



Addis Ababa University

College of Education

Department of Educational Planning and Management

**Assessment of School Feeding Program Implementation Among Selected
Primary Schools of Addis Ketema Sub-city , Addis Ababa.**

**A research thesis Submitted to the Department of Educational planning and
Management, Presented in Partial Fulfillment of the Requirements for the
Degree of Master's in Educational planning and Management**

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Assessment of the predominant Problems of school feeding Program
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Addis Ababa, Ethiopia

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Declaration

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

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ABBREVIATIONS AND ACRONYMS

EFA - Education for All

ESDP- Educational Sector Development Program

FAO- Food and Agricultural Organization

GDP- Gross Domestic Product

GER- Gross Enrollment Rate

MOFED- Ministry of Finance and Economic Development

MOE- Ministry of Education

NER - Net Enrollment Rate

SFP – School Feeding Program

SFSIS – School feeding and School input supply

SHNS- school health and nutrition strategy

UNICEF- United Nations International Children's Emergency Fund

UNESCO- United Nation Educational, scientific and cultural Organization

USA- United states of America

WASH- Water ,sanitation and Hygiene

WHO- World Health Organization

WFP- World Food Program

ABSTRACT

Ethiopia has made important development gains over the past two decades, reducing poverty and expanding investments in basic social services. However, food insecurity and under-nutrition still hinder economic growth. When a school meals program is part of a package of investments in education like free education for primary students, it shows a positive impact in both school participation (enrolment, attendance & completion) and learning. After making a discussion with the feeding program implementers in some primary schools, it is encountered and observed to know some problems during implementation of feeding program. Therefore, this research tried to assess feeding program implementation in the selected primary School of Addis Ketema Sub- City from April 1-15/2022 with the intention of addressing the major research questions. This study followed a descriptive research design to collect quantitative and qualitative information on program implementation process and its Problems. The target populations in this study were all program implementers at the selected schools and SFP representative personnel in the Sub-City Office. After development of structured opened and closed questionnaire, the data was collected from SFP committee members, caterers and school principals that work in 10 schools and representative personnel in the Sub-City Office. After collections, the quantitative data was coded, and cleaned, and verified by the researcher. Afterward the researcher used descriptive statistics on the study variables including frequencies, percentages, and tables to describe the characteristics of the study variables. In the present study it was found that (82%) of committee members from 10 primary schools did not take training to implement the school feeding program. The response from the caterers gives some hope that almost all of them, 100% got those trainings on food preparation & cooking and 43(72%) and 57(95%) of caterers did not take training on kitchen management& hygiene and business management respectively. The insufficiency of the assigned budget per meal, high cost and shortage of ingredients caused financial challenges on the feeding program. Low percentage of training opportunity for committee members ,the money for meal is not adequate and there is no alternative source of finance for SFP. This study recommends for schools to find alternative source of finance, strengthening of coordination among stakeholders.

Key: SFP, implementation, Primary schools, Caterers, committee members

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

School feeding can make a significant contribution towards achieving globally agreed Sustainable Development Goals. The United Nations World Food Program defined school feeding program as ‘a targeted social safety net that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level’ [WFP,2020]. According to the WFP report a well-designed school feeding program directly contributes to achieving at least three Sustainable Development Goals ; Zero hunger, Quality education and Gender equality. The report indicated that when the meals are appropriately designed to provide the necessary macronutrients and micronutrients, school meals can improve the nutrition status of school children. When a school meals program is part of a package of investments in education like free education for primary students, it shows a positive impact in both school participation (enrolment, attendance & completion) and learning (scores on cognitive, language and mathematics tests). Some school feeding programs designed to combine onsite meals with take-home rations for girls in exchange to girls’ attendance to school.(WFP,2020)

School Feeding Program has existed in the developed countries since the beginning of the 19th century (WFP, 2006). The United States of America (USA) established a school lunch program in 1946, later adding a school breakfast program (World Bank, 2008) .The WFP (2009) revealed that by 2014, these programs reached 78 percent of the students in the USA each year at a total cost of more than 8 billion dollars per year. The main aim was to improve education attainment and the health of children. However, this aim has not been fully achieved due to various challenges affecting the School Feeding Program.

World Health Organization (WHO, 2002) reveals that, initially, some programs catered for orphaned children and others were introduced in schools to feed underprivileged children in developing countries. Better health and nutrition allow children to learn and perform better, broadening their educational opportunities.

The SFP in Ethiopia was started in 1990 in the regions of Amhara and Tigray. The aim of the SFP is to raise and maintain school enrolment, attendance and reduce dropout rates of chronic food insecure and vulnerable children (WFP, 2004). However, lack of sustainability of the SFP has adversely affected learning of pupils in this food insecure region, and completion rates are very low. For instance, the completion rate in Ethiopia is 38 percent (UNICEF, 2009).

The Government of Ethiopia has made achieving universal primary education a central aspect of public policy and public spending on education has increased over the decades. Successive five year nationwide Education Sector Development Programs (ESDP I, II, III, IV and V) have already been implemented. Ethiopia realizes that increasing the coverage of education is only part of the battle and the push to increase coverage has been accompanied, in recent years, by a national program to improve the quality of education delivered, to keep children in school and reduce dropout rates.

During 2009/10 the Gross Enrolment Rate (GER) for primary school (grades 1-8) reached 95.9 per cent (93 % for female and 98.7 % for male). During the same year (2009/10) the Net Enrolment Rate (NER) stood at 89.3 % (87.9 for male and 86.5 % for female) (MOFED, 2010).

The overall success in access to primary education is mainly related to the increase in the number of primary schools from 16,000 in 2004/05, to more than 25,000 in 2008/09. This is complemented by constructing more than 80% of the schools in rural areas. Moreover, the government has also progressively increased the share of education in the national budget from 19.8% in 2004/05 to close to 22.8% in 2009/10. The general literacy rate remains very low, pointing out the need to focus on this aspect of educational development. Heterogeneity in the gender disparity of adult literacy rates is widespread across Ethiopia. In addition, the urban-rural disparities in literacy are pronounced with literacy rates often significantly lower in rural areas (MoE, 2010).

Ethiopia's national SFP is a joint program that involves the World Food Program (WFP) and the Federal Ministry of Education. According to the program guideline, from Monday to Friday students receive a 150 g of hot breakfast and lunch meal prepared either from wheat, rice, corn, or bean. In the country, despite the fact that SFP had been in place for a while, there is lack of adequate evidence regarding its effect on the nutritional status and school attendance of school children.

This study, therefore will contribute to gaining understanding of the predominant problems of the Student's feeding program implementation in the selected primary School of Addis Ketema Sub-city in Addis Ababa , Ethiopia.

1.2. Statement of the Problem

A study conducted under the title Assessment of the impact of school feeding program on students' performance in Addis Ababa government primary school by (Misrake, F. 2019). revealed that SFP is a fundamental instrument to increase the attendance rate in . On the other hand, school feeding program is a motivation factor to attract students to attend school as expected. This is similar to the claim that School Feeding Program improves the nutritional status of children so that they can attend school in many studies. Thus the nutritional function of SFP might be high to have significant effect on attendance

Based on the findings of a study found on European journal of education studies conducted under the title “ *Challenges facing the feeding programs in pre-primary schools in difficult circumstances in Kenya* ” , reveals that though notable gains have been attained throughout the country in terms of educational accessibility, the feeding program for decades experienced challenges that hinder the full effect of the program. Among them are, water scarcity, inadequate infrastructure, harsh climatic conditions, food insecurity and poverty.

These challenges are later escalated by frequent communal conflicts over limited resources.

It was also observed that if the following strategies are put in place, they could help overcome the challenges. The strategies identified were; community and parental involvement, provision of water, alternative financing cost, implementing home grown school feeding program and maximizing sustainable agricultural production.

School feeding program (SFP) in Addis Ababa began in February 2015 in 93 primary schools serving 5,106 children by the Office of the former First Lady (W/ro Roman Tesfaye) by mobilizing fund from domestic and international donors. Before SFP was started in an organized way, teachers and other local and international humanitarians have been trying to support some of the vulnerable students in the city.

According to the Addis Ababa City Bureau of Education, in June 2014 there were more than 20,000 primary school children who are in need of food, material and emotional support in the

city while currently the number under feeding program raised to a higher number . In the year 2021, Addis Ketema sub-city's feeding program benefited 25,022 primary school students in 35 governmental primary schools. The number of food providers (Caters) in Addis ketema Sub – city are around 420 and the daily expenditure for one student is now Birr 20. The annual expenditure for all primary students in the Sub-city reaches around 120,105,600 Birr.

After the researcher discussed with the feeding program implementers in some primary schools, it is encountered and observed to know some problems during implementation of feeding program. The problems are mainly related to external and internal factors such as inadequacy of training opportunity for food providers/ caterers/ , inadequacy of kitchen facilities, shortage of fuel , electricity and water supply, high cost of food items, Inadequacy of cooking equipment, Shortage of dining equipment and lack of feeding program coordinator ,that should be studied.

Although no published study has been found in the country to investigate SFP implementation problem in primary schools, the researcher selected this title believing that assessing which problems are predominantly affect the program implementation will be a lesson to design a better way of implementing the program.

1.3 Research Question

With the main purpose of assessing school feeding program implementations in Addis ketema Sub-city primary Schools, the study will attempt to answer the following research questions:

1. How do primary schools follow the existing SFP implementation Policy?
2. How do primary schools organized to implement SFP?
3. How do the selected primary Schools implement school's Feeding Program?
4. What are the major challenges of school to implement SFP Program?

1.4 Objectives of the study

1.4.1 General Objective

The major objective of this study is to assess feeding program implementation in the selected primary School of Addis Ketema Sub- City from April 1- 15/2022 With the intention of addressing the major research questions, the following specific objectives are shortlisted.

1.4.2 Specific objectives

- To assess feeding program implementation in the Selected primary School of Addis Ketema Sub- City
- To identify the major challenges of school feeding program implementation in the Selected primary School of Addis Ketema Sub- City.

1.5. Significance of the study

The research is expected to give constructive feedback for SFP implementers and other concerned bodies to improve the effectiveness of the program. The study's findings will also provide directions for future researchers, educational policy developers and school feeding programs implementers to scale up or to modify the implementation approaches of School Feeding Programs so that they will be efficient and sustainable.

1.6. Scope of the study

This research did not include all primary schools in all sub-city of Addis Ababa .Rather it focused on 10 selected primary schools in one sub-city because of the constraint of time and resource.

1.7. Limitations of the study

Though it would be good to make this research analysis by using SPSS and other statistical package, the investigator had no chance to take software training during the course of the study. Therefore, the investigator was compelled to make analysis manually.

1.8. Organization of the study

Chapter one of this research components includes Introduction, statement of the problem , research question objectives of the study, significance of the study, scope of the study, limitation of the study and organization of the study. Chapter two contained review of related literature and chapter three is more about research design and methodology. Chapter four contained analysis and interpretation of data .Finally chapter five is organized to show conclusion, discussion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

The World Food Program (WFP) has six decades of experience supporting school feeding and health initiatives and working with more than 100 countries to set up sustainable national school feeding programs. WFP's ultimate goal is to encourage and facilitate national government ownership of these programs - a transition that has already happened in 48 countries. In 2020, 15 million schoolchildren received nutritious meals and snacks from WFP. Working with governments to build capacity, WFP helped bolster the national school feeding programs of 65 countries, benefitting a further 39 million children. WFP is also a proud supporter of the School Meals Coalition, which aims at improving or restoring national, sustainable school meal programs, to ensure every child has the opportunity to receive a healthy, nutritious meal in school by 2030.

When Development activities target children, it will be easier to meet the needed goals. According to the World Bank and WFP joint analysis of school feeding worldwide, by investing in the health and nutrition of school-age children, a country can increase the human capital of its younger generations and achieve sustainable economic growth. Especially in context of emergency and during crisis, school feeding serves as a productive safety net. School feeding can be broadly defined as the availability and the provision of adequate food – in terms of quantity, quality, safety, as well as socio-cultural acceptability – for schoolchildren (WFP, 2018). This means that among all possible food assistance interventions, school feeding represents a unique opportunity by providing multiple benefits at both the outcome and the impact levels.

Currently 73 million children living in extreme poverty in 60 countries need urgent nutritional assistance. WFP's new school feeding strategy, published in January 2020, reaffirm the organization's commitment to ensuring that all primary schoolchildren have access to nutritious meals at school.

WFP works with partners to ensure that meals are accompanied by a broader package of health and nutrition services, such as deworming, health screenings, vaccinations and WASH (water, hygiene and sanitation training). WFP works with governments to tailor its responses: in

emergency settings where countries do not have the capacity to meet the nutritional and educational needs of all vulnerable children, WFP will scale up its coverage and operations; within more stable contexts, WFP helps to strengthen systems and provides technical assistance, improving the scale and quality of national programs and supporting governments in innovating and testing new approaches.

School feeding programs play a key role in helping children realize their potential, both for themselves and for their communities. Investing in human capital development of children are among the most effective and productive investments that countries can make. School health and nutrition, including school meals, provide an incentive for families to send girls back to school, help girls stay in school, especially into adolescence, effectively preventing early marriage and delaying first pregnancy, both of which can trap women into poverty and social exclusion. Home-grown school feeding has the potential to not only create demand for more diverse and nutritious local and traditional food, but also create stable markets, boost local agriculture, impact rural transformation and strengthen local food systems.

By contrast, children who do not suffer from hunger are better able to learn and score higher on tests of factual knowledge (WHO 1998).

Almost every country in the world for which we have information seeks to feed its schoolchildren. Based on a sample of 169 countries, we estimate that at least 368 million children are fed daily when they are at school. Given current estimates of the per capita cost of school feeding, this translates into a potential annual investment of between US\$47 billion and US\$75 billion, with most of this money coming from government budgets. These numbers illustrate the near-universal recognition of the importance of school feeding. So for governments and others, analyzing school feeding, the key question is not whether countries should implement school feeding programs, but how they can improve the effectiveness and efficiency of the programs they are already implementing (WFP, 2018)

Every day, millions of children around the world go to school on an empty stomach. Hunger affects their concentration and ability to learn. There are also millions of children—particularly girls who simply do not go to school because their families need them to help in the fields or perform domestic duties.

In conflict-affected countries, where children are twice more likely to be out of school than their peers in stable countries 2.5 times more likely in the case of girls (WFP 2020).

In 2000, an estimated 100 million school-age children around the world were not enrolled in school (UIS 2003). In many countries, especially in Africa, more than 30 or even 50 percent of primary school-age children are not enrolled, in large part because of hunger. Hungry families face a number of barriers to sending their children to school. For one thing, they often have to pay tuition or other fees for their children to attend. These fees can amount to 5-10 percent of the family's household income, or even 20-30 percent for poorer families (UNICEF 2002). In Uganda, Bangladesh, Zambia and Nepal, education was found to be one of the top three major household expenditures (Herz and Sperling 2004). In addition to these direct fees for schooling, there are such indirect costs as contributions to parent teacher associations, as well as the expense of transport, clothing and safety escorts (especially for girls). Perhaps most importantly, sending children to school incurs opportunity costs for hungry families, since the children could be performing household chores or earning wages (UNICEF 2002). These costs all add up and may become a deterrent to enrolment for students from hungry households.

If they can overcome these barriers, children suffering from under nutrition are still more likely to enroll later in school than their peers (Del Rosso and Marek 1996). One of the reasons is simple but telling: malnourished children do not seem old enough for their parents to send them to school (Jukes and others 2002).

There has been a paradigm shift towards investing in children throughout the first 8,000 days of life (roughly until age 21). The window from conception to 2 years of age, known as the first 1,000 days, is critical to child health and development. A focus on this period is a well-established policy in many countries, but it is also important to support health and nutrition for the next 7,000 days to sustain the early gains; provide opportunities for catch-up; and to address phases of vulnerability, especially puberty, the growth spurt and brain development in adolescence. School health and nutrition programs provide important means for governments to intervene cost-effectively in the next 7,000-day period.

School feeding during middle childhood and adolescence contributes to human capital, i.e. the sum of a population's health, skills, knowledge and experience. A well-nourished, healthy and educated population is the foundation for growth and economic development: in high-income

countries some 70 percent of national wealth is due to the output of their population, but in many low-income countries this proportion is less than 40 percent. This inequity has lifelong consequences for society and the individual: poor societies develop and perform well below their capacity, and individuals fail to achieve their potential in life. Programs that invest in the learner are key to creating human capital.

Better health and nutrition allow children to learn and perform better, broadening their educational opportunities. School feeding and health programs empower girls by dissuading parents from marrying them off early, which halts their education and can result in child pregnancies. School feeding programs act as an incentive for families to enroll and keep children in school. Relieving parents from having to budget for lunches, they boost incomes and help to alleviate poverty—school meals represent 10 percent of the income of poor and vulnerable households, a significant saving for families with more than one child. In benefitting children and their families, school feeding and health help build what is known as ‘human capital’—the sum of a population’s health, skills, knowledge, experience and habits. When school feeding programs are linked to local smallholder farm production, they benefit local economies as well. In certain contexts, they can help build trust in national education systems and foster social inclusion.

There are, of course, other factors besides under nutrition that can limit school enrolment and attendance. Schools do not function well without adequate infrastructure (buildings, facilities), materials (textbooks), and human resources (teachers, principals) (UNESCO 2004). Moreover, the class size, teaching methods and other constraints may affect the quality of the education and therefore the value that parents and children attach to it. These factors must also be considered in any analysis of enrolment and attendance. Even when children make it to school, short-term hunger can affect their attention spans, making it hard to learn. Short-term hunger often arises because a child has missed breakfast or walked a long distance to school on a relatively empty stomach. Studies in Peru and the United States showed that when nine to 11 year old children had not eaten overnight or in the morning, they were slower in memory recall and made more errors on tests (UNESCO 2004). The effect was particularly strong for children nutritionally at risk. It has also been observed that children who skip breakfast are less able to solve simple visual tasks, focusing more on peripheral information not relevant to the problem at hand (Simeon and Grantham-McGregor 1989, Del Rosso and Marek 1996).

Globally, more than 90 percent of support to national school feeding programs comes from domestic funds. As previously highlighted, in low-income countries, the proportion of domestic support has risen from 17 percent to 28 percent between 2013 and 2020, even as coverage has increased from 13 percent to 20 percent over the same period.

Low-income countries with the least fiscal space and the greatest need for school feeding depend disproportionately on donor funding. Nevertheless, several low-income countries have transitioned to majority domestic funding. Understanding where external support is crucial and where transition is possible, will be central to future growth in sustainable school feeding. The annual cost of a school feeding program per child per year has changed little since 2013. The median cost of school feeding remains unchanged in 2020 at US\$57 per child per year. Data indicate a cost of US\$55 (up from US\$50 in 2013) in low-income countries and US\$41 (down from US\$46) in lower middle-income countries. Trend data between 2013 and 2020 support the interpretation that there is a basic minimum price to be paid to provide a meal for a child.

There is increasing political support and demand for evidence-based guidance on school feeding. Rethinking School Feeding was conceived originally as providing guidance to low-income countries, but following its publication in 2009 there has been sustained demand for guidance from better-off countries, including China and the Russian Federation, that are seeking to provide social support to their citizens. As another indicator of the demand for knowledge in this area, the original report has been translated by commercial publishers into Arabic, French and Spanish. The search for knowledge about school feeding is also indicated by growing participation in the Global Child Nutrition Forum, which has emerged as the largest annual gathering of government and civil-society school feeding practitioners, with increasing representation at the highest political levels. Despite facing financial constraints, at least eight low-income countries have started national school feeding programs since 2000. For those countries that have existing programs, there is a clear emphasis on scaling up as well as on improving their quality and efficiency.

The coverage of school feeding programs is lowest in countries where the need is the greatest. In high- and upper-middle income countries, generally all children have access to food through schools, and the most vulnerable children typically are entitled to subsidized or free meals. In low-middle and low-income countries, by contrast, programs are generally only available to

some children in certain geographical areas chosen according to vulnerability factors. Current estimates on coverage suggest that while 49 percent of schoolchildren receive free meals in middle-income countries, the figure for low-income countries is 18 percent.

This suggests that where the need is greatest in terms of hunger, poverty and poor social indicators, the coverage continues to be the lowest.

Governments in low-income countries prioritize school feeding programs for development assistance. From a global perspective, external development assistance is a minor contributor to overall school feeding costs, accounting for less than 2 percent of the total. In low-income countries, however, donor investment accounts for 83 percent of the resources allocated to school feeding programs. This shows both the scale of need in poor countries as well as the priority given to this activity by their governments.

The income level of a country is associated with not only the scale of the programs but also with the extent to which the programs are consolidated in national policy frameworks. Programs in high- and upper-middle-income countries are generally more established, meaning that they have consolidated regulatory frameworks and tend to have stronger institutionalization.

For example, these countries often have mechanisms for recovering costs from better-off families and using this income to support the cost of feeding those from vulnerable backgrounds. Programs in low-income countries, by contrast, have less consolidation in national policy frameworks and usually have not introduced the element of cost recovery. This suggests a role for development partners in supporting low-income countries through a transition towards program frameworks that are more effective and more sustainable.

The relative cost of school feeding is greatest for those countries which invest least in education and which have the lowest Gross Domestic Product (GDP). Poor countries that need school feeding the most will struggle most to meet the costs; as countries increase their GDP, they are increasingly able to become self-reliant and meet the costs from domestic funds. These observations support WFP's new strategic direction, which focuses external resources for programs on the poorest countries and enhances technical support to countries transitioning to domestic funding.

School-age children in Ethiopia are affected by a wide range of health- and nutrition-related problems that constrain their ability to thrive and benefit from education. Some of the common health-related problems being parasitic infections, malaria, anaemia, trachoma, skin diseases, disabilities, injuries, sexual and reproductive ill-health, and psychosocial and substance abuse. Some of the common nutrition-related problems being inadequate food consumption and associated levels of malnutrition as well as iodine and vitamin A deficiency, in most of the Ethiopian regions. Furthermore, there are low awareness levels on the effect of poor health and nutrition on children's ability to learn. From a policy and strategy perspective, there is lack of ownership and coordination as well as ineffective utilization of resources due to different standards being applied by different organizations on the delivery of comprehensive school health and nutrition (SHN) interventions (SHN, 2012).

In Ethiopia's efforts to achieve universal access to basic education, many more children now have the opportunity to go to school and hence, more children can be reached by the school system than ever before. From the perspective of the health sector, a SHN strategy would enable the health and nutrition status to be improved for a significant proportion of Ethiopia's population, promoting healthy attitudes, knowledge and behaviours throughout their lifetime. In light of this; in tackling the above constraints; in being part of Ethiopia's drive towards Education for All (EFA);and following the 2008 Annual Review Meeting; a National SHN Taskforce/ Technical Committee(co-chaired by the Ministries of Education and Health and comprising of other government line ministries, a range of international development partners, and non-governmental organizations [NGOs]) was established and entrusted with developing a National SHN Strategy for the country (SHN,2012)

The Ministry of Education recognizes the impact that poor health and nutrition can have on children's ability to learn, on their school attendance and on concentration. They also recognize that diseases, disabilities, and ill-health are major impediments for effective learning, for children's full productive potential, and for the national development and poverty reduction efforts. With more children attending school than ever before, interventions aimed at schoolchildren are increasingly viewed as vital in improving the health and nutrition status of the population as a whole. It is estimated that there are 33,284 government and non-government schools, 18,850,986 school-age children and some 376,937 teachers in primary and secondary

levels of education in the country (MoE-EMIS, 2011). To this end, the Ministry of Education is committed to the promotion of quality health and nutrition for school-age children (including under-fives) and adolescents (10 to 24years old)who constitute 15% and 35% respectively of the total population (CSA, 2008), and of whom a major portion suffer from alarming levels of ill-health, nutritional deficiencies and morbidity, and which has called for the development of this National SHN Strategy (SHN,2012)

Schoolchildren are often thought of as naturally healthy, but studies have shown that many schoolchildren are stunted in height, underweight, wasted, anaemic, and iodine or vitamin A deficient. In many areas schoolchildren are affected by health- and nutrition-related problems that constrain their ability to thrive and to benefit from education. These highly prevalent health and nutritional conditions, common in a number of Ethiopian regions, are all believed to lead to impaired cognitive ability. The national SHN survey conducted in 2008 (MoE, 2008) showed that 23% of surveyed children were stunted and a similar percentage of them were also underweight. The survey also indicated a prevalence of 12.8% in national night blindness, a prevalence of 13.8% in Iodine Deficiency Disorder (IDD), and an IDD survey conducted in 2005/2006 found that 40% of schoolchildren had goitre (EHNRI, 2006). In Ethiopia, reasons for leaving school among adolescents differ by sex and rural/urban residence. The main reason cited by girls was early marriage (29% for urban) and in particular 40% of rural girls mentioned early marriage as their main reason for leaving school (Ethiopia young adult survey, 2009).However, many of these conditions could readily be addressed by a well-designed and implemented SHN programme which addresses the critical health and nutrition factors that keep children out of school and reduce their ability to learn. Good health and nutrition are essential for learning and cognitive ability. Ensuring good health and nutrition provision when children are of school-age can boost attendance and educational achievement. School-based methods of promoting healthy behaviours are amongst the most successful and cost-effective ways of tackling some major problems of adolescence such as violence, substance abuse, teenage pregnancy, and sexually transmitted diseases, including HIV and AIDS (SHN, 2012)

In the past, school-based health and nutrition programmes were fragmented and uncoordinated due to being implemented by different .stakeholders, which led to inefficient and ineffective programme delivery as well as poor results. Most of the efforts were piecemealed and not

planned on a sustainable basis. In order to ensure that the capacities of the education, health and water sectors as well as communities and other stakeholders are harnessed, to such an end, a well-designed SHN strategy is crucial. This SHN strategy shall fill the gaps and harmonize and strengthen existing SHN interventions and shall serve as a tool for the integration and reinforcement of broader SHN interventions (SHN, 2012)

A comprehensive SHN programme meets a greater proportion of health, nutrition and psychological needs of school-age children as schools provide an organized structure that is conducive for the promotion and provision of health and nutrition services as well as a key avenue for disease prevention and control such as through de worming campaigns and other immunization services. Schools are ideal settings to implement health and nutrition programmes because they offer substantial opportunities to promote health and nutrition. As well as promoting educational quality, SHN promotes equity, as children who begin school have the most to gain from SHN interventions as they have the worst health and nutrition status. It also enables them to benefit from better educational outcomes, since they show the greatest improvement in cognition from SHN interventions. Thus, SHN particularly benefits the poor and the disadvantaged, many of whom are increasingly accessible through schools as a result of Ethiopia's universal education strategies (SHN, 2012)

The Ministry of Education in collaboration with relevant sector ministries will ensure that the school curricula addresses relevant health and nutrition challenges in the country. The curricula will cover areas which include knowledge, values, attitudes and life skills needed to ensure the quality of life of schoolchildren. The curriculum shall provide basic information about health and nutrition issues to students and shall develop skills-based learning experiences to influence the development of desirable health and nutrition habits and discourage unhealthy practices. The National SHN Strategy shall also support and augment other activities occurring in Ethiopia that aim to improve educational quality such as the General Education Quality Improvement Programme (GEQIP) and School Improvement Programmes (SIPs). The National SHN Strategy aims to help ensure that children are healthy and better nourished and able to take full advantage of what is often their only opportunity for a better life through better education. By doing this, SHN promotes learning, and simultaneously reduces repetition and absenteeism, in a cost-effective way there by, improving educational quality (SHN, 2012)

School health- and nutrition-related policies

The Ministry of Education in collaboration with the Ministry of Health and other pertinent stakeholders shall develop health and nutrition strategies and guidelines for schools to enable them to promote the overall health, hygiene and nutrition of children/students. Furthermore, strategies shall be put in place to ensure a safe and secure physical environment and a positive psychosocial environment, and to address issues such as abuse, sexual harassment, school violence, and bullying. Strategies regarding the health-related practices of teachers and students can reinforce health education: teachers can act as positive role models for their students. Health policies and strategies in schools, mandating a healthy, safe and secure school environment, guaranteeing equal rights and opportunities and regulating the provision of health education and health services, are the blueprints for action necessary to harness the potential of health in improving education outcomes.

Skills-based health and nutrition education

Literacy and numeracy education may amount to nothing if essential life skills are not also developed. Skills-based health education goes beyond the provision of factual information to promote attitudes, values and skills associated with physical and mental health. This approach to health, hygiene and nutrition education focuses upon the development of knowledge, attitudes, values, and life skills needed to make and act on the most appropriate and positive health-related decisions with respect to issues such as HIV and AIDS, early pregnancy, appropriate nutrition throughout the lifecycle, injuries, violence, and tobacco and substance use. Health in this context extends beyond physical health to include psychosocial and environmental health issues. The development of attitudes related to gender equity and respect between girls and boys, and the development of specific skills, such as dealing with peer pressure, are central to effective skills-based health education and positive psychosocial environments. It is also expected that such skills-based health and nutrition education will have spill-over effects on the children's families and the surrounding communities with regards to knowledge, attitudes and practices in health and nutrition. To ensure that skills-based health and nutrition education is provided in schools, the following shall be accomplished:

- Skills-based health and nutrition education materials included in new textbooks and supplementary readings shall be produced to accompany the new curriculum.

- A team of experts and trainers in skills-based health and nutrition shall be trained and deployed at federal and regional levels. Such trainers would be drawn from the teacher training colleges and from federal and regional Ministries of Education and Health staff. These experts and trainers shall work with the Federal Teacher Development Department to agree on the positioning, design, content and methodology of skills-based health and nutrition education within the pre-service curriculum of teacher training colleges and within in-service training activities (SHN,2012)

School-based health and nutrition services

Poor health and malnutrition result in the loss of a considerable number of school days annually. To protect their investment in efforts to increase access and improve the quality of education, schools must help link students to essential health and nutrition services. Schools can effectively deliver health and nutritional services provided that these are simple, safe and familiar, and address problems that are prevalent and recognized as important within the community. Linkages shall be promoted among regular health and nutrition services with school activities including regular monitoring of nutritional status of school-age children/ students. In many countries, under the supervision of local health workers, appropriately trained teachers deliver some services directly, for example by providing children with frequent (6-monthly or annually) oral treatment for micronutrient deficiencies and worm infections. With respect to nutrition, school feeding programmes and other nutritional interventions such as weekly iron supplementation, are other services that schools shall provide with the support of local communities

Inclusion of SHN issues in the curriculum

The Ministry of Education in collaboration with the Ministry of Health and relevant stakeholders shall ensure that health and nutrition issues be included in the school curriculum and be taught as subjects in all schools. In addition to this, the ministry shall also facilitate and support provision of health services in schools such as counselling and social services, visits by nurse/doctor, referral systems, immunization and dental service.

Nutrition, school canteen and food

This includes school feeding policy and selling policy of food and other products in or around schools, and introducing school gardens. Nutrition as a science teaches the role that food and

nutrients play in the human body during growth, development and maintenance of life. Good nutrition is essential to fully realize the learning potential of children and to maximize returns on educational investments. Malnutrition affects a child's attentiveness, concentration, aptitude and overall performance and has a negative impact on school attendance and enrolment. Due to this, schools shall promote good nutrition practices by integrating nutrition interventions including school feeding programmes and micronutrient supplementation into school activities thereby, reaching a high proportion of children and youth. The curricula shall be regularly reviewed and updated to enhance nutrition information provision and teachers should also be well trained, on an on-going basis, on nutrition issues (SHN,2012)

School feeding programmes contribute to the alleviation of short-term hunger and helps children concentrate on their studies and enable them to gain increased cognition and better educational outcomes. They also address micronutrient deficiencies such as vitamin A, iodine, and iron among others which directly or indirectly affect cognition and can result in better school performance. Hence, school feeding programmes shall be promoted with the intention of providing balanced meals for children in schools especially for those coming from poor and food insecure households and areas, as well as those affected by natural and man-made emergency situations. Children from well-off families shall also be encouraged and taught to carry nutritious lunch boxes. Communities shall also be involved in planning, resource mobilization and management of school feeding programmes. The Ministries of Education, Health and Agriculture and other relevant ministries and development partners shall work closely with communities and assist and encourage them to ensure a minimum level of local food production to implement a Home Grown School Feeding (HGSF) programme and to ensure sustainability and ownership of the programme.

Overall, the following shall be implemented in order to optimize school nutrition services:

- Linkages shall be created and promoted between regular health and nutrition services and school activities, including regular monitoring of the nutritional status of children.
- Referral services shall be arranged for malnourished children to health facilities, feeding programmes and other services that can respond to identified needs.
- Schools shall have gardens for demonstration purposes and to serve as resource centers for learning more about nutrition practically.

- Standards and regulations shall be developed by the relevant ministries for controlling food handlers and school feeding programmes that cover storage, preparation, and quality of food served to students; those dealing with food handling in and around schools shall be properly trained in hygienic food preparation and serving of quality balanced meals.

Supporting Children To Withstand Waves of Crisis Through School Meals

Children are disproportionately affected by the food crisis and the lingering effects of COVID-19.⁴⁶ New WFP estimates show that 153 million children under 18 years of age⁴⁷ are facing acute hunger worldwide. School meal programmes are powerful social protection tools reaching children and their families while supporting farmers and local communities. In Colombia, a World Bank evaluation⁴⁸ found that over 70,000 children did not leave school during the pandemic because they were receiving school meals. This is mainly because most parents felt the programme supported them financially, offsetting the cost of keeping children in school. Governments are seeing school feeding as a critical part of the response to the Global Food Crisis but facing budgetary pressures which may impact the level of resources dedicated to these programmes (WFP, 2022,P -20).

WFP is stepping up its support to governments to scale up and strengthen school feeding amidst this crisis: in Sri Lanka, upon the Government's request, WFP is now providing meals to 1.1 million children to help sustain the national school meals programme. Similarly, in Cabo Verde, responding to a Government request, WFP is setting up an operation to temporarily provide school meals to 90,000 children. In Somalia, school feeding is seen by the Government as a key part of their famine prevention strategy.

School meals have proven to be effective in keeping schools open, reducing pressure on the poorest families, and reducing the prospects of unplanned migration. While many schools closed at the beginning of 2022 due to the severe impact of drought, all WFP-supported schools remained open, providing two meals a day. In Honduras, WFP is increasing its technical and operational support to the Government, aiming at reaching 1.3 million children and scaling up home-grown school feeding. While in Ecuador, the Government and WFP are exploring the set-up of a home-grown school feeding programme in response to the Global Food Crisis. Beyond sustaining and scaling up schoolbased programmes, it is key to optimise them and increase their quality, drawing linkages to local farmers,

improving nutritional quality, and designing optimal menus that can also reduce the cost of feeding each child. This is particularly critical at this current time as school meals have become 15 percent more expensive on average in most countries where WFP implements school feeding programmes. (WFP, 2022,P -20).

School feeding program (SFP) in Addis Ababa began in February 2015 in 93 primary schools serving 5,106 children by the Office of the former First Lady (W/ro Roman Tesfaye) by mobilizing fund from domestic and international donors. Before SFP was started in an organized way, teachers and other local and international humanitarians have been trying to support some of the vulnerable students in the city. According to the Addis Ababa City Bureau of Education, in June 2014 there were more than 20,000 primary school children who are in need of food, material and emotional support in the city while currently the number under feeding program raised to a higher number. In the year 2021, Addis Ketema sub-city's feeding program benefited 25,022 primary school students in 35 governmental primary schools. The number of food providers (Caters) in Addis ketema Sub –city are around 420 and the daily expenditure for one student is now Birr 20. The annual expenditure for all primary students in the Sub-city reaches around 120,105,600 Birr. (MOE, 2010).

A study conducted under the title Impacts of school feeding on educational and health outcomes of school-age children and adolescents in low- and middle-income countries: protocol for a systematic review and meta-analysis by Dongqing Wang (2020) revealed that School feeding programs have been and will continue to be essential for the provision of nutrients, improvement of academic performance, and the promotion of a healthy lifestyle in LMICs. Therefore, there is a strong political will to continue to fund new programs and to expand on existing programs . The design and implementation of school feeding programs in LMICs should be based on the established benefits of such programs on specific educational and health outcomes of children and adolescents, for which an updated evidence base is needed. Lunch is the most common timing for the identified programs, and the majority of the school lunch programs offer cooked meals that range from single dishes based on staples with added vegetables, legumes, and animal-source foods to menus with a main dish and a side dish; fruits are provided as part of the meal in some programs. Nutrition education and school gardens (often also for educational purposes) are the most common complementary interventions to the feeding programs. However, this report focused on government owned programs and excluded

any pilot projects or scalable programs coordinated by non-governmental entities (Dongqing W. 2020).

A study conducted to find (Glewee and M.king 1999) the relationship between early childhood nutrition and subsequent academic achievement using a unique longitudinal data set, one that follows a large sample of children in a low income country from birth to up until the end of their primary education. Several important empirical findings emerge from this analysis. First, heterogeneity in learning endowments, home environment, or parental “tastes” for that matter, cannot fully explain why malnourished children perform relatively poorly in school. The positive relationship between nutrition and achievement persists even after controlling for these factors.

Our results thus support a causal link between nutrition and academic success, though arguably a definitive answer to the causality question is only possible from an ideal (and consequently improbable) empirical experiment. Second, height-for-age measured at or beyond the time of school enrollment seems to be an extremely noisy indicator of early childhood nutritional status. Thus, the availability of anthropometric data in the first two years of life combined with data on siblings proves to be extremely valuable. Third, selection bias due to delayed enrollment, which has up to now been ignored in the education production function literature, turns out to be quite important.

Fourth, there does not seem to be a strong connection between child nutrition and learning effort, such as homework time and school attendance. However, we do find evidence that the primary school enrollment of malnourished children tends to be delayed, probably because they are deemed unready for school at the minimum age of enrollment. Lastly, our analysis suggests that the relationship between nutrition and learning, though significant statistically, is not likely to be of overriding importance either for nutrition policy or in accounting for economic growth.

A study in Jamaica showed that children had more creative ideas when they received breakfast for two weeks than when they did not. A separate study in Jamaica also demonstrated that undernourished children’s performance on a test of verbal fluency increased significantly when they received breakfast (Chandler and others 1995).

A study conducted under the title “ Challenges facing the feeding programs in pre-primary schools in difficult circumstances in Kenya “ reveals the finding as though notable gains have been attained throughout the country in terms of educational accessibility the ASAL Kenyans continue to lag behind. The feeding program for decades experienced challenges that hinder the full effect of the program. Among them are water scarcity inadequate infrastructure, harsh climatic conditions, food insecurity and poverty. These challenges are later escalated by frequent communal conflicts over limited resources. It was also observed that if the following strategies are put in place, they could help overcome the challenges. The strategies identified were; community and parental involvement, provision of water, alternative financing cost, implementing home grown school feeding program and maximizing sustainable agricultural production (Oduya Ann , Margaret Mwangi 2019).

A published research study under the title “An Assessment Of Influence Of School Feeding Program On Pupils’ Enrollment, Attendance And Academic Performance In Primary Schools In Njombe District, Tanzania” By Evaristo Michael Chaula have shown positive results whereby four schools improved pupils’ enrolment, attendance and academic performance after the commencement of school feeding program. However, two schools had not static outcomes due to some factors such as unattractive school environments for teaching and learning. These factors included overcrowding of pupils, shortage of teachers, and lack of teaching materials, negative attitudes of parents towards education, long distance and pupils who were orphans. School feeding program in Njombe district has shown positive influence on pupils’ enrolment, attendance and academic performance to some schools. For some schools positive changes have not been shown and some of the causes have been overcrowded classrooms due to high response on pupils’ enrolment and attendance this affecting teaching and learning activities. Generally, the findings have shown that SFP is an effective means of improving pupils’ enrolment, attendance and academic performance. The government support is at the same time needed through the Prime Minister’s Office Regional Administration and Local Government (PMORALG), to make sure that school feeding program is sustainable to all primary schools in the country. Education success depends on conducive and attractive pupils’ learning and teaching environments thus SFPs is among them (EVARISTO, M. 2015).

The world is still recovering from the ripple effects of the food, fuel, and financial crises that sparked global recession in 2008. The World Bank estimates that 90 million more people fell into poverty as a result of the crises, bringing the total to 1.22 billion people living in extreme poverty today. The Food and Agriculture Organization of the United Nations also announced that an estimated 842 million people are still facing chronic hunger and are not getting enough food to lead an active and productive life. Eliminating both poverty and food insecurity has become an even more urgent priority. Key to addressing these dual priorities is reducing the vulnerability of poor children, increasing their resilience and ensuring real opportunities for the current and next generations. But the prospects for the children of the poor are also being set back by the recession. Progress on the Millennium Development Goal (MDG) for universal primary education has slowed, so that poor children are missing out on their only chance for education: while a 4.3% gain in net primary enrollment was made between 2000 and 2005, the period between 2005 and 2011 saw only a 2% increase to a global figure of 89.3%. With the MDG 2015 deadline looming, this statistic highlights a critical area of concern that requires renewed attention. Furthermore, of those children lucky enough to go to primary school, the United Nations World Food Programme estimates that 66 million go to school hungry and unable to learn. School feeding programs can help to get children into school and help to keep them there, increasing enrollment and reducing absenteeism, and once the children are in the classroom, these programs can contribute to their learning, through avoiding hunger and enhancing cognitive abilities. The World Food Programme (WFP) and the World Bank have stepped up their support to countries implementing pro-poor school feeding programs that are properly linked to broader education strategies, to ensure that food is not the only thing they receive in school, but rather a quality education. To enhance the effectiveness of these programs, WFP and the World Bank have also stepped up their analytical work on program design and implementation, especially through a research partnership with the Partnership for Child Development at Imperial College London, supported by a grant from the Bill and Melinda Gates Foundation. (Lesley D. 2016).

A published study under the title “ Educational and Health Impacts of Two School Feeding Schemes: Evidence from a Randomized Trial in Rural Burkina Faso ” by Harnouna kazinga revealed that after the program ran for one academic year, they found that both school feeding schemes increased girls’ enrollment by 5 to 6 percentage points. For younger siblings of 19

beneficiaries, aged between 12 and 60 months who were not in school, take home rations have increased weight-for-age by .38 standard deviations and weight-for-height by .33 standard deviations. We do not find, however, a significant impact on academic performances and the average impact on attendance is counter-intuitive in the sense that the children who were exposed to the interventions have higher absenteeism. We argue that the increased enrollment could be accompanied by higher absenteeism rates if there is no an active labor market and households are labor constrained and/or child labor is complementary to adult labor. We show that the interventions caused absenteeism to increase in household who are low in child labor supply while absenteeism decreased for households which have a relatively large child labor supply. This in turn explains that we did not observe strong impacts on learning outcomes. Overall, our results show that school feeding programs in this specific context of agricultural households without an active labor market can increase enrollment, but may fail to improve attendance and academic performance for a larger number of children. This calls for more investigation of the circumstances under which school feeding programs could increase enrollment and improve academic performance, and a more direct comparison of this type of conditional “in kind” transfer with conditional cash transfers (Harnouna, K 2009).

A research study conducted under the title Effect of School Feeding Program on ECDE Pupils’ Class Participation in Kenya by Mary Wanjiku reveals that the class participation and enrollment increased when the feeding programme was introduced. The research also established that the feeding programme increase the participation of students since the students can have access to a balanced diet that keeps them active in the classrooms. The study also established that most of the failing schools’ feeding programmes are in the regions with low social economic status. The rationale behind this is that most parents who enroll their children in public schools have low incomes. They therefore enroll their children in schools with feeding programmes so that they can have access to food while at school. They can however not afford to contribute towards buying food supplies due to their economic status. Therefore, effective implementation of the feeding programme is dependent on the support by the government. As a result of the lack of strong government support, there is slow implementation of SFP programme since the programme is largely an initiative of the parents. The county governments are yet to effectively fund SFP and the greatest challenge facing SFP is inadequate finances.

The study established that there is a positive link between SFP and class participation (Mary W. 2019)

By focusing on the technicality of different subjects that pupils study, there was a positive link between SFP and pupils' performance in technical studies. For instance, the findings of the study show that schools with SFP have high performance in picture reading, alphabets and number recognition. This implies that having access to food within the school compound improves the ability of pupils to understand complicated concepts and learn fast. The study further established that having a SFP programme improves the contentment of pupils which further improves their participation. This is because children are healthier following the balanced diet provided in the school and pupils are more fulfilled in their studies. Moreover, the study established that the reason for improved performance in schools with the feeding programmes is because concentration in the classroom improves when children are well-fed. The findings of the current research agreed with findings by other researchers. For instance the findings on improved performance in schools offering the feeding programmes was similar to the findings of the study conducted by Worsley (2002) who argued that school feeding programmes improve concentration which translates to improved participation. The findings of the study on the link between student's performance and school feeding programmes is similar to the findings of the research conducted by Kubik (2003) who concluded that effective food provisions in schools improves the performance of students since healthier children are more fulfilled in their studies and have improved concentration, hence boosting performance (Mary W. 2019).

A research conducted under the title "Practices, Contributions, Challenges and Sustainability of School Feeding Program in Ethiopian Somali Regional State, Ethiopia by Yigzaw Haile (Phd) revealed that lack of government and schools commitment to find alternative fund for the schools, lack of independent structure to assess, evaluate and suggest future strategy for SFP, parents are not involved to generate alternative food for the program, there was no system that has linked small scale enterprise with the schools to generate alternative food for the school, there was no continuous resource mobilization, lack of effective monitoring and evaluation and improper utilization of the allocated food. Besides, lack of financial and institutional capacity was the challenges identified in the research (Yigzaw Haile, Abdurazake Ali, 2019)

A study conducted under the title Assessment of the impact of school feeding program on students' performance in Addis Ababa government primary school by Misirak Feyisa revealed that SFP is a fundamental instrument to increase the attendance rate in . On the other hand, school feeding program is a motivation factor to attract students to attend school as expected. This is similar to the claim that School Feeding Program improves the nutritional status of children so that they can attend school in many studies. Thus the nutritional function of SFP might be high to have significant effect on attendance. This finding is consistent with Ahmed (2004) finding which states that the impact of SFP on school attendance is positive though small. In his finding, the SFP contributes for the increment of participating student's school attendance by 1.34 days a month, which is 6 percent of total school days a month (31). Jacoby & Cueto (1996) also found that, a school breakfast increased attendance rates of fourth and fifth-grade students by 0.58 percentage points in the treatment schools.(Misrake, F. 2019).

These studies advocate school meals improved nutrition and bring educational achievements due to its primary effect on child nutrition (Kazianga et al., 2009; Vermeersch and Kremer, 2004; Neeser, 2012). Although, food has classically been perceived as a means of providing energy and building materials to the body, research over the years has provided exciting evidence for the influence of dietary factors on mental function. Not only are children motivated to get into school but also there is a significant impact on their nutritional status and development, cognitive capabilities and academic performance. Literature has shown that the development and learning potential of the beneficiaries depend on the quality and nutrient components of food (32).

A research study conducted under the title School Feeding Program and its Contribution to Quality Education in First Cycle Government Primary Schools of Yeka Sub City, Addis Ababa by Mulat Abebel Reta revealed that there were an attempt of implementing SFP in line with the intention of school gaps i.e., the program increase school community partnership both inside and outside schools for example, in selection and recruitment of students, decrease dropout rate, increase academic performance and enrollment. The program implemented aligned with school strategies i.e., even the leading role of the program delegated to one of vice directors of schools . The program leads some schools to have a system of promoting beneficiary students who score high grade. Findings of this study provided more than enough evidence that, SFP has

statistically significance positive contribution to students" academic achievement and there is significant positive correlation and cause and effect relationship between SFP and academic achievement of students. It denoted that, implementing the program in schools had a lot of positive contribution in advancing students" academic achievement and the program contribute positive and significance result for improving academic performance of students in a research area. The finding showed that, students who were provide of school feeding program better in class room attention, in class room participation (i.e., inter-collaborated, interested in taking responsibility and decision-making processes), motivation to learn (i.e., self-discipline or ethics and more ready to learn) and improve academic achievement and invest more time-on-task than non-beneficiary but needy. Therefore, the extent of the contribution of school feeding program to students" psychological makeup for learning is much more than expected. It suggested that, the findings were because of SFP i.e., students who were beneficiary of the program got chance of having foods with peers and communicate with teachers. (Mulat A. 2019)

A study conducted under the title School feeding program has resulted in improved dietary diversity, nutritional status and class attendance of school children by Samson Gebremedhin revealed that the findings suggest the SFP has improved the dietary diversity and nutritional status of school children. Further a higher percentage of attendance rates and lower dropout rate were observed among SFP beneficiary children. Low community participation, storage and transportation problems were among the challenges faced during the implementation of the SFP and the fact that it took students' educational time was raised as a major disadvantage of the program. Given the positive effects of the program in improving the school children nutritional status, dietary diversity and class attendance, we strongly recommend scaling up the program in other food insecure areas. Finally, it is important to point out the need for a further longitudinal study which addresses the sustainability and potential long term impacts of the program for a better policy implication (Samson, G. 2018)

School feeding is the largest and most widespread social safety net in the world, benefitting 388 million children globally. Data from 163 countries show that 99 percent of these countries deliver school feeding programmes. Globally, one in every two schoolchildren, or 388 million children, now receives a school meal, although there are wide disparities between countries. The expansion and institutionalization of these programmes was greatest in low-income countries,

improving the sustainability of efforts. Low-income countries have considerably strengthened their financial and policy efforts in relation to school feeding, leading to increased coverage. The 2013 report highlighted that the coverage of school feeding was least where it was needed most. This was still true in 2020, but the gap was closing. Between 2013 and 2020, low-income countries made great strides in policy and funding for school feeding. The proportion of countries that have a school feeding policy increased from 20 percent to 75 percent. Over the same period, low-income country governments have also increased their budgets: the share of domestic funding in overall spending for school feeding increased from 17 percent to 28 percent, reducing reliance on international donors (WFP. 2020).

Consequently, the number of children receiving school meals increased by 36 percent in low income countries, compared to a 9 percent increase globally. Despite huge population growth, the proportion of schoolchildren receiving meals in low-income countries increased from 13 percent to 20 percent over the same period. In middle and high-income countries, school feeding programmes are almost universally supported through domestic funds, with overall domestic investment exceeding 95 percent of total costs. The world needs to prioritize safely reopening schools, including restoring access to school meals. The negative effects of school closures could be lifelong. This is especially true for the most vulnerable children, who rely the most on school meals and for whom home schooling is least available. This not only has tragic consequences for the hopes and achievements of the individual, but also undermines a nation's human capital and helps perpetuate a vicious cycle of poverty and inequality. The protracted closure of schools creates greater risks for children relating to abuse and inappropriate employment. This is especially concerning for girls because long-term school dropout is linked with increased child labour and child marriage. More than 70 countries have implemented coping and mitigation measures to deal with the effects of the COVID-19 pandemic, with mixed results. Countries and partners have sought to mitigate the most damaging effects: supporting education by e-learning, TV and radio; and by replacing school-based safety nets with community services, such as take-home rations and cash transfers. However, coping mechanisms can exacerbate inequities: less than 10 percent of households in Africa have access to e-learning; and cash or in-kind transfers to households may not equate with support to children, especially girls. WFP alternatives to school meals, such as take-home rations and cash-based transfers, have reached some 6.9 million children, or about 40 percent of the 17 million

children who used to receive meals through WFP-supported programmes before COVID-19 (WFP. 2020)

Countries are supporting “back to school” efforts to reverse the harm caused by school closures. School health and nutrition programmes, especially school feeding, are now recognized as playing a key role, acting as a strong incentive for parents to send their children back to school, and for children to stay in school. Three recent developments may significantly affect school closure policy by the time this report is published: the mass roll-out of licensed vaccines; the emergence of variant virus strains some of which may be more transmissible among children; and the increasing evidence that the long term cost of lost education outweighs the health benefits of school closures.

A published research conducted under the title “The effect of School Feeding and School Input Supply intervention on enrollment, absenteeism, and test score in Lideta sub-city, Addis Ababa, Ethiopia “ by Issac Abrham revealed that the present study assessed the effect of School feeding and school input supply 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.

THE EFFECT OF SCHOOL FEEDING AND SCHOOL INPUT SUPPLY 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.

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 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).

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.

A study conducted under the title “Nutritional status and school performance of children benefited from school feeding program in selected elementary school, Arada Sub city, Addis Ababa , Ethiopia by Gutama Mokonnen” revealed that most children in the school feeding program (80%) and non-feeding group (88%) were in the lowest dietary diversity group consuming 1-3 food groups. Absenteeism in the students involved in the feeding program less likely than non-feeding group. Underweight, overweight and obesity were less prevalent in the area. Students with normal nutritional status achieve good academic performance in the study. In this study there was an association of school feeding with performance significantly ($p=0.021$). Feeding group achieves higher score than non-feeding. Girls in the feeding group score better result than those in the control group as well as boys within the same group. In this study nutritional status has significant effect on academic performance ($p=0.012$). Living with in a large family size, inadequate amount of nutrient in food supplied, anemia and malnutrition were the cause of poor academic performance. Hunger and wasting were also still a public health problem and not yet resolved as planned even if school feeding help alleviate short term hunger, stay in the school and it makes them to focus only on the school activities than before. The overall study result is difficult to generalize to the city administration of Addis Ababa level, but it has its own indication to that administrative area and other similar sub city. The amount of food supplied, energy value and its diversity is not adjusted according to the children age level. Majority of the schools meals contain inadequate level of calcium, zinc and magnesium but contains adequate level of iron but this iron is not from animal source food or vegetables. There was a significant difference in hemoglobin between the feeding and the non-feeding after the

intervention ($p=0.007$). The prevalence of anemia in the study subject for the school feeding group before feeding program started was 35.5% while the prevalence significantly ($p\text{-value}<0.001$) reduced into 18.9% for students but no significant ($p=0.451$) change for non-school feeding student. The nutrient content and the energy supplied to the children through school feeding was below the recommended dietary allowance so further intervention should have to be implemented. (Gutema M, 2017).

A published research conducted under the title “The effect of School Feeding Program on the school performance of primary public school “ by Abiy Yohannes revealed that Prior studies that have noted the importance of nutrition for the children learning and performance in school emphasized the effect of malnourishment to attend school regularly and which in turn leads to poor academic performances. These studies advocate school meals improved nutrition and bring educational achievements due to its primary effect on child nutrition. The intervention-SFP doesn’t have significant positive effect on academic achievement of Arada sub city SFP participants. This implied that the program participants don’t gain significant benefit of SFP regards to academic achievement. the current research finds out that School Feeding Program of Arada Sub City has a small positive effect (with the largest share of positive movement in grade 3 and 6) on the feeding participants’ academic achievement. the teachers over involvement in the implementation of the program with other duties may consider as a hindering effect of children’s academic achievement. This finding clicks Hinrichs (2010) research result which shows that the SFP has different educational outcomes across different grade level and Kazianga et al., (2009 finding of active labor market may fail to improve attendance and academic performance for a larger number of children. the research predicted that the possible occurrence of significant effect in the long term implementation of the program. In general any program has short and long term outcomes, hence, the finding of the current research regards the positive small advancement in average score may advance significantly while the program continue running. This in turn, has a possibility of increasing the benefit of children due to the program by improving their academic achievement. This finding states that the impact of SFP on school attendance is positive though small. In his finding, the SFP contributes for the increment of participating students’ school attendance by 1.34 days a month, which is 6 percent of total school days a month. (Abiye Y. 2017) .

School-age children in Ethiopia are affected by a wide range of health- and nutrition-related problems that constrain their ability to thrive and benefit from education. Some of the common health-related problems being parasitic infections, malaria, anaemia, trachoma, skin diseases, disabilities, injuries, sexual and reproductive ill-health, and psychosocial and substance abuse. Some of the common nutrition-related problems being inadequate food consumption and associated levels of malnutrition as well as iodine and vitamin A deficiency, in most of the Ethiopian regions. Furthermore, there are low awareness levels on the effect of poor health and nutrition on children's ability to learn. From a policy and strategy perspective, there is lack of ownership and coordination as well as ineffective utilization of resources due to different standards being applied by different organizations on the delivery of comprehensive school health and nutrition (SHN) interventions. In Ethiopia's efforts to achieve universal access to basic education, many more children now have the opportunity to go to school and hence, more children can be reached by the school system than ever before. From the perspective of the health sector, a SHN strategy would enable the health and nutrition status to be improved for a significant proportion of Ethiopia's population, promoting healthy attitudes, knowledge and behaviours throughout their lifetime. In light of this; in tackling the above constraints; in being part of Ethiopia's drive towards Education for All (EFA); and following the 2008 Annual Review Meeting; a National SHN Taskforce/ Technical Committee (co-chaired by the Ministries of Education and Health and comprising of other government line ministries, a range of international development partners, and nongovernmental organizations [NGOs]) was established and entrusted with developing a National SHN Strategy for the country. The Ministry of Education recognizes the impact that poor health and nutrition can have on children's ability to learn, on their school attendance and on concentration. They also recognize that diseases, disabilities, and ill-health are major impediments for effective learning, for children's full productive potential, and for the national development and poverty reduction efforts. With more children attending school than ever before, interventions aimed at schoolchildren are increasingly viewed as vital in improving the health and nutrition status of the population as a whole. It is estimated that there are 33,284 government and non-government schools, 18,850,986 school-age children and some 376,937 teachers in primary and secondary levels of education in the country (MoE-EMIS, 2011). To this end, the Ministry of Education is committed to the promotion of quality health and nutrition for school-age children (including

under-fives) and adolescents (10 to 24 years old) who constitute 15% and 35% respectively of the total population (CSA, 2008), and of whom a major portion suffer from alarming levels of ill-health, nutritional deficiencies and morbidity, and which has called for the development of this National SHN Strategy.(MOE, 2012).

Despite a strong national SHN strategy and commitment from MoE and MoH, the implementation is very poor due to lack of resources. WFP provided technical and financial support to MoE on the development of SHN strategy and developed a training manual and provided ToT at national level on SHN in all regions. It was noted that the trainings are continued at the regional levels either through technical assistance or through the regional universities. WFP supported health services in the targeted schools through provision of first aid kits, school health and nutrition clubs, trainings and materials support. It was found in some schools that the school health and nutrition clubs are active. During the schools visits, observations and interviews with various stakeholders, the ET found that a component of the essential package – safe water and toilets – are not in place. It was observed that separate toilets are built for girls and boys but not maintained and not in use any more. The biggest challenge is WASH in both Afar and Somali regions. Scarcity of water for hand washing before eating and after use of toilet and washing of cups and spoons in water is the biggest gap (WFP, 2018).

These are the basic minimum for good health. However, in a model school in Somali region – with the assistance of McGovern-Dole – safe running piped water and clean latrines were available. It was reported that insecticide is sprayed during the malaria season in the schools by the health department. The provision of deworming and weekly iron folic acid supplements is not in place. WFP has provided technical and financial support in construction of water ponds – birkas – in some 50 schools in 2016-2017. In accordance with the national strategy, at the national level, a taskforce/technical committee has been formed and is responsible for monitoring health and nutrition trends, related changes in legislation, and providing technical advice to the SHN. This committee is chaired by the Ministry of Health. At the regional level in Somali region a taskforce was formed outlining terms of reference for an SHN steering committee signed in 2015 by the Bureaus of Education, Agriculture, Water, Health, Disaster Prevention and Preparedness and WFP for multi-sectoral approaches as applicable in their areas. However, implementation of essential services is a challenge due to limited financial resources.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study is to assess the program implementation of the school feeding under selected primary School of Addis Ketema Sub-city and to identify the major predominant problems associated to the program implementation. This chapter presents the overall methodology followed for the study. It presents the research design, population and sampling technique, the sources and tools of data collection and the data analysis method.

3.1 Research Design

Mixed type (Quantitative and qualitative) cross-sectional research design was employed in order to obtain primary data from the study participants and interview questionnaire was developed for school principals and sub-city officers in order to triangulate the finding on the school feeding implementation under the selected primary school of Addis Ketema Sub –City from April 1-15/2022.

3.2 Sources of Data

With the intension of having close contact with the implementation process, primary data was obtained from all selected primary school staff ; the school level committee members that include the principal, teachers, administrative staff; and the cooking mothers using structured questionnaires and secondary data was obtained from the Sub-City and selected schools' records and reports. Supervisors were assigned as data collector .

3.3 Population of the study

3.3.1 Target Population

Addis Ababa, the capital city of Ethiopia, has 11 Sub-cities. Addis Keteme Sub-city is selected for this research with simple random sampling from all Sub-cities and there are 35 primary schools across Addis Ketema Sub-city .The target population in this study were all program implementers at the selected schools and Sub-City Office. The administrative and academic staffs were involved in the SFP implementation of the schools under selected schools, including the principals and teachers, food preparing mothers and SFP representative personnel, constitute of the target population.

3.4. Sample Size Determination

At present, 25022 students in 35 primary schools across Addis Ketema Sub-city are benefiting from school feeding program. According to Gay & Airasian(2003) recommendation, a sample size between 10% and 20% of the total population is representative. Hence, the researcher selected 10 schools as they represent 30% of Schools from all primary Schools to increase the representativeness. A simple random sampling technique was used to identify the primary school intended for the study. Then after, proportional numbers of study subjects were taken as a target population in which they were going to be studied.

Table 1: Proportional Sample Distribution

Principals	1 person/ school	10
SFP committee team members/	4 /persons/ school	40
Caterers /Cooking mothers/	6 persons/ school	60
Sub-City Personnel	2 person	2
	Total	112

The respondents of this study were classified as school principals ,the school level SFP committee, food preparing mother or caterers and Sub-City personnel. The school level committee has a team leader, usually the principal, and four committee members including teachers and administrative staff whereas caterers constitute 16 women per school who cook & serve the food to the students. Finally, the Sub- city personnel who had the first-hand knowledge of the program were interviewed.

3.5. Instruments and procedures of Data Collection

To generate quality data, the investigator used data collection instruments (one closed ended structured questionnaire and two open ended interview questionnaire was developed for primary data collection. The closed ended questionnaires were distributed to 110 respondents (40 school SFP committee members that constitute of teachers and administrative staff and 60 caterers and 10 school principals) and 2 Sub-city personnel and school principals were interviewed to acquire qualitative supportive data from April 1-15/2022.

By doing so, the respondents had the opportunity to put their remark on the openended items and expressed what they feel regarding the school feeding program implementation and problems they faced during implementation.

3.6. Data Analysis Method

Primary data was collected on the selected primary schools and target population. Then, quantitative data was coded, and cleaned, and verified by the researcher. Afterward, the researcher used descriptive statistics on the study variables including frequencies, percentages, and tables to describe the characteristics of the study variables. Moreover, the qualitative information was sorted by thematic areas, analyzed, and incorporated to findings.

Variables of the research include information on the menu, trainings for implementers; fund disbursement & financial control; the food standard; the information flow, kitchen facilities, provision of fuel, electricity and water supply, cost of food items, cooking and dining equipment and availability of feeding program coordinator, supervision, and reporting. These variables were believed to be major components of SFP implementation process where major problems would appear.

3.7. Variables

Dependent variables - School feeding implementation

Independent variables - Socio -demographic variables (Age . sex. Occupation)

- Training opportunity
- kitchen facilities
- Energy supply (Fuel , electricity)
- Water supply
- Budget allocation
- Cost of food items
- Cooking equipment
- Dining equipment
- The presence of feeding program coordinator.

3.7. Ethical Considerations

The study was carried out after getting approval and obtaining ethical clearance from the Ethical Review Board of the Department of Educational planning and Management Addis Ababa University College of Education. A letter of support was obtained from Addis Ababa University to the selected government primary schools. Data was collected after having permission from each selected schools. Informed verbal consent was obtained from each respondent after explaining the purpose and expected benefit of the study. Privacy and confidentiality of each study subject was secured throughout the study. No actual identification number or name was included on data collection instrument. Participation was on voluntary basis and each study subject had the right to withdraw from the study at any time of data collection. Pre-test was conducted 5% out of the selected schools to keep the validity and reliability of the data collection tool.

CHAPTER FOUR

RESULTS AND DICUSSION

The purpose of the study was to assess the main challenges and describe the practice of selected primary schools associated to the SFP implementation. The data was collected from 10 primary schools which are found under Addis ketema Sub- city. The study specifically examined the implementing capacity of committee in schools, the stakeholders' coordination, the community's involvement for the success of the program, the monitoring and supervision of program activities and finally the challenges faced by implementing bodies at each stage.

4.1 General Information

4.1.1 Characteristics of Respondents

Table 2: Demographic characteristics of respondents

Category			female	Male	Total
SFP roll	School principals	Frequency	1	9	10
		Percent	10 %	90 %	
	School committee member	Frequency	22	18	40
		Percent	55%	45%	
	Caterer	Frequency	60	0	60
		Percent	100%		
	Sub-city personnel	Frequency	0	2	2
		Percent	0	100%	
	Total	Frequency	91	21	112
		Percent	81%	19%	100%

To understand the practice of feeding at school level, data was collected from managing committee that are responsible to overseeing the feeding process at school and the caterers who are responsible for the cooking and serving of food to students. Each school has SFP committee composed of a team leader and four or five team members. Usually the team leaders are school principals or deputy principals and team members are teachers or administrative staff of the

school. As table 2 shows, 90% of the school principals are males and 55% of school committee members are women. But in the case of caterers, all respondents (100%) are women.

4.1.2 Schools' Profile Table

Table 3: Beneficiaries proportion in schools

Category	Primary Schools											
		Berhan Bere	Dagmawi Berehan	Edget	Geneme	Haleluya	Hamle 19	Merchaye	Sefere Selam	Tsehay Gebate	Yekatit 23 leyou	Total
Total students	Male	758	1271	330	1032	605	413	334	1337	482	199	6761
	female	772	1347	384	998	547	451	364	1279	531	132	6805
	Total	1530	2618	714	2030	1152	864	698	2616	1013	331	13566
Proportion of SFP students	Male	750	1256	322	1020	600	400	330	1307	472	199	6656 (98%)
	female	752	1340	376	992	540	436	362	1270	523	132	6723 (98%)
	Total	1502 (98%)	2596 (99%)	698 (98%)	2012 (99%)	1140 (99%)	836 (98%)	692 (99%)	2577 (98%)	995 (98%)	331 (100%)	13379 (97%)

The study attempted to find out the proportion of students included in the school feeding in each of the schools and as table 3 presents, in one school all the students (100%) benefited from school feeding. The result also shows 98 % of male and 98% of female students benefited from the program. According to information from all primary school principals , the reason for not all students are under the program is in some cases students do not want to be included into the program for a reason that their families are financially well to feed them, or some are intimidated of fed by the school.

4.2 The Practice of primary School' Feeding Program

The Ethiopian Emergency SFP Implementing Guideline (MoE, 2012) presents how the program must be designed and what are the requirements of running the program. The guideline states in detail the procedure of beneficiaries' selection; the selection procedure and responsibility of school program committee; the list and responsibilities of stakeholders; the budgeting and

procurement process; the required equipment & facilities; the food standard; and the monitoring & reporting procedure of program progress. (2012, P 2-28).

Primary School principals were asked how these guidelines are being followed in the program. As per the information given during interview, the school program run by SFP committee and caterers. Caterers are unemployed women who are selected from the community and organized to work as a group by the respective woreda office. These caterers are responsible for procuring food items, cooking and serving the food to the students. The committee constitutes of school principals, teachers, administrator staff and a community representative that are responsible for regularly registering the number of students participated in the feeding, controlling the quality, quantity, and cleanliness, of the food prepared by the caterers and report to the sub-city office . The sub city office is responsible for dispensing the money for schools based on the report from the committee and regularly supervising the process of feeding.

In order to describe the practice of the feeding program, the study focused on assessing the following issues:-

1. The menu
2. The implementing capacity of the implementing team
3. The financial arrangement
4. The facilities and equipment necessary for program implementation .
5. The monitoring, supervision and control of program resources and implementation process

4.2.1 The Menu

Table 4. Caterers, school committee members and principals response regarding availability of Menu and nutritional requirement .

	Caterers		School committees		Principals	
Availability of Menu	Yes 60	100%	Yes 40	100%	Yes 10	100%
	No 0	0%	No 0	0%	No 0	0%
The Menu fulfill nutritional	Yes 7	12%	Yes 5	(13%)	Yes 2	20%
	No 53	88%	No 35	(87 %)	No 8	80%

WFP, the largest SFP funding organization in developing countries, concluded that school feeding programs contribute to improving children's cognitive abilities and then learning outcomes. However, in order to get this result, the food should provide the most important micronutrients that a child needs to develop (WFP, 2013). All the program implementers (100% of caterers), (100% of School committee members) and (100% of school principals) acknowledged that there is a displayed Menu to prepare the food in their school . On the other hand, (88% of caterers) , (87% of school committee members) and (80% of principals) believed that the menu does not fulfill all the nutritional requirement in the food . But, the meal resembles that it could be found in an average household in the country because the money won't be sufficient to fulfill all the nutritional requirement of the children. According to the response from the principals, the majority claim that all nutritional requirements cannot be implemented because of financial shortage. This finding is consistent with(Misrake, F. 2019) that School Feeding Program improves the nutritional status of children so that they can attend school in many studies. Thus the nutritional function of SFP might be high to have significant effect on attendance. Not only are children motivated to get into school but also there is a significant impact on their nutritional status and development, cognitive capabilities and academic performance.

4.2.2 Capacity of SFP Implementing Workforce

Table 5: Capacity building trainings for school committee members

Categories		Name of the school										Total	
SFP committee got training			Berhanbere	Dagmawi Berehan	Edget	Geneme	Haleluya	Hamle 19	Merchaye	Sefere Selam	Tsehay Gebate	Yekatit Leyou ²³	
		Frequency	0	3	1	-	1	-	-	1	1	-	7
		Percent	0	75%	25%	0	25%	0	0	25%	25%	-	18%
Training Theme	Financial management	Frequency		1	-	-	-		-	-	-	-	1
		Percent		25%	-	-	-	-	-	-	-	-	
	Monitoring &evaluation	frequency		1	-	-	-	-	-	-	1	-	2
		Percent		25%	-	-	-	-	-	-	25%	-	
	Planning	frequency		-	-	-	-	-	-	-	-	-	
		Percent		-	-	-	-	-	-	-	-	-	
	Child nutrition &Health	frequency		1	1	-	1	-	-	1	-	-	4
		Percent		25%	25%		25%			25%%			
	Roles responsibilities	frequency		-	-	-	-	-	-	-	-	-	
		Percent		-	-	-	-	-	-	-	-	-	
	Total												7

One of SFP's practice indicator, according to the sustainable school feeding across the African union (WFP, 2018), is the capacity of implementing institutions and individuals. According to the National School Feeding Program Implementing Guideline, school community responsible for executing the feeding program need capacity building trainings in order to effectively implement the program (2012, P2-28). School SFP committee members were asked if they received training on school feeding. (82%) of committee members from 10 primary schools did not take training to implement the school feeding program. These training components include financial management, monitoring and evaluation, planning (work and financial), child nutrition & health and roles and responsibilities. According to the school principal's interview response, all principals did not also take training related to SFP.

Table 6: Capacity building training for caterers

Training Theme		School										Total
Food preparation & cooking		Berhanebere	Dagmawi Berehan	Edget	Geneme	Haleluya	Hamle 19	Merchaye	Sefere Selam	Tsehaye Gebate	Yekatit 23	
	Frequency	6	6	6	6	6	6	6	6	6	6	40
	Percent	100	100	100	100	100	100	100	100	100	100	100%
Kitchen management & hygiene	Frequency	2	1	2	2	2	1	2	1	2	2	17
	Percent	33	17	33	33	33	17	33	17	33	33	28%
Business management	Frequency	-	1	-	1	-	-	-	-	1	-	3
	Percent	-	17	-	17	-	-	-	-	17	-	5%

Caterers are responsible for cooking the food and serving it to the students. Given their assignment, they are expected to be trained on basic cooking skills, kitchen management & hygiene and also since they work as business groups, they would benefit from trainings on business management. The response from the caterers gives some hope that almost all of them, 100% got those trainings on food preparation & cooking and 43(72%) and 57(95%) of caterers did not take training on kitchen management& hygiene and business management respectively .

4.2.3 Funding and the Implementation of the Program

One of the most persistent issues for school feeding programs across Africa is obtaining a stable and predictable funding (WFP, 2018). In most of African countries the program is financed by 23 international development partners, non-governmental organizations, or philanthropists from the community that it is not consistent in amount and even availability.

In order to understand the extent of influence funding and related issues has on the program implementation under this study, a series of questions were asked to the school level implementers, committee members and caterers.

Table 7: School level implementers' (caterer's) response regarding Funding

	Schools											
		Berhanbere	Dagmawi Berehan	Edget	Geneme	Haleluya	Hamle 19	Merchay	Sefere Selam	Tsehay Gebate	Yekatit 23	Total
The money per meal is adequate	Yes	1	0	0	0	1	0	0	0	0	0	2
	No	5	6	6	6	5	6	6	6	6	6	58(97%)
Schools' alternative sources of finance to supplement the budget	yes	0	0	0	0	0	0	0	1	0	1	2
	No	4	4	4	4	4	4	4	3	4	3	38 (95%)
Difficulties of getting funds on time for the preparation of meals	Yes	2	0	0	2	0	0	1	2	0	0	7
	No	4	6	6	4	6	6	5	4	6	6	53(88%)
High cost food items	Yes	6	6	6	6	6	6	6	6	6	6	60 (100%)
	No	0	0	0	0	0	0	0	0	0	0	

As the above table shows, 58(97%) of caterers , replied that the money for meal is not adequate, 38(95%) of caterers claimed that there is no alternative source of finance for SFP and 53(88%) of caterers believed that there is no difficulty of getting funds on time for the preparation of meals . On the other hand 60 (100%) of caterers replied that there is an increased or high cost of food items that could be considered as the main challenge for future school feeding program. According to the interview taken from school principals and sub-city personnel's, most of them replied as *“The allocated budget for the students feeding is not adequate. Therefor those food preparing mothers (caterers) became annoyed and frustrated because of inadequate budget and the high cost food items .So, this problem led them not to keep the right standard of food preparation that compromise the quality of food preparation ”* The sub-city office is the main and the only sponsor of the program in all schools. Caterers are responsible for procuring the food items and cooking and serving two meals per day, breakfast, and lunch, to the students. For the two meals a day, caterers receive 20 birr per student. The agreement between caterers and Addis Ababa education office is just to serve the food according to the menu to the

students. The money every ten days is paid based on the number of the report. Though there is no any difficulty in getting the money on time, the caterers said that serving two meals in the menu with that amount of money is very difficult. According to all principal and sub-city personnel's response, the government's financial law can't even permit the schools to use the revenue gained from the club profit for subsidization of SFP .

Table 8: School level implementers' (committee members') response regarding Funding

	Schools											
		Berhanbere	Dagmawi Berehan	Edget	Geneme	Haleluya	Hamle 19	Merchay	Sefere Selam	Tsehay Gebate	Yekatit 23	Total
The money per meal is adequate	Yes	0	0	0	0	1	0	0	1	0	0	2 (5%)
	No	4	4	4	4	3	4	4	3	4	4	38(95%
Schools' alternative sources of finance to supplement the budget	yes	0	0	0	0	0	0	0	1	0	1	2 (5%)
	No	4	4	4	4	4	4	4	3	4	3	38 (95%)
Difficulties of getting funds on time for the preparation of meals	Yes	0	2	0	1	0	0	1	2	0	0	6
	No	4	2	4	3	4	4	3	2	4	4	34(85%)
High cost food items	Yes	4	4	4	4	4	4	4	4	4	4	40 (100%)
	No	0	0	0	0	0	0	0	0	0	0	0

As the above table shows, 38(95%) of committee members replied that the money for meal is not adequate, and the same 38(95%) of committee members believes that there is no alternative source of finance for SFP . on the other hand 34(85%) of the committee members claims that there is an increased or high cost of food items that could be considered as the main challenge for future school feeding program. This finding is consistent with(Yigzaw, H. 2019) under the title “Practices, Contributions, Challenges and Sustainability of School Feeding Program in Ethiopian Somali Regional State, Ethiopia revealed that lack of government and schools commitment to find alternative fund for the schools and there was no system that has linked small scale enterprise with the schools to generate alternative food for the school, there was no also continuous resource mobilization, are the challenge to consistent SFP implementation .

4.2.4 Adequacy of Equipment and Facilities

Adequacy of facilities is necessary for the smooth functioning of school feeding program like any other program. According to lessons on SFP from 14 countries (Imperial College London, World Food Programme, World Bank Group, 2016) the condition of kitchen and food storage facilities and adequacy of cooking and serving utensils is associated to food hygiene. If these facilities are not available in adequacy and good condition, hygienic standards of the food will be compromised.

Table 9: Principals response regarding Adequacy of equipment and facilities for the feeding program

	Adequate		Not adequate	
	Frequency	Percent	frequency	Percent
Food storage	0	0	10	100%
Kitchen	3	30%	7	70%
Dining Hall	8	80%	2	20%
Water	10	100	-	-
Utensils	9	90%	1	10%
Electric supply	0	0	10	100%
Fuel gas	0	0	10	100%
Toilet room	4	40%	6	60%
Bathing room	3	30%	7	70%

In this study, questions were raised for school principals whether the essential equipment and facilities available in adequate for them to run the feeding in an effective way. As the above table shows, all school principals mentioned a shortage of at least one facility necessary for food preparation and serving. For example, 100% school principals said that storage area for food items is not adequate and 100% claim that fuel gas and electricity is not available. They also mentioned that food preparing mothers are using firewood to prepare the food because they cannot access the electricity and this causes a delay in serving the food on time to the children. As a result, children sometimes would go to class late. On the other hand, 80% of the principals respond that they have no problem on the adequacy of dining area compared to other facilities. 70% of respondent also claim that kitchen facility and bathing room is not adequate for the service.

Table 10: Caterers response regarding Adequacy of equipment and facilities for the feeding

	Adequate		Not adequate	
	Frequency	Percent	frequency	Percent
Food storage	0	0	60	100%
Kitchen	18	30%	42	70%
Dining Hall	48	80%	12	20%
Water	60	100	-	-
Utensils	54	90%	6	10%
Electric supply	0	0	60	100%
Fuel gas	0	0	60	100%
Toilet room	24	40%	36	60%
Bathing room	18	30%	42	70%

In this study, questions also were raised for caterers whether the essential equipment and facilities available in adequate for them to run the feeding in an effective way. As the above table shows, all the caterers mentioned a shortage of at least one facility necessary for food preparation and serving. For example, 100% of caterers said that storage area for food items is not adequate and 100% also claim that fuel gas and electricity is not available. Caterers also mention that they are using firewood to prepare the food because they cannot access the electricity from school and this has a great impact on a delay in serving the food on time to the children. As a result, children sometimes would go to class late. On the other hand, 80% of the caterers say they have no problem on the adequacy of dining area compared to other facilities. 70% of respondent also claim that kitchen facility and bathing room is not adequate for the service. This finding is consistent with (Samson, G. 2018) that low community participation, storage and transportation problems were among the challenges faced during the implementation of the SFP and the fact that it took students' educational time was raised as a major disadvantage of the program. This finding also is consistent with (Oduya A , Margaret M. 2019). Reveals that the feeding program for decades experienced challenges that hinder the full effect of the program. Among them are, water scarcity inadequate infrastructure.

4.2.5 Monitoring, Supervision and Control

One of the factors to a project success is a structured monitoring of project progress in terms of activities, resources, and results. After analysis of 45 years of its school feeding experience, the WFP identified eight drivers of sustainability and one of them is strong institutional arrangements for implementation, monitoring and accountability of the program. The country's

school feeding program implementation guideline indicates that every level stakeholder has a responsibility on the monitoring, evaluation and reporting on SFP implementation.

According to the document, a person assigned as a store manager is required to record the food and non-food items that are received and distributed in the store daily on the provided format and report to principal. The committee members are required to supervise the recipe and the amount of food that is provided to the children on a daily basis. If the food is not distributed consistently, the committee will submit the matter to the school principal and seek solutions to the problem. The principal is responsible in ensuring the daily amount of food mix prepared in accordance with the standards set out in the guide and recording the daily food distribution and student attendance chart on the monthly report.

The researcher found it necessary to assess how the school feeding monitoring and supervision works, who is involved and how effective it is in terms of smooth running of the program. Accordingly, subsequent questions were asked to SFP committee members in the school how frequently they get supervision and , how the food quality & quantity is checked, how financial control works and how the community members fulfill their responsibility of monitoring the program.

Table 11: Responsibilities and frequency to Monitoring & supervision of the feeding program

	Schools											
		Berhanbere	Dagmawi Berehan	Edget	Geneme	Haleluya	Hamle 19	Merchay	Sefere Selam	Tsehay Gebate	Yekatit 23	Total
There is an established monitoring and evaluation system for SFP in the schools	Yes	1	3	3	3	3	3	3	4	3	3	29 (73%)
	No	3	1	1	1	1	1	1	0	1	1	11(27%)
School principals monitor the SFP	Yes	4	3	3	4	4	3	4	3	4	4	36 (90%)
	No	0	1	1	0	0	1	0	1	0	0	4 (10%)
Sub- city personnel monitor the SFP	Yes	1	1	1	1	1	1	1	1	1	1	10 (25%)
	No	3	3	3	3	3	3	3	3	3	3	30 (75%)
The community monitor the SFP	Yes	4	3	3	3	3	3	4	4	4	1	32 (80%)
	No	0	1	1	1	1	1	0	0	0	3	8 (20%)

Parents are selected to work with committee members on monitoring the cooking process and the food standard. As table 8 shows, 80 % SFP committee members believe that the community is fulfilling the responsibility of supervising the cooking process and reporting to school authority. Regarding the establishment of monitoring and evaluation system for SFP in the schools, 73 % agreed that the system is in place. On the other hand (90%) of respondents agreed that school principals monitor the SFP. On the other hand, 75% of committee members replied that sub-city personnel do not monitor SFP . According to the school principals and sub-city personnel's response, all of them believed that there is no government employed SFP coordinator assigned in all primary school to control the program.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

This chapter summarizes the major findings of the study and present conclusions and recommendations based on the data analysis chapter. The findings are summarized in line with the objectives of the study which are describing the practice of and the major challenges of school feeding program in selected Addis ketama sub-city primary schools.

5.1. Conclusions

The major objective of the study was to assess the implementation practice and explore the major challenges of school feeding program under selected primary school of Addis Ketema sub-city. Accordingly, data was collected from school level implementing bodies and sub-city personnel and descriptive statistics was employed to describe the implementation process and determine what constitute the major problems and challenges during implementing the program.

In order to describe the practice of the feeding program, questions regarding the program's menu, the implementing capacity of the team, the financial arrangement, the facilities and equipment necessary for program implementation and the monitoring, supervision and control of program resources were raised to respondents. Accordingly, results implied that the food on menu does not provide the macro and micro nutrients for school children. The study revealed that the feeding program is well coordinated at schools' level that every party is playing their role identified by the country's school feeding implementation guideline. Community representatives support the smooth running of the program by supervising the quality of the food and its preparation daily whereas committee members from teachers and principals control the food mix is in accordance of the standard and record the daily food distribution and students attendance and report to the school principals .

On the other hand this study also revealed that all the program implementers acknowledged that the menu does not display the nutritional requirement of children with their age. Instead, the meal resembles that it could be found in an average household in the country because the money won't be sufficient to fulfill the nutritional requirement of the children. With the same procedure, the study identified the insufficiency of the assigned budget per meal, the high cost of ingredients and shortage of ingredients caused financial challenges on the feeding program.

In the same way, Low percentage of training opportunity for committee members and caterers will have a great impact for not achieving effective implementation system of SFP in each school . The study also revealed that the money for meal is not adequate and there is no alternative source of finance for SFP as well . There is no also government employed assigned coordinator in all schools . The study also reveals that here is an increased or high cost of food items that could be considered as the main challenge for future school feeding program. Regarding the facility, almost all studied schools have shortage of storage room for food items and no alternative electric energy source that causes them a delay in serving the food on time to the children. As a result, children sometimes would go to class late. According to this study, Most of the primary schools involved in the feeding program have shortage of kitchen facility, toilet and bathing room.

5.2. Recommendations

- Though engaging developmental partners and securing more funds can minimize the financial burden as school level implementers suggested, this study recommends for schools to find alternative source of finance by initiating in school income generating options or partnering with other financing institutions.
- This study also revealed that almost all studied schools have shortage of storage room for food items and no alternative electric energy source that causes them a delay in serving the food on time to the children. Therefore, most of the implementation challenges mentioned can be solved by strengthening and expanding the collaboration of stakeholders, government sectors, development partners and the community. In this case strengthening of coordination among stakeholders and partner institutions and utilities' authorities would solve electric power source supply and building of storage room for food item will be helpful to continue school feeding program
- This study also recommend for Addis Ababa Education office together with other interested stakeholders to design training opportunity for committee members ,caterers and school principals to have a great impact in achieving effective implementation system of SFP in each school.
- This study recommends Abeba Education office to design periodically revise the menu in order to ensure diversity in terms of nutritional content using seasonally available produce.

Engaging nutritionist and health experts will help in designing a nutritious and cost-effective menu.

- Assigning government employed SFP coordinator by Addis Abeba Education office will facilitate the SFP and have a great impact in achieving effective monitoring system in all schools.

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APPENDICES

I. Caterers' Questionnaire

ጤና ይስጥልኝ። ወይንሽት እባላለሁ። በመጀመሪያ ደረጃ ይህ የዳሰሳ ጥናት አካል ለመሆን ፈቃደኛ ስለሆኑ በጣም አመሰግናለሁ። በአዲስ አበባ ዩኒቨርሲቲ የ ሁለተኛ ዲግሪ ተመራቂ ተማሪ ነኝ። በአንደኛ ደረጃ ትምህርት ቤቶች የሚካሄደውን የትምህርት ቤት ምገባ ሂደትና ያጋጠሙ ችግሮችን በሚመለከት ጥናት እያደረኩ ነው። ይህ ጥናት በቀጣይ ፕሮግራሙን ለማሻሻል የሚረዱ ምክረ ሀሳቦችን ለማመንጨት ያስችለኛል። እርስዎ በዚህ ጥናት መረጃ ለመስጠት የተመረጡ ሲሆን የሚያጋሩኝ መረጃ በምስጢር የሚጠበቅ እና ለአካዳሚክ ዓላማ ብቻ ጥቅም ላይ የሚውል መሆኑን እና ስምዎም እንደማይጠቀስ ማሳወቅ እፈልጋለሁ።

1. የት / ቤት ስም _____

2. በትምህርት ቤት ውስጥ በምግብ አብሳይነት ምን ያህል ጊዜ ሰርተዋል? _____

3. ለትምህርት ቤት ምገባ የሚረዱ ስልጠናዎችን ወስደዋል ?

1. አዎ

2. አልወሰድኩም

4. ለትምህርት ቤት ምገባ የሚረዱ ስልጠናዎች ከወሰዱ የትኞቹን ወስደዋል?

የሥልጠናው ዓይነት	አዎ	አይደለም
የምግብ ዝግጅት / ማብሰል		
የወጥ ቤት አያያዝ ወይም ንፅህና		
ከንግድ ጋር የተዛመደ		
ሌላ ካለ (ይግለጹ)		

5. በትምህርት ቤት ውስጥ ምግብ ለማብሰል እንዴት እንደተመረጡ ሊነግሩኝ ይችላሉ?

- I. _____
- II. _____
- III. _____

6. በትምህርት ቤቱ የምገባ ፕሮግራም ተጠቃሚ የሆነ ልጅ አለዎት?

ሀ/ አለኝ

ለ/ የለኝም

7. በሳምንት ውስጥ ስንት ጊዜ ምግብ ያዘጋጃሉ? _

-----.

8. እባክዎን በእያንዳንዱ ቀን ለተማሪዎች የሚቀርበውን ምግብ ሊነግሩኝ ይችላሉ?

ሰኞ _____

ማክሰኞ _____

እሮብ _____

ሐሙስ _____

አርብ _____

9. ልጆቹ በሚቀርብላቸው ምግብ ደስተኞች ይመስላሉ?

1. አዎ

2. በከፊል

3. አይመስለኝም

10. መልስዎ በከፊል ወይም አይመስለኝም ከሆነ ልጆቹ ደስተኛ አለመሆናቸውን እንዴት እንደሚያሳዩ መግለፅ ይችላሉ?

11. ምግቡን ለማዘጋጀት የሚሆን ገንዘብ የሚያገኙት በየስንት ጊዜ ነው?

በየሳምንቱ _____

በየወሩ _____

በየሩብ አመቱ _____

ሌላ (ይግለጹ) _____

II. School Committee Members' Questionnaire

ጤና ይስጥልኝ። ወይንሽት እባላለሁ። በመጀመሪያ ደረጃ ይህ የዳሰሳ ጥናት አካል ለመሆን ፈቃደኛ ስለሆኑ በጣም አመሰግናለሁ። በአዲስ አበባ ዩኒቨርሲቲ የሁለተኛ ዲግሪ ተመራቂ ተማሪ ነኝ። በአንደኛ ደረጃ ት/ቤት የሚካሄደውን የትምህርት ቤት ምገባ ሂደትና ያጋጠሙ ችግሮችን በሚመለከት ጥናት እያደረኩ ነው። ይህ ጥናት በቀጣይ ፕሮግራሙን ለማሻሻል የሚረዱ ምክረ ሀሳቦችን ለማመንጨት ያስችለኛል። እርስዎ በዚህ ጥናት መረጃ ለመስጠት የተመረጡ ሲሆን የሚያጋሩኝ መረጃ በምስጢር የሚጠበቅ እና ለአካዳሚክ ዓላማ ብቻ ጥቅም ላይ የሚውል መሆኑን እና ስምዎም እንደማይጠቀስ ማሳወቅ እፈልጋለሁ።

1. የት / ቤቱ ስም _____ ማጠቃለያ _____
2. የስራ ድርሻ
 - ሀ) ርዕሰ መምህር ለ) ም/ ርዕሰ መምህር ሐ) መምህር መ. ሌላ
3. የታ :- ሀ) ወንድ ለ) ሴት
4. በትምህርት ቤት የምገባ ፕሮግራም ውስጥ የእርስዎ ሚና ምንድነው?

ሚና	የሚመለከተው ላይ ምልክት ያድርጉ
የቡድን መሪ	
የአፈፃፀም ኮሚቴ አባል	
ሌላ ካለ ይግለፁ	

5. ለትምህርት ቤቱ የምገባ ፕሮግራም ዋና ደጋፊዎች እነማን ናቸው?

6. ከትምህርት ቤት የምገባ ፕሮግራም አመራር ጋር የተገናኘ ሥልጠና አግኝተው ያውቃሉ?

1.አዎ

2. አላገኘሁም

7. መልስዎ አዎ ከሆነ ፣ የሥልጠናዎ ትኩረት ምን ነበር?

የስልጠናው ይዘት	የሚመለከታቸው ሁሉ ላይ ምልክት ያድርጉ
የገንዘብ አያያዝ	
ቁጥጥር እና ግምገማ	
ዕቅድ	
የሕፃናት አመጋገብ እና ጤና	
ሌላ ካለ ይግለፁ	

8.የምገባ መርሃ ግብሩን ለመደጎም ትምህርት ቤቱ አማራጭ የገቢ ምንጮች አለው?

ሀ) አዎ

ለ) የለም

9.የአካባቢው ማህበረሰብ /ወላጆችን ጨምሮ/ በትምህርት ቤት ውስጥ የምገባ መርሃ ግብሩን በመቆጣጠር ላይ ተሳታፊ ነው?

ሀ አዎ /

ለ/ አይደለም

10.ወላጆች ለምገባ መርሃ ግብሩ መዋጮ/አስተዋፅኦ ማድረግ ይጠበቅባቸዋል?

ሀ/ አዎ

ለ/ አይጠበቅም

11.አዎ ከሆነ ለፕሮግራሙ አስተዋፅኦ ከወላጆች የሚጠበቀው ምን ምን ነው?

12.የትምህርት ቤቱ ሥራ አመራር ኮሚቴ ፕሮግራሙን በተመለከተ ማንኛውንም ቁጥጥር ያደርጋል?

ሀ/ አዎ

ለ/ አያደርግም

13. ለተራ ቁጥር 12 ጥያቄ መልስዎ አዎ ከሆነ የምገባ ፕሮግራሙን የሚቆጣጠር አስተባባሪ ተመድባል ?

ሀ. ተመድባል

ለ. አልተመደበም

14. ከክፍለከተማ የባለሙያ ክትትል ይደርግላችኋል?

(ሀ) በጣም ብዙ ጊዜ

(ለ) በተደጋጋሚ

(ሐ) አንዳንድ ጊዜ

(መ) በጭራሽ

15. ስለ ት/ቤቱ ምግብ አቅርቦት ፕሮግራም መሻሻል የክትትልና ሪፖርት ሥርዓት አለ? ሀ/ አዎ

ለ/ የለም

16. ፈንድ አጠቃቀሙን የመቆጣጠር ኃላፊነት ያለበት ማነው? ቁጥጥሩን የሚያደርገው በምን መንገድ ነው?

17. ፕሮግራሙን በመተግበር ረገድ ምን ዓይነት ፈታኝ ሁኔታዎች ያጋጥሙዎታል?

ፈታኝ ሁኔታዎች	አለ /	የለም
ከፍተኛ የምግብ ዋጋ መጨመር		
ውስን በጀት		
ሙስና - የምግብ / ገንዘብ ስርቆት		
የማብሰል ችሎታ እጥረት		
የክትትል እና ቁጥጥር እጥረት		
የማህበረሰብ ተሳትፎ እጥረት		
ሌሎች - ይጥቀሱ		

17.ት/ቤቱ ለተማሪዎች ምግብ የሚያዘጋጅበት ሜኑ አለው ? ምግቡን የሚፈለገውን ንጥረ ነገር ያሟላ ነው ብለው ያምናሉ?

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18. በእርስዎ አስተያየት ፕሮግራሙን ለማሻሻል ምን መደረግ አለበት ብለው ያስባሉ?

III. School principals' Interview Questionnaire /ለት/ቤቱ ርዕሰ መምህራን የተዘጋጀ መጠይቅ

ጤና ይስጥልኝ። ወይንሽት እባላለሁ። በመጀመሪያ ደረጃ ይህ የዳሰሳ ጥናት አካል ለመሆን ፈቃደኛ ስለሆኑ በጣም አመሰግናለሁ። በአዲስ አበባ ዩኒቨርሲቲ የሁለተኛ ዲግሪ ተመራቂ ተማሪ ነኝ። በአንደኛ ደረጃ ት/ቤት የሚካሄደውን የትምህርት ቤት ምግባ ሂደትና ያጋጠሙ ችግሮችን በሚመለከት ጥናት እያደረኩ ነው። ይህ ጥናት በቀጣይ ፕሮግራሙን ለማሻሻል የሚረዱ ምክረ ሀሳቦችን ለማመንጨት ያስችለኛል። እርስዎ በዚህ ጥናት መረጃ ለመስጠት የተመረጡ ሲሆን የሚያጋሩኝ መረጃ በምስጢር የሚጠበቅ እና ለአካዳሚክ ዓላማ ብቻ ጥቅም ላይ የሚውል መሆኑን እና ስምዎም እንደማይጠቀስ ማሳወቅ አፈልጋለሁ።

I. ከት/ቤቱና ርዕሰ መምህራን ጋር የተያያዙ የዳራ ጥያቄዎች

1. የት / ቤቱ ስም _____

2. በት/ቤቱ የምግባ ስርዓት የርስዎ ሚና ምንድነው ?

II. ከትምህርት ቤቱ የምግባ ሂደትና ያጋጠሙ ችግሮችን በተመለከተ የቀረቡ ጥያቄዎች

3. እባክዎትን የትምህርት ቤቱ የምግባ ፕሮግራም መቼና እንዴት በዚህ ት/ቤት እንደተጀመረና የባለ- ድርሻ አካላቱ ሚናና ትብብር ምን እንደሆነ ይግለጹልኝ ?

.....

4. በት/ቤቱ ምግባ ስርዓት ወላጆች ይሳተፋሉ ? በምን ሁኔታ ?

.....

5. ት/ቤቱ ዓመታዊ የተማሪዎች ምግባ ዕቅድ አለው ወይ ?

.....

6. የተመጋቢ ተማሪዎች አመላመል ምን እንደሚመስል ሊነግሩኝ ይችላሉ ?

.....

7. ሁሉም ተማሪዎች መመገብ አለባቸው ? ወይስ መመገብ የሚያስፈልጋቸው ብቻ ተመርጠው ቢመገቡ ይሻላል ብለው ያስባሉ ?

8. የምግባ ፕሮግራሞችሁ በተለይ የምግብ አሰጣጣችሁ ምን ይመስላል ? የምግብ ዝርዝር አላችሁ? ምግቡስ የሚፈለገውን ንጥረ ነገር ያማላነው ብለው ያምናሉ?

9. በዚህ ትምህርት ቤት የምግባ ፕሮግራሙ የሚሰጡ ዋና ዋና አገልግሎቶች ምንድናቸው ? እባክዎ ያብራሩልኝ

10. የትምህርት ቤት ምግባው ፕሮግራም ለተመጋቢ ተማሪዎች ምን ፋይዳ አለው ብለው ያስባሉ?

11. በልዩ ሁኔታ የሚመገቡ ተማሪዎች አሏችሁ? ለምሳሌ ቤተሰብ የሌላቸው፣ ከኤችአይቪ ጋር ለሚኖሩ ወዘተ...

12. የት/ቤቱ ከባባዊ ሁኔታ (Facilities) ለምግባ ስርዓቱ አመቺነው ? ለምሳሌ (የምግብ ማብሰያ ቦታ፣ መመገቢያ ቦታ፣ የውሃ አቅርቦት፣ የማብሰያና መመገቢያ እቃዎች፣ ለማብሰያ የሚውል ነዳጅ፣ ማገዶ እንጨት፣ የኤሌክትሪክ ሃይል፣ እንዲሁም ሽንት ቤትና ሻወር በቂ ነው ብለው ያምናሉ ?

13. በእዚህ ት/ቤት ከምግባ ጋር በተገናኘ የአቅም ግንባታ ስልጠናዎች አግኝተው ያውቃሉ? እባክዎ ያብራሩልኝ?

14. የምግባ ቁጥጥር ስርዓቱ ምን ያመስላል ? ወርዳችሁ ትቆጣጠራላችሁ ? በየስንት ጊዜው?

15. በት/ቤቱ ውስጥ የምግባ ስርዓቱን ክትትል የሚያደርግ በቀሚነት የተመደበ ሰራተኛ አለ ወይ ?

16. የበላይ አካላት መጥተው ይቆጣጠራሉ ? በየስንት ጊዜው ?

17. ትምህርት ቤቱ የምግባ ስርዓት እቅድ አፈፃፀም ግምገማ ያካሂዳል ? በየስንት ጊዜው ?

18. ለምግባ ስርዓቱ የሚመደበው በጀት በቂ ነው ብለው ያምናሉ ?

19. ከተለያዩ ገቢ ማሰባሰቢያ የሚገኙ ገንዘቦችን (ለምሳሌ ሻይ ክብብ) የምግባ ስርዓቱን ለመደጎም ትጠቀማላችሁ ?

20. ለምግባ ሰራተኞች የሚከፈለው ገንዘብ በቂ ነው ብለው ያምናሉ ?

21. የምግባ ፕሮግራሙን ጀምረው ያቋረጡ ተማሪዎች አሉ? በምን ምክንያት ይሆን?

22. ከምግባ ፕሮግራሙ ጋር በተያያዘ ያልተጠበቀ በጎም ይሁን አሉታዊ ተጽእኖዎች (ተግዳሮቶች) ገጥሞዎት ያውቃል ? እባክዎ ያብራሩልኝ

23. ይህ የምግባ ፕሮግራም በተሻለ መንገድ እንዲቀጥል ምን መደረግ አለበት ብለው ያስባሉ?

የምግብ ፕሮግራም ለሚመለከታቸው የክፍለ ከተማ ሃላፊዎች የተዘጋጀ ቃለመጠየቅ

1. የምግብ አዘጋጆች አመራረጥ ሂደት ምን ይመስላል ? መስፈርቱ ምንድነው ?
2. የተማሪዎች ምግብ የትግበራ ሂደቶች ምን ምን ነበሩ ?
3. የተማሪዎች ምግብ ትግበራ ሲጀመር የነበሩ ባለድርሻ አካላትን ሊገልፁልን ይችላሉ ? ትብብራቸው ምን ይመስላል ? ምንስ አስተዋፅኦ አላቸው ?
4. ለምግብ አዘጋጆች የሚከፈለው ክፍያ ሆኔታ ምን ይመስላል ? በጊዜው ይከፈላቸዋል ? ቅሬታ አላቸው ?
5. ለምግብ ፕሮግራም የሚመደበው በጀትስ በቂ ነው ይላሉ ? ምንያህል ተፅእኖ አለው ?
6. የምግብ ፕሮግራም አፈፃፀሙን እንዴት ነው የምትቆጣጠሩት ?
7. በየት/ቤቱ የምግብ ስርዓቱን ክትትል የሚያደርግ በቀሚነት የተመደበ ሰራተኛ አለ ወይ ?
8. ከተለያዩ ገቢ ማሰባሰቢያ የሚገኙ ገንዘቦችን (ለምሳሌ ሻይ ክበብ) የምግብ ስርዓቱን ለመደገም ት/ቤቶች መጠቀም ይችላሉ ?
9. የት/ቤቶች ከባባዊ ሁኔታ (Facilities) ለምግብ ስርዓቱ አመቺነው ? ለምሳሌ (የምግብ ማብሰያ ቦታ፣ መመገቢያ ቦታ፣ የውሃ አቅርቦት፣ የማብሰያና መመገቢያ እቃዎች፣ ለማብሰያ የሚውል ነዳጅ፣ ማገዶ እንጨት፣ የኤሌክትሪክ ሃይል፣ እንዲሁም ሽንት ቤትና ሻወር በቂ ነው ብለው ያምናሉ ?
10. የምግብ ፕሮግራም ሪፖርቲንግ ሲስተም አላችሁ ወይ ? ሲስተሙ ምንያህል እየሰራ ነው ?
11. በእርስዎ አስተያየት ይህንን የምግብ ፕሮግራም ተግባራዊ በማድረግ ሂደት ያጋጠምዎቻችሁ ዋና ዋና የተባሉ ፈተናዎች ምንድናቸው ?
12. በእርስዎ አስተያየት ይህን የምግብ ፕሮግራም የበለጠ ለማሻሻል ምን አቅጣጫ ይጠቁማሉ ?