ምን ተጸእኖ አስከትሉዋል**?**

13. *የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* በትምህርት **ማቋረጥ** ላይ ምን ተጸእኖ አስከትሉዋል**?**

14. *የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* በትምህርት **መድገም** ላይ *ምን ተጸእኖ አሰከትሉዋል***?** ዋነኛ የትምህርት ማቋረጥ ምክኒያቶች ምንድን ናቸዉ?

15. *የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* በተማሪዎች ከፍል ማርፈድ ላይ *ምን ተጸእኖ አሰከትሉዋል***?**

16. *የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* በተማሪዎች ከፍል መቅረት ላይ *ምን ተጸእኖ አሰከትሉዋል***?**

17. *የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* በተማሪዎች የትምህርት ተሳትፎ ላይ ምን ተጸእኖ አስከትሏል?

18. በዚህ አካባቢ ወደ ትምህርት ቤት ያልገቡ ተማሪዎች አሉ ብለዉ ያምናሉ? ካሉ፣ በምን ምክኒያት ወደ ትምህርት ቤት ያልገቡ ይመስሎታል? የ**ተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም** እነዚህን ልጆች ወደ ትምህርት ቤት ለማስመጣት ምን አስተዋጽኦ የሚያረግ ይመስሎታል። ምክኒያቱን ያስረዱ?

19. ትምህርት ቤት ያልገቡ ተማሪዎችን ወደ ትምህርት ቤት ለማስመጣት ምን መደረግ ይኖርበታል ብለዉ ያምናሉ?

20. የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም ከተጀመረ ጀምሮ የተማሪዎች **ዝዉዉር** ምን ይመስላል? ወደ ትምህርት ቤታችሁ የተዘዋወሩ ተማሪዎች የመጡት ከምን አይነት ትምህርት ቤቶች ነው? የተዘዋወሩበት ምክኒያታቸው ምንድን ነዉ?

21. የተማሪዎችቻችሁ **የ8ኛ ብሄራዊ ክፍል መልቀቂያ ፈተና** ዉጤት የአመታት አዝማሚያ ምን ይመስላል? **የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም** ለ8ኛ ብሄራዊ ክፍል መልቀቂያ ፈተና ዉጤት ምን አስተዋጽኦ አድርጓል ብለው ያምናሉ?

22. **የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም** በተማሪዎች **የትምህርት ፍላጎት** ላይ ምን ተጽእኖ አስከትሏል? ካስከተለ ተጽእኖዉ እንዴት ይገለጻል?

23. **ለማጠቃለያ** *የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* ላይ ምን ማሻሻል አለበት ይላሉ? በአጠቃላይ የትምህርት ጥራትን ለማሻሻል ምን መደረግ አለበት በለው ያምናሉ?

ለትብብርዎ በጣም አመሰናለሁ!

Annex VI

የመምህራን አተኳሪ የቡድን ውይይት መመሪያ

1. ካሎት የማስተማር ልምድ በመነሳት ተማሪዎች በትህምርታቸው ስኬታማ እዲይሆኑ የሚያደርጓቸው የማያደርጓቸው ዋና ዋና ምክኒያቶች ምን ምን ናቸዉ?

2. ስለ *ተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም*ትንሽ ቢነግሩን? ከዚህ ቀደም የተማሪዎች ምገባ ይካሄድ ከነበረ ይሄኛዉ በምን ይለያል?

3. *ከተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም* አገልግሎቶች መካከል ምን ያህሉ በትምህርት ቤታችሁ ይሰጣሉ? የሚሰጡትን አገልግሎቶች በተፈላጊነታቸው በደረጃና በምክኒያት ያስቀምጡ?

4. የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም አፈጻጸም እንዴት ይገመግሙታል? ምን ይጨመር፣ ምንስ ይቀነስ?

5. የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም የተማሪዎችን ወደ ትምህርት ገበታ መምጣት፣ ትምህርት ማቋረጥ፣ የክፍል መድገም ላይ እንዴት አይነት ተጽእኖ ያሳድራሉ ብለው ያምናሉ?

6. የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም መተግበር ከተጀመረ በኋላ በተማሪዎች ብቃትና ውጤት ላይ በክፍል ውስጥም ሆነ ከክፍል ውጪ ምን አይነት ለውጦችን ተገንዝበዋል?

7. የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም የመማር ማስተማር ሂደት ላይ ምን አዎንታዊና አሉታዊ ተጽእኖ አስከትሏል ብለው ያምናሉ?

8. የተማሪዎች ምገባና የትምህርት ግብአት አቅርቦት ፕሮግራም ላይ ምን የወደፊት ተግዳሮቶችና ተስፋዎች የታይዎታል?