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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

**AN INVESTIGATION OF SCHOOL FEEDING PROGRAM AND ITS
CONTRIBUTION TO QUALITY OF EDUCATION IN
GOVERNMENT PRIMARY AND MIDDLE SCHOOL IN BOLE SUB
CITY, ADDIS ABABA**

BY:- GIMITE ABEBE

OCTOBER , 2025G.C
ADDIS ABABA, ETHIOPIA

AN INVESTIGATION OF SCHOOL FEEDING PROGRAM AND ITS
CONTRIBUTION TO QUALITY OF EDUCATION IN
GOVERNMENT PRIMARY AND MIDDLE SCHOOL IN BOLE SUB
CITY, ADDIS ABABA

*A Thesis Submitted to the Department of Educational Planning and Management,
Addis Ababa University, in Partial Fulfillment of the Requirements for the Masters
of School Leadership*

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**OCTOBER, 2025G.C
ADDIS ABABA, ETHIOPIA**

THESIS APPROVAL

This is to certify that the thesis prepared by Gimete Abebe, entitled: “School Feeding Program and its contribution to quality of education in government Primary School in Bole Sub City, Addis Ababa city administration” submitted to School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirement for Degree of Master of Arts in School Leadership complied with the regulations of the Addis Ababa University and meet the accepted standards with respect to originality and quality.

Board of Examiners

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_____ Department Head	_____ Signature	_____ Date

DECLARATION

I, Gimete Abebe, declare that the work which is being presented in this thesis entitled “School Feeding Program and its contribution to quality of education in government Primary School in Bole Sub City, Addis Ababa city administration” is my original work and has not been presented for a degree in any other university or college, and that all sorts of materials used for this thesis have been duly acknowledged.

Name: GIMITE ABEBE

Signature _____

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LIST OF ABBREVIATIONS AND ACRONYMS

ESDP IV	Education Sector Development Program's IV
FDRE	Federal Democratic Republic of Ethiopia
GTP	Growth and Transformation Plan
MDGs	Millennium Development Goals
MOE	Ministry of Education
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PRSP	Poverty Reduction Strategy Program
PTSU	Parent Teacher Student Union
SDPRP	Social Development and Poverty Reduction Program
SFP	School Feeding Program
WFP	World Food Program

ABSTRACT

This study aimed to evaluate the contribution of the school feeding program on educational quality in government primary schools within Bole Sub-City, Addis Ababa. Particularly for the measures of academic achievement, enrollment and rate, and readiness to learn (attendance, concentration or classroom engagement, and initiation to continue their education to the higher level), this study examines the suitability of SFP and its contribution to high-quality education. To achieve this, a descriptive research method was utilized, incorporating mixed approaches. schools leaders(5), homeroom teachers(68), school feeding officer(5), and parent-teacher student association union (13) Participants were intentionally selected based on their direct involvement with the SFP from five primary and middle schools, resulting in 91 survey respondents. Data was collected through questionnaires, interviews, focus group discussions (FGD), and document reviews, and was analyzed using both quantitative and qualitative methods. The study's findings indicate that the school feeding program contributes positively to educational quality. Both quantitative and qualitative analyses confirmed that the SFP has a significant positive impact on educational outcomes. However, the research also highlighted several ongoing issues within the current SFP and identified numerous challenges affecting its overall implementation. Finally, it recommends establishing an independent and effective management structure in each school, enhancing collaboration among stakeholders, and conducting regular monitoring of the program's implementation. School feeding program in educational institutions by leveraging both local and international resources, which would help sustain regular school attendance and enhance quality of education.

Key Words: SFP, quality and Challenges

CHAPTER ONE ; INTRODUCTION

1.1 Background of the Study

School feeding programs are initiatives designed to provide meals for students from low-income families. The World Food Program (WFP) states that these programs consistently enhance the educational, health, and nutritional outcomes for children attending school (WFP, 2018). The WFP describes school feeding as a targeted social safety net that offers both educational and health benefits to the most vulnerable children, which in turn boosts enrollment rates, decreases absenteeism, and improves household food security.

According to the Ministry of Education (MoE) (2012), school feeding programs serve as a social safety net aimed at children in areas that frequently experience food insecurity. They help protect these children from the severe impacts of household food shortages and contribute to improved learning, educational outcomes, and nutrition. This initiative is part of the broader Education Sector Development Program (ESDP IV) and the School Health and Nutrition Program. ESDP IV emphasizes several key areas related to education, including enhancing the quality of general education through initiatives that provide resources and services to improve school facilities and create a safe, healthy environment for students.

Despite various efforts, the Ministry of Education (2018) noted that increased enrollment in primary education has not translated into improved learning quality. Many primary learners lack the competencies necessary for further education, highlighting the need for a better integration of knowledge, skills, and values. The study found that many primary students exhibit low motivation, interest, and commitment to their education, often lacking essential literacy and numeracy skills needed for secondary schooling. Issues such as absenteeism, insufficient support systems for students, and child labor continue to hinder educational quality. Therefore, to assess whether the program is being implemented effectively and its impact on educational quality, the researcher aims to conduct an evaluation due to the limited research in this area.

The school feeding program promotes regular attendance and supports the mental and physical well-being of students. Roman Tesfaye, who was the Ethiopia's First Lady from September 2012 to February 2018, prioritized children's education and nutrition. Having experienced poverty

firsthand in rural areas, she recognized education as a crucial means to escape it. After discovering a report from the Addis Ababa Education Bureau in 2014 that indicated many children were at risk of dropping out due to malnutrition, she took immediate action. In October 2019, Takele Uma, the Mayor of Addis Ababa, officially launched the lunch program as part of efforts to prevent student dropouts from public schools (Mulat, 2020).

Implementing a school feeding program can enhance students' cognitive abilities and reduce dropout rates. Previously, meals were only provided to identified needy students, which negatively impacted their self-esteem; however, the current program now offers meals to all pre-primary and primary school students. The Ministry of Education (2012) asserts that school feeding programs serve as a social safety net for children in chronically food-insecure areas, helping them avoid the dire consequences of food scarcity while also fostering improved educational outcomes and nutrition.

The United Nations (UN, 2017) reports a critical global nutrition crisis: two billion people lack key micronutrients, 155 million children are stunted, 52 million are wasted, and 41 million are overweight. Furthermore, 88% of countries face a serious burden from multiple forms of malnutrition, suggesting the world is falling short of its global nutrition targets.

Although the number of stunted children has declined globally since 1990, regional trends are uneven. Africa is the only region where the number of stunted children has increased, despite a lower prevalence of stunting. Consequently, Africa and Asia account for nearly all the global stunting burden, representing a critical public health emergency (prevalence > 10%).

Globally, the need for school feeding programs has increased in recent years (Bundy et al., 2009), leading to their integration into national and international education programs (Desalegn, 2011). Despite being often associated with less developed countries, school feeding also plays a role in the developed world, as WFP studies have shown.

In Ethiopia, many students in government schools lack essential resources. To address hunger and increase enrollment, Food for Education (FFE) programs are implemented (Adelman et al., 2008). While enrollment is a key objective, the ultimate goal of school feeding is to improve student learning outcomes. Food for learning achieves this by increasing both school

participation and learning efficiency (Adelman et al., 2008).

Ethiopia had planned a national school feeding strategy which involves inter-ministerial body with efficient collaboration to improve the organization and scale of school feeding activities in addition to create cost-effective implementation (Mahamed, 2016). According to a study conducted by Mulat Abebe (2020), 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. However, the result confirmed that the charity organization was providing only school meal services (which is a single of the component of the SFP) to limited number of students (Mulat Abebe (2020)).

According to Addis Ababa City Bureau of Education, in June 2014 there were more than 20,000 primary school children who are in direct need of food, material and emotional support in the city while currently the number raised to more than 70,000 primary school students. However, the number of students that need support increases every year, Therefore, starting from October 2019 the city government of Addis Ababa took over the SFP and continued the meal services in all government primary schools for all schoolchildren without criteria.

According to the Food and Agriculture Organization of United Nation (FAO), School Feeding Program (SFP) is a tool which enables children worldwide to attend school. Similarly, MoE (2015) states that SFP is important to access general education through establishing child health and nutrition programs predominantly feeding in food insecure contexts. According to Yigzaw Haile (2018), SFP provides benefits for disadvantaged children by enhancing students moral and vision to education. In terms of access to education the program could increase student's enrolment and attendance rates and also enhance parent's awareness and value to education.

This study was carried out in Bole Sub-city in Addis Ababa Ethiopia. It is one of 10th sub city of Addis Ababa city administration. Similar to other sub-cities, the school feeding program was launched by the city government Addis Ababa since October 2019 in the study area. Accordingly, it was assumed that assessing the implementation process, contribution, challenges and sustainability of the program on quality education in this area could represent the practices of other sub cities. In addition the result of this research came up with the fact of the overall

implementation and contribution statuses of school feeding program in Addis Ababa primary and middle schools.

1.2 Statement of the Problem

The critical role of school feeding programs in addressing food insecurity and improving educational outcomes. Recent studies highlighted the severe impact of urban food inflation on the ability of parents to meet their children's nutritional needs, particularly for school-aged children. A joint survey by the Addis Ababa Education Bureau and the Addis Ababa Women and Children Affairs Bureau in 2019 revealed alarming statistics: out of 11,682 primary public school students surveyed across 220 schools, 26.5% ate only once a day, and 15.8% experienced entire days without food. Disturbingly, 14.7% of these students resorted to begging.

These findings underscore the urgent need for interventions like school feeding programs (SFPs), which have been shown to significantly influence students' educational success. Research by Mulat (2020) indicates that SFPs positively contribute to both students' mental well-being and the reduction of school dropouts.

When a community faces hunger, it impacts children the hardest, diminishing their desire to play and learn as they focus on finding food. Out of 300 million children worldwide, 100 million experience chronic hunger and do not attend primary school (WFP Global School Campaign, 2001). Health, education, and nutrition should be essential components of early childhood education programs. Until recently, these aspects were often considered less important in early childhood education, but their significance cannot be overstated. Early Childhood Education establishes a foundation for creativity, integration, self-sufficiency, and survival (Session Paper, 2005). This type of education takes an integrative approach, fostering the child's personality while also promoting mental, social, and emotional development (MoE, 2005). Ensuring security, providing adequate nutrition, and encouraging good health are recognized as fundamental to the proper growth of children.

Despite the efforts taken so far, to mitigate the food & nutrition insecurity condition of school children through SFP, little is known about the extent of implementation of the programme and its alignment with the national SHN strategy of Ethiopia. Equally the overall implementation and

impacts of the program, the associated challenges encountered in sustain the program is not well documented and sufficient data is lacking, even after the government has taken the full responsibility of the SFP in 2019.

Moreover, in order to realize proper implementation of the program in Addis Ababa, different agents such as regional education bureau, woreda education offices, districts, schools, parents and communities understood the very implementation of the program. These agents are demanded to put strategies to own the program so as to realize the access of education for all. Hence, there is a need to understand the existing practices

(parents and community awareness, role of parents and communities, opportunities of this program, etc...), contributions and challenges of the school feeding program.

In the area of education, SFP aims to promote equity, increase academic performance, promote completion or minimize school dropout rates, create psychological makeup of learning of students. Hence, sustaining the positive effects of the school feeding program project components is the ultimately needed by the implementers. However, this is practically realized, only if the program is properly planed, managed, and monitored as per the stated standards. Thus assessing how the program has been managed and implemented so far in the schools is a question to be addressed by this research.

The researcher had invested considerable time to review document related to the research topic under study. However, it is difficult to find sufficient comprehensive studies on the case under study. For instance studies by Bundy et al (2009), and Simon & Gregor (2009), Jepkemboi (2018) focus on the importance of the SFP, not the challenges SFP faces. Moreover, studies conducted by Vorley & Corbett (2005), and Kazinga et al. (2009), who has evaluated the implementation of SFP with relation to malnutrition their findings show that nutrition affects a Childs attentiveness, concentration, aptitude and overall performance. Local studies conducted by Ermias (2015), Abiy(2017), Mahamad (2016), and Fitsum (2012) also focused mainly on the benefits of SFP from the view point of alleviating hunger, improving child health, enhancing learning and child performance. Their finding indicated that students under the program showed a highly significant increases in attendance rate than the non- beneficiary student.

The above empirical studies emphasized and investigated the benefits of SFP from the view point of alleviating hunger, improving child heal, enhancing learning and child performance. However,

empirical studies reviewed have given less emphasis on the challenges that school feeding program faced and nor about mechanisms to be done on its sustainability. Moreover, they did not assess the holistic aspects on how the program has been practiced in public schools and didn't investigate the overall contribution of the school feeding program. Thus, this gap leads the need of additional research on the area.

Therefore this study tried to incorporate additional issues like the existing reality about the implementation of the program, its contribution; challenges associated with the implementation of the program and the mechanisms set to sustain the program. Hence, this research employed holistic and clear understanding about the existing reality about the implementation of SFP in Addis Ababa and become a channel to fill the knowledge gap.

1.3 Basic research question

1. Dose school feeding program motivate students in active participation in government primary schools of Bole Sub city?
2. What challenges affect the implementation of the school feeding program in government primary schools of Bole Sub city
3. How does the school feeding program influence student attendance and enrollment rates in government primary schools of Bole Sub city?

1.4 Objectives of the Study

1.4.1 General objective

The General Objective of this study **is** to assess the contribution of the school feeding program to the quality of education in government primary schools in Bole Sub-City.

1.4.2 Specific objectives

1. Asses which the school feeding program motivate students engage in active participation.
2. To identify the key challenges and have you limitations faced in implementing the school feeding program.
3. To analyze the effect of the school feeding program on student attendance and enrollment.

1.5 Significance of the Study

This study aims to provide valuable insights for parents, teachers, policymakers, students, and researchers regarding the current educational outcomes associated with the school feeding program intervention among selected primary school students in Addis Ababa.

- **For Parents and Teachers:** It will provide insights into how SFPs are being implemented and how they contribute to quality education. This understanding can empower parents and teachers to better support their children's learning and advocate for program improvements.
- **For Policymakers:** The research aims to encourage education policymakers to develop more effective policies and systems that leverage SFPs to boost academic performance. It highlights that student feeding is a crucial tool for helping students stay in school, focus on their studies, and ultimately succeed in line with the "Education for All" initiative.
- **For Students:** Ultimately, the study seeks to contribute to better educational outcomes for students by informing efforts to optimize the SFP.
- **For Researchers:** This study will add to the existing body of knowledge on the effectiveness of SFPs, offering local data and insights for future research.

1.6 significance in sufficient of the study

This study is important because it aims to show how school feeding programs (SFPs) benefit primary school students. By demonstrating these positive effects, the research hopes to encourage relevant authorities to officially integrate SFPs into policy.

Furthermore, the findings will help teachers, school leaders, and education professionals adapt and enhance their teaching and learning strategies based on the observed impact of these nutrition programs. Ultimately, the goal is to use this evidence to make SFPs a lasting and impactful part of the educational system.

1.7 Scope of the Study

Addis Ababa serves as the capital of Ethiopia and hosts the headquarters of the African Union. The city is divided into 11 sub-cities, which collectively encompass 116 woredas. Since September 24, 2019, the Addis Ababa City Administration has implemented a feeding program that benefits 300,000 students across 415 schools, ranging from kindergarten to 8th grade. Initially, the program allocated 20 birr per student daily, with a total budget of 6,000,000 birr. Currently, this initiative has expanded to support 458,128 students, with the daily cost per student increasing to 32 birr, resulting in an overall budget exceeding 14,500,000 birr. This study aims to evaluate the impact of the school feeding program on the academic performance of students in selected primary and middle schools within the Bole sub-city. The research is confined to government primary schools in Bole sub-city for the academic years 2021-2024/25 and does not include private primary institutions. The investigation will explore how the school feeding initiative contributes to enhancing students' academic achievements in the selected schools. The scope of the study focuses on comparing academic performance over three years among the chosen schools and educational stakeholders, as this topic requires significant attention and time for comprehensive data collection. Government high schools and private institutions not participating in the feeding program are excluded from this study. The investigation will explore how the school feeding initiative contributes to enhancing students' academic achievements in the selected schools. The scope of the study focuses on comparing academic performance over three years among the chosen schools and educational stakeholders, as this topic requires significant attention and time for comprehensive data collection. Government high schools and private institutions not participating in the feeding program are excluded from this study.

1.8 Organization of the Study

The research is organized into five chapters. The first chapter introduces the study. The second chapter reviews The research is organized into five chapters. The first chapter introduces the study. The second chapter reviews relevant literature. The third chapter discusses the research design and methodology. The fourth chapter presents the data, along with its analysis and interpretation of the key findings. Finally, the fifth chapter summarizes the findings, draws conclusions, and offers recommendations based on the analyzed data.

1.9 Operational Definition of Terms

Educational outcomes refer to the intended learning goals or standards that educators aim for students to achieve, as well as the broader educational, societal, and life impacts that stem from students receiving an education.

Academic performance is the assessment of student success across different subjects, typically evaluated by teachers and education officials through performance tests conducted in the classroom.

The school feeding program is a targeted health initiative within schools, which may be part of a larger school health strategy implemented by the Addis Ababa city administration. This program often involves significant resource allocation and offers both educational and health advantages for students, leading to increased enrollment rates, decreased absenteeism, and enhanced food security at home. In addition to improving food access, school feeding programs positively influence both nutritional and educational outcomes.

Quality education refers to the effectiveness of educational programs in meeting their intended goals, while the school feeding program (SFP) specifically aims to provide meals to children from low-income families.

CHAPTER TWO ; REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Overview educational outcome and School feeding program

The World Bank characterizes school feeding programs as "targeted social safety nets that offer both educational and health advantages to the most vulnerable children, thereby enhancing enrollment rates, decreasing absenteeism, and improving household food security." In addition to increasing food access, these programs positively influence nutritional status, gender equity, and educational outcomes, all of which contribute to advancing overall national and human development (The World Bank and World Food Programme, 2012).

Educational outcomes can be categorized into poverty alleviation, health and nutritional status, food security, and enhanced academic performance. Global documentary evidence has documented the educational impacts of school feeding program interventions. Key variables of interest include socio-economic factors, enrollment rates, absenteeism, dropout rates, and academic performance. Research by Adelman et al. (2008) indicates that diet and nutrition are crucial for the physical and cognitive development of students, leading to the assumption that school feeding programs can improve educational outcomes, particularly academic performance. Vermeersch (2003) found that funded school meals resulted in a 30 percent increase in child participation, which also correlated with improved test scores. In Malawi, Kamlongera (2009) reported that schools with feeding programs experienced higher enrollment rates, better student performance, a favorable gender ratio exceeding one in favor of girls, reduced absenteeism, and increased parental encouragement for school attendance compared to non-participating schools under similar conditions. Etsy et al. (2009) noted that the basic enrollment rate rose from 87% to 94% between 2003 and 2006, while the completion rate reached 85% due to the School Feeding Program. Rolleston et al. (2010) highlighted that Ghana was nearing its goal of achieving Universal Primary Education by 2015, driven by significant enrollment growth supported by robust economic development and increased budget allocations for primary education. Ravallion (2011) pointed out that randomized control trials are sometimes employed to assess the overall benefits of certain policies or programs. Stephanie (2012) emphasized the importance of a pupil's family and community background, suggesting that a child's position among siblings may

influence schooling decisions. Furthermore, partnerships between schools and communities that provide a variety of services can enhance student achievement and well-being while supporting families (Sanders, 2003).

The World Food Programme (WFP) and other development partners have noted a growing demand and interest in school feeding programs among countries over the past few years. However, questions remain about how many countries are actually implementing these programs. Are they present in nations across all income levels, or just in select ones? Are these initiatives large-scale national investments or smaller programs driven by donor funding? These are some of the inquiries that WFP and its partners have sought to address in recent years. In this context, countries are developing and executing school feeding programs as part of their national strategies for school nutrition and health. However, there are gaps in service delivery and implementation that reflect government concerns.

Furthermore, the primary goal of schools is to provide education, and achieving this objective is influenced by various factors. To support educational success, different initiatives have been established, with school feeding programs being one of them. Research indicates that such programs can increase student enrollment, highlighting the importance of ensuring that educational provisions can adequately meet the heightened demand for quality education resulting from these initiatives. This lesson has been learned by numerous countries that have eliminated school fees and other financial barriers, only to face increased demand afterward (Kattan 2006, cited in Bundy et al., 2009). Consequently, quality education extends beyond merely improving students' academic performance; it encompasses broadening their perspectives across various dimensions. This process involves inputs, processes, and outputs. Thus, school feeding programs are designed to promote both access to and the quality of education by providing nutritious meals. These programs serve as a social safety net for children in chronically food-insecure areas, shielding them from the severe impacts of household food insecurity while contributing to improved learning outcomes and nutrition (Ministry of Education, 2012). According to a study by the World Food Programme (2013), the management of school feeding initiatives is typically handled by governments, either independently or in collaboration with WFP or other development partners. The demand for these programs continues to grow over time.

2.1.2 The nature of School Feeding

According to the International Food Policy Research Institute, there are five stages of school feeding. The first stage includes school feeding programs that rely mostly on external funding and implementation, while the last stage includes school feeding programs that rely mostly on internal government funding and implementation (Donald, 2009). Countries that are within the first stage include Afghanistan and Sudan, where country governments are unable to lead school feeding programs. Countries that are within the fifth stage include Chile and India, which have functional, country-led school feeding programs. For example, the Government of Chile has provided a school feeding program for over 40 years through the La Junta Nacional de Auxilio Escolar y Becas (National Board of School Assistance and Scholarships) through a public-private partnership (Winch, Rachel, 2011). This program involves technology that allows food to be centrally mass-produced and then distributed across the country. Additionally, the Government of India has supported school feeding programs since 2001, when the country recognized Indians' Constitutional Right to Food (Winch, Rachel, 2011). Countries that are in the middle of the stages, such as Kenya and Ecuador may have some but not all of the governmental policies, financial capacities, or institutional capacities to operate school feeding programs without external funding or implementation.

2.2 Psychological challenges in teaching .

Various experts emphasize the importance of establishing both a physical and psychological environment in schools to enhance the quality of education and attract students. While teaching can be immensely rewarding, it often comes with frustrations stemming from various challenges. Educators aspire to make a positive impact on their students' lives, yet they may struggle to connect with certain individuals. Some students may appear unmotivated, disengaged, or exhibit other barriers to learning (Seifert Sutton, 2009). Additionally, UNICEF (2000) highlights that good health and nutrition are essential for effective learning. Children who are physically and psychosocially healthy tend to learn better. Early childhood development, particularly during the first three years, is crucial for laying the foundation for a healthy life and a successful educational experience. Moreover, proper nutrition is vital for normal brain development, while preventing infections, diseases, and injuries before school enrollment is equally important for nurturing quality learners. The Ministry of Education (1999) notes that socio-cultural factors, such as child-rearing practices, can influence students' participation in school and their

interactions in the classroom. The repetition and dropout rates among children from low-income families are notably high, primarily due to economic and cultural barriers. This indicates that these children have unique needs that must be addressed. According to a World Bank study (2013), adverse conditions during pregnancy and infancy can severely impact an individual's long-term learning potential by causing irreversible damage to brain structure and size due to low birth weight, growth issues, and micronutrient deficiencies. The effects on school aged children also warrant attention, as hunger can hinder their ability to take advantage of learning opportunities, ultimately diminishing the benefits gained from educational investments.

2.3. Empirical Studies on effect of School Feeding Programs

Moges et al. (2015) conducted a study to evaluate the prevalence of stunting and its potential influencing factors among children aged 6-59 months in Hossana, Southern Ethiopia. Using a random sampling method and structured questionnaires, the researchers found that high rates of stunting were associated with the mother's education level, household income, and the duration of breastfeeding and cup feeding. They concluded that nutritional interventions are essential to address the stunting issue in the area (Moges, Feleke, Meseret, Doyore, 2015). In a separate analysis, Dheressa (2008) examined various indicators of school participation by collecting data from 102 households in the Dara district of the Sidama zone in Southern Ethiopia. The findings indicated that school feeding programs did not significantly impact enrollment, attendance, or dropout rates. The factors influencing school enrollment, in order of decreasing impact, included the demand for child labor, schooling costs, school availability, teaching quality, school infrastructure, distance to school, food incentives, and safety concerns. For attendance and dropout rates, the primary factors were illness, work for money or food, domestic responsibilities, hunger during school hours (how long children had to wait for food), and distance to school.

School feeding programs can serve as an effective tool to achieve multiple benefits across sectors, including education, gender equality, food security, nutrition and health, poverty reduction, and agricultural development. The recent crises related to food, fuel, and finance have underscored the significance of these programs as a social safety net for children facing poverty and food insecurity while also promoting local agricultural production and economic opportunities in rural areas (Lawson, 2012). A review of two studies assessing the school feeding

program in Jamaica revealed that missing breakfast led to a decline in performance on verbal fluency and coding tests among previously severely malnourished children (Simeon, 1998). Furthermore, these programs had a statistically significant negative effect on dropout rates.

A study by Alderman Bundy (2012) indicated that participation in school feeding programs reduces the likelihood of dropping out of school by 7.5 percent. Specifically, the Take Home Ration (THR) intervention positively impacted the lives of participants in four regions of Ethiopia. However, Honing (2016) suggested that adaptations should be made to enhance the effectiveness and coordination of these interventions. Incorporating water provision and other school-based nutritional initiatives such as deworming, micronutrient supplementation (when necessary), and nutrition and health education is recommended for improved outcomes.

2.3.1 School feeding program and quality education

The School Feeding Program (SFP) has a statistically significant positive effect on learning outcomes, as evidenced by improved achievement test scores, which increase by 15.7 percentage points for participants (Ahmed, 2004). According to the World Food Programme (WFP, 2013), the SFP has several key objectives: it serves as a non-contributory resource transfer to households, akin to other food or cash assistance programs, and offers educational and nutritional benefits. It acts at the intersection of social services and hunger-related safety nets, provides broader support to governments in managing hunger related issues, and is part of larger national social protection systems. The program functions as a reliable income source for low-income families, helps alleviate education and food expenses, ensures essential nutrition for children in food-insecure households, supports child nutrition, facilitates a return to normalcy during and after crises, reduces the likelihood of children being withdrawn from school, and enhances enrollment and attendance especially among girls when combined with quality education.

(Ahmed, 2004) indicates that school feeding programs can attract more children to school. A critical consideration in overall planning is ensuring that educational provisions can adequately meet the increased demand for quality education resulting from these programs. This lesson has been learned by many countries that have eliminated school fees and other financial barriers, only to face increased demand afterward (Kattan, 2006, cited in Bundy et al., 2009). However,

some studies have found no significant positive impact of school feeding programs on key indicators of school participation such as enrollment, attendance, and dropout rates even though there are some connections between education and the SFP (Desalegn, 2011). Additionally, research conducted by Abiy (2017) evaluated the effects of the school feeding program on the academic performance of primary public school students in Arada sub-city, while Mulat (2020) examined the SFP's contribution to quality education in Yeka Sub City's first cycle primary schools. In general the findings had the implication to the implementation process of general education quality improvement program II (GEQIP II) that if the program implementation continued and enhanced the implementation status it could contribute to achieve quality education and will improve the achievement of the objectives of GEQIP II however, there were negative findings as a result of inappropriate implementation of SFP that needs attention. Instead, the program even currently contributes a lot to quality education in schools.

The educational benefits of these programs provide a strong rationale for the education sector to take ownership of and implement them, as these same educational outcomes enhance the incentive compatibility of the programs within social protection frameworks (Desalegn, 2011). Furthermore, key factors influencing a child's risk of dropping out, repeating grades, or never attending school include poverty and food insecurity (MoE, 2013).

2. 3.2 School Feeding Program and Attendance

The school meal program in Ethiopia is thought to enhance student attendance and reduce absenteeism by providing hot meals and take-home rations. In 2012, the program achieved a remarkable attendance rate of 99%, surpassing the target, and showing an improvement from the 95% rate recorded in 2011. However, analysis of selected schools indicated higher absenteeism during the months of February, April, and May (WFP, 2012).

Research by Alderman and Bundy, based on unannounced attendance data, highlighted the positive effects of school meals on both morning and afternoon attendance (Alderman and Bundy, 2012). Similarly, Jacoby and Cueto (1996) found that a school breakfast program increased attendance rates among fourth and fifth graders by 0.58 percentage points in participating schools, while control schools experienced a decrease of 2.92 percentage points.

An evaluative study conducted in Huaraz, Peru, shortly after the introduction of a breakfast program, also indicated that subsidized lunches encouraged children to attend school (Hinrichs,

2010). Additional research has demonstrated that school feeding programs significantly improve class attendance for participating students (Ahmed, 2004; Sarah, Adelman, Gilligan Lehrer, 2008). Literature also discusses factors that negatively impact attendance, with illness being a significant barrier.

Asmamaw (2014) noted that various health issues related to poverty and inadequate nutrition adversely affect children's attendance and contribute to drop-out rates. Studies have indicated that school-aged children experiencing severe hunger have much higher rates of chronic illness compared to those with moderate or no hunger. Weinreb et al. (2002) found that severe poverty has detrimental effects on children's health, leading to prolonged absences from school when sick, often without access to medical care. The impact of school feeding programs on attendance may vary across different age groups.

Overall, school feeding programs have a significant positive effect on school participation. Research suggests that these programs are effective in promoting enrollment, improving class attendance, and reducing drop-out rates (WFP, 2009). A study conducted in southwestern Ethiopia revealed that food-insecure adolescents and those from severely food-insecure households were more likely to miss school and achieve lower educational outcomes regarding the highest grade completed (Belachew et al., 2011). The WFP's 2012 food for education performance report also showed a notable increase in attendance and enrollment in intervention schools compared to others (WFP, 2012). However, the rise in school participation due to these programs could result in overcrowded classrooms, which might adversely affect learning unless school capacities are expanded accordingly (Dheressa, 2011).

2.3.3 Success and Failure of Implementing SFP

According to Bundy (2012), countries cite two primary motivations for establishing and implementing school feeding programs: (1) to meet social needs and provide a safety net during crises, and (2) to promote child development through enhanced nutrition and improved learning. Additionally, Food and Nutrition (2007) identifies a third reason that connects school feeding initiatives to local agricultural production, highlighting potential benefits for the local economy and farmers' incomes.

While the importance of school feeding programs is largely accepted, evaluation reports indicate that these programs are often not executed according to the expected standards. For instance, an evaluation of Algeria's nutrition program revealed that the school feeding program (SFP) was not being implemented as outlined in the national strategy (Algeria W., 2018). Similarly, an assessment of the McGovern-Dole school feeding initiative in the Afar and Somali regions indicated that while the program positively impacted educational outcomes and served as a social safety net, its overall implementation lacked thoroughness.

Furthermore, evidence from a randomized trial in rural Burkina Faso demonstrated that while school feeding programs could increase enrollment in agricultural households without an active labor market, they might not effectively enhance attendance or academic performance for many children (Kazianga et al., 2009).

A study by WFP (2013) highlighted failures in the implementation of SFPs in several countries. The major challenges identified included resource constraints, financial burdens associated with food fortification, commodity inflation, high annual operational costs, insufficient stakeholder collaboration, lack of available commodities, trained cooks, cooking facilities, and clean water. Additionally, the increasing number of students each year, inadequate sector engagement, and limited financial and institutional capacity were significant obstacles to successful implementation.

Moreover, research by Mohammed (2017) indicated that current SFPs may struggle to meet the national objectives outlined in the School Health and Nutrition strategy due to factors such as: rising numbers of schools and children, insufficient community support for the program, absence of formal structures at all levels, design issues that fail to clearly define the roles of different sectors, lack of commitment to immediate and long-term sustainability plans, and challenges related to supply versus demand..

Despite these challenges, there is potential for the program to become effective over time with support from various sources. A crucial question remains: how can countries enhance the effectiveness and efficiency of the programs they already have in place (WFP, 2013)? From global experiences, it appears that a country's growth significantly influences the effectiveness and sustainability of its SFP. The income level of a country is associated with both the scale and

consolidation of these programs. In high- and upper-middle-income countries, for example, most children have access to food through schools, with vulnerable children typically receiving subsidized or free meals.

2.3.4 School Feeding Program and Participation

This section explores relevant empirical studies after analyzing the conceptual links between school meals and school attendance. Most of the literature reviewed indicates that School Feeding Programs (SFP) positively influence school participation, as evidenced by metrics such as enrollment rates, class attendance, and student dropout rates (Ahmed et al., 2004). However, it is important to note that many of these findings stem from data collected in schools where the program was well-received and effectively executed. For instance, Vermeersch and Kremer (2004) conducted a field study in Western Kenyan preschools from 2000 to 2002 to assess the effects of the School Feeding Program on participation and achievement. In this study, preschoolers were defined as children aged 4 to 6 living within walking distance of the school. The results indicated that children in the treatment group attended school 35.9% of the time, compared to 27.4% in the control group, with this difference being statistically significant. The program boosted participation among both previously enrolled children (referred to as the intensive margin) and those who would have attended school without the program (the extensive margin). However, the researchers noted that any increase in school attendance without qualified teachers does not necessarily lead to improved educational outcomes, as there are significant synergies between teacher quality and school meals. Additionally, since their study focused on preschools, its applicability to primary school children may be limited. Furthermore, preschoolers typically have fewer family responsibilities than many primary school-aged children in low-income areas, making them less likely to miss school due to obligations.

A study carried out in Jimma in 2011 demonstrated that school meals significantly enhance the educational outcomes for beneficiaries. The research revealed improvements in various performance indicators, including enrollment rates, attendance, dropout rates, grade repetition, educational attainment, cognitive abilities, and classroom behavior, all attributed to the implementation of school feeding programs. This enhancement occurs because providing meals at school lowers the financial burden on parents, encouraging earlier enrollment and better attendance. As children benefit from increased learning time due to school meals, they are less

likely to repeat grades or drop out (Belachew et al., 2011).

2.3.5 School Feeding Program and School Enrollment

As previously mentioned, the provision of subsidized meals in schools can lead to an increase in school enrollment by influencing the educational decisions of families, particularly for children who may not have otherwise attended school. For families to decide to enroll their children, they must be persuaded that the overall advantages of participating in the program outweigh the direct and opportunity costs associated with education, as well as the anticipated benefits of schooling (Adelman et al., 2008). Essentially, households tend to evaluate the size of the financial assistance in relation to the cost-benefit gap, and these evaluations ultimately influence the extent to which enrollment rates rise. Additionally, it is important to note the role that school meals play in promoting early enrollment. While in-school meals are thought to impact the age at which children enter school through an income effect by boosting household income and enhancing the perceived benefits of education this income effect must be substantial enough to motivate families to send their children to school (Adelman et al., 2008).

Ahmed (2004) conducted a study in food insecure areas of Bangladesh to see the impact of School Feeding Program on school participation. The data collection took place in 2003 after children in the treatment schools received a mid-morning snack of fortified wheat biscuits every school day for one year. To determine whether the increases in enrollment (and attendance as well shall see in the next section) were indeed due to the program, he carried out econometric analysis to isolate other potential explanatory factors. Thus, Ahmed's study found that School Feeding Program have statistically significant positive impacts on both gross and net enrollment rates with 14.2% and 9.6% increases respectively (Adelman et al, 2008). However, this finding does not take account of other unobservable characteristics of households in the treatment area that could affect household's decision to enroll children. Therefore, it appears inconclusive to claim that the difference in enrollment between treatment and control groups was the result of the program without considering unobserved factors.

School meal program in Ethiopia aims to improve access to education by reducing short term hunger and enables children to concentrate in their study. In 2012, the program reached 649,188

children with annual growth rate of 6.2% while the national annual growth rate shows 4.5%. Comparing with non-program schools whereby the enrolment growth rate showing 1.5%, there a significant difference as compared to intervention schools (WFP, 2012). Although not a school feeding program in the traditional sense, school-based food distribution has also been used successfully to improve enrollment and attendance among school-age children.

2.4 School feeding policy implementation in Ethiopia: a focus on Addis

Ababa .

According to the 2011 Household Income, Consumption, and Expenditure Survey (HICES), the poverty headcount index in Ethiopia was estimated at 29.6% in that year. Specifically, the percentage of individuals living below the poverty line was 30.4% in rural areas, while it was approximately 25.7% in urban regions (Ministry of Labor and Social Affairs, 2012). In response to the need to reduce poverty levels, the Ethiopian government has developed various policies, plans, and strategies aimed at progressively fulfilling the constitutional rights of its citizens. These initiatives include the first-generation Poverty Reduction Strategy Program (PRSP) and the Sustainable Development and Poverty Reduction Program (SDPRP), as well as the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), which serves as a medium-term plan to achieve the Millennium Development Goals (MDGs). The Growth and Transformation Plan (GTP) builds upon PASDEP's strategy by focusing on economic growth across all sectors to alleviate poverty. The GTP's themes provide a foundation for social protection policies, with its successful implementation reliant on sector-specific policies, strategies, and programs designed to enhance social protection for society's most vulnerable members.

Additionally, Ethiopia has a constitutional and legal framework mandating the establishment of a National Social Protection Policy to support actions needed to meet constitutional obligations. Article 41/5 of the FDRE Constitution stipulates that the State shall allocate resources to assist physically and mentally disabled individuals, the elderly, and orphaned children as much as possible within available means. Article 90 further emphasizes that policies should aim to ensure all Ethiopians have access to public health, education, clean water, housing, food, and social security, as resources allow (FDRE, 1995).

Moges et al. (2015) conducted a study in Hossana, Southern Ethiopia, examining stunting levels and potential influencing factors among children aged 6 to 59 months. Utilizing a random sampling method with structured questionnaires, the study found that high stunting rates were associated with factors such as maternal education level, household income, and duration of breastfeeding and complementary feeding. The authors concluded that nutritional interventions are essential to reduce stunting in the area.

Dheressa (2008) explored various indicators of school participation through questionnaires distributed to 102 households in the Dara district of Sidama zone, Southern Ethiopia. The findings indicated no significant effect of school feeding programs on enrollment, attendance, or dropout rates. The factors influencing school enrollment, in order of decreasing impact, included demand for child labor, schooling costs, school availability, teaching quality, school infrastructure, distance to school, food incentives, and safety concerns. For attendance and dropout rates, the impacting factors included illness, work for money or food, domestic responsibilities, hunger during school hours (waiting for food), and distance to school.

Yohannes (2017) assessed the impact of a school feeding program on 320 students in grades 3 to 7 in Arada sub-city, Addis Ababa. Employing a quasi-experimental design and conducting Difference-in-Difference linear regressions for academic achievement and attendance, along with independent sample t-tests for attention measures, the results indicated a small but statistically insignificant positive effect on academic performance and attendance, with no notable impact on attention.

Furthermore, research by Abiy (2017) evaluated how the school feeding program affected the academic performance of primary public school students in Arada sub-city. Mulat (2020) examined how school feeding programs (SFP) contribute to the quality of education in the first cycle primary schools of Yeka Sub City. Yigzaw (2019) assessed the contributions, sustainability, and challenges associated with the school feeding program in the Somali Regional State of Ethiopia. Additionally, Demissie, Senait, Adefris, and Groote (2018) investigated the effects of quality protein maize on school feeding initiatives in Ethiopia.

The above studies have been done on SFP in the previous have the following gaps. First, studies do not explain the experiences of students who have severe food shortages. Although different communities have different experiences to address food shortages, the researchers did not show

school children's experiences and how these school children cope up food shortage challenges. Secondly, most of these researches has narrowly focused on either on effects or challenges of SFP, hence lack to include other variables.

Lastly, both the above researches conducted in the global context and Ethiopian studies investigated the benefits of SFP from the view point of alleviating hunger, improving child health, enhancing learning and child performance. Some of the researches also investigated school feeding programs from human rights perspectives. Moreover, as researches results shows, school feeding program has not effect on children's attention measure and the small positive effect of the program is detected on academic achievement and attendance score. The studies also evaluate the implementation of SFP with relation to costs and its cause effect relation with academic achievement and no more by comparing students who are in need of the program and the beneficiary one by decreasing extraneous variables. Thus, this gap leads the need of additional research on the area.

Therefore this study will try to incorporate additional issues like the existing reality about the implementation of the program, its contribution; challenges associated with the implementation of the program and also try to assess the mechanisms set to sustain the program. In addition, the study outcome will contribute in giving direction to make amendments and formulation of policies and directives on the implementation and sustainability of school feeding program that best monitor, control and guide operation to benefit students, parents and concerned stakeholders. Moreover, this research will supply holistic and clear understanding about the existing reality about the implementation of SFP in Addis Ababa and become a channel to fill the knowledge gap.

2.5. Conceptual Framework of the study

The conceptual framework explains the key concepts used in the study and how they are linked to one another to produce the final outcome. The model formulated here illustrates the association between issues to be assessed by the study that are linked to the overall implementation of the school feeding program in the study area

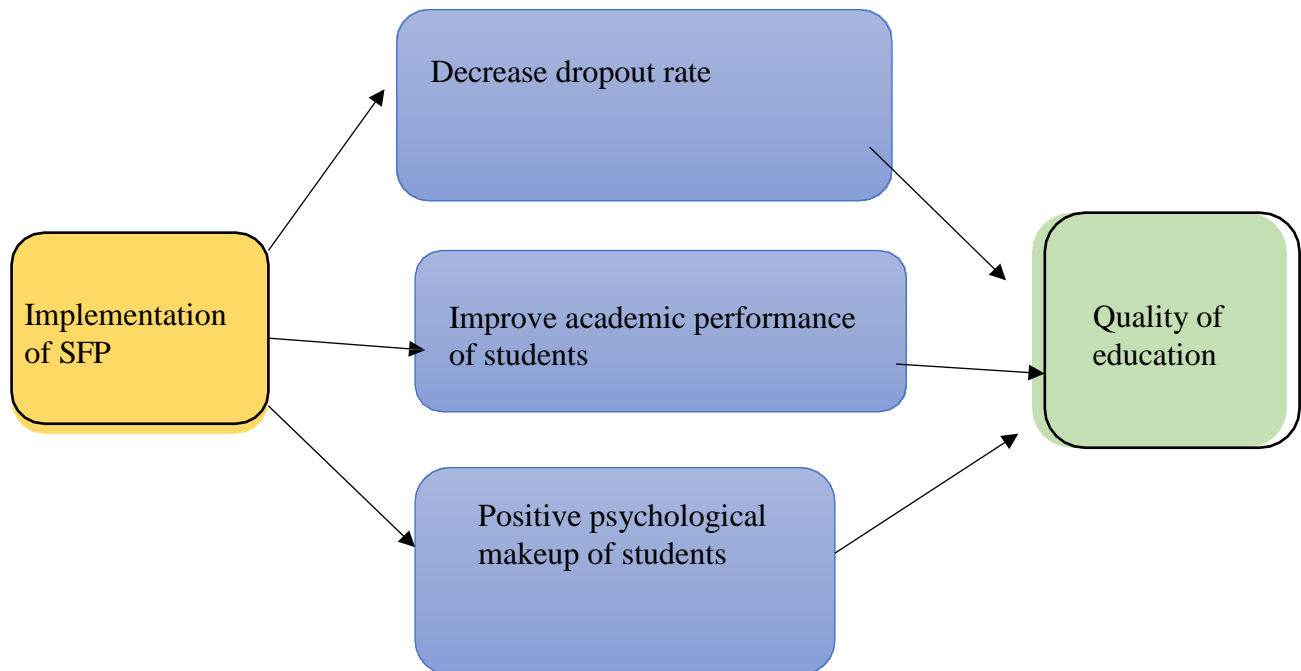


Figure 2.1: conceptual framework of the research

Source: the researcher based on theoretical framework

Description of conceptual framework

Decrease dropout rate: Number of students who complete academic semester or a number of minimized school dropout rates or ratio

Improve academic performance of students: Academic achievement indicated by overall average scores

Positive psychological makeup of students: Child-friendly school environment, readiness to learn (attendance, attention, class room ethics and initiation to learning)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The research methodology shows the logical framework that discusses research design, target population, sampling size and technique, methods of data collection, and method of data analysis. The research methodology explains the following questions; Why research study will be undertaken, how the research problem will be defined, in what way the data will be collected, what data will be collected and what particular techniques will be adopted, why particular technique of analyzing data will be used and a host of similar other questions are usually answered concerning a research problem or study. So, the study will be presented under this; research design, sample size, and sampling techniques, data sources, and data collecting tools, data analysis, and interpretation.

3.1. Research approach and Design

The research methodology outlines the logical framework that covers aspects such as research design, target population, sample size and sampling techniques, data collection methods, and data analysis approaches. It addresses several key questions, including the rationale for conducting the study, the definition of the research problem, the methods for data collection, the type of data to be gathered, the specific techniques to be employed, and the reasons for choosing particular data analysis methods. As per the objective of the study, both quantitative and qualitative data were collected and used for the analysis. Accordingly, quantitative approach is applicable to phenomena that can be expressed in terms of quantity. Moreover, the researcher also used qualitative results (that are collected through interview and FGD) to assist in explaining and interpreting the findings obtained from quantitative data.

3.2. Description of Study Site

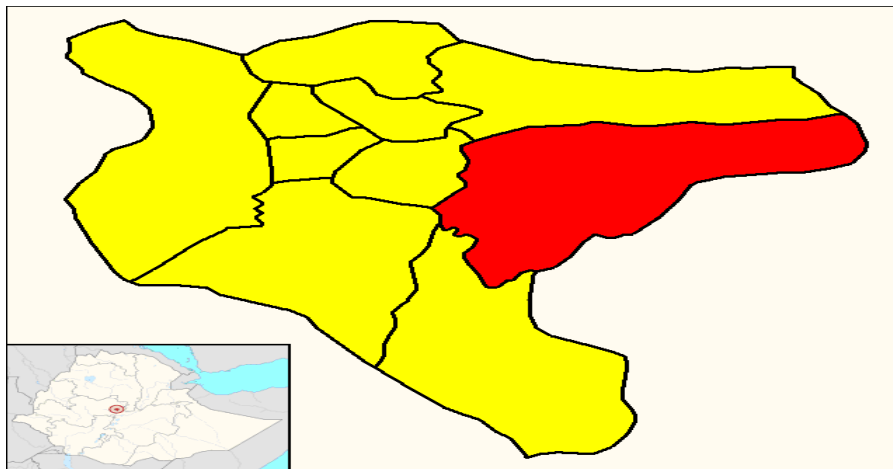
The study site of this research was Bole sub city which is one of the cities of Addis Ababa city administration. Bole is one of the peripheral sub-cities in Addis Ababa, which covers a total area of 122.08 km². As of July 2010, the total population of the sub-city was 648,900 (CSA, 2017). As an administrative zone, Bole sub city was organized by 14 Wereda (till the end of 2020) but now there are 10 wereda administered under Bole Sub-city in the South east direction of the city which constitutes massive condominium residential, real estate apartments as well as slum areas

which are existed from the establishment of the city in the early nineteen century. Big business centers, embassies, residential, malls, public service centers including Bole international Airport are also situated in Bole sub-city.

It is located in eastern part of Addis Ababa bordering with the districts of Yeka, Kirkos, Akaki Kality and Lemikura. There are 16 governmental primary schools and 8 governmental secondary schools in the sub-city.

Many people associate Bole with luxurious living quarters, sprawling residential villas and apartment blocks with the latest cars in Bole the neighborhoods. In addition, many individuals consider it as a place where rich persons who have plenty are residing. While this is true for some, not all are better off in Bole. This wrong perception leads children and families in the area to continue to suffer from malnutrition, particularly children who need a balanced diet for proper physical and mental development.

Many people consider there are not any hungry children in Bole areas while the reality shows otherwise. This is why the researcher is more interested in studying at Bole Sub- city because the rest of Addis Ababa as conventionally think the Sub-city is a residential area of all well-to-do households in Addis Ababa.



Key:- Red shaded part is Bole sub city

Figure 3-1 Addis Ababa Bole Sub-City

3.3 Sources of Data

In conducting this research, the data was obtained from selected primary and middle school of Bole sub city.

3.3.1 Primary Sources

Primary sources are a direct report of an individual who actually was observed or participated in the research. The primary sources of data for this study collected from schools leaders, homeroom teachers, school feeding officer, and parent-teacher student association union (PTSU) respectively.

3.3.2 Secondary Sources

The secondary data was collected from related books, recent publications, journals, relevant technical documents prepare by the students record office, and sub-city documents.

3.4 Population, Sample Size, and Sample Techniques

3.4.1 Population

The population of this study was homeroom teachers, students, leaders and parents of Bole sub city of Addis Ababa education office. Bole sub-city consists of **16** government primary and middle schools in 2024/25 Academic . In these governmental primary school of Bole sub city, there are 12773 male students, 13076 female students and totally they are about 25799 students, 16 leaders, 251 homeroom teachers and 16 parent association members in the governmental primary and middle schools was taken as sample population.

3.4.2 Sampling technique and sample size

According to Kothari (2004), sampling is the process of choosing a subset from a larger population. Researchers often opt for sampling due to various constraints that prevent them from studying the entire population (Mugenda Mugenda, 2003). In this context, a selected portion of the population serves as a representative sample. The study employed both probability and non-probability sampling techniques to achieve the necessary number of participants. Specifically, purposive sampling was utilized to select 30% of the 16 targeted schools, resulting in a sample of five primary middle schools:

1. Birhanzare
2. MisrakDill
3. MisrakBer No. 2
4. Addis Raye
5. Hidase.

This 30% sample was considered sufficient for generalization purposes (Mugenda Mugenda, 2003). The principals were chosen using purposive sampling, while members of the Parent Teacher Student Union (PTSU), feeding officers, and homeroom teachers were selected through simple random sampling. In total, the study included 5 principals, 68 homeroom teachers, 13 PTSU members, and 5 feeding officials, resulting in 91 respondents who participated in the questionnaires and interviews from five primary and middle schools.

Table 3.1 Sample Size Determination

No	Description	Target schools	Sample size	Sample in %	Sampling Technique	Tools
1	Principals	5	5	100	purposive	Interview
2	home room teachers	81	68	83.95	purposive	Questioners
3	PTSU	45	13	30.5	purposive	FDG
4	SFP officer	5	5	100	purposive	Interview
	Total	135	91	68.4		

As shown above, a total of **91** respondents consisting of **68** homeroom teachers, were drawn as a sample for questionnaire survey for the study. **5** (director per each school) and who were also facilitating the SF officer at their schools (**5** in number) to participate for interview sections; 13 Parent teacher student union were included to participate for FGD discussion.

3.5 Data Collection Instruments

Both qualitative and quantitative data were gathered on the same phase, This study was employ a comprehensive approach to collect and analyze data, using questionnaires, document review, interviews, and focus group discussions to understand the impact of school feeding programs (SFPs) on educational quality. Data Collection Instruments.

3.5.1 Questionnaires

Questionnaires included different issues for gathering data from homeroom teachers, This method is chosen for its efficiency in collecting a large volume of data from many respondents quickly and cost-effectively. Questionnaires prepared in both English and Amharic. They was

include both open ended and closed-ended questions. open-ended questions to allow participants to express their detailed thoughts, perceptions, challenges, and intentions regarding SFPs and student academic performance. The questionnaires was cover demographic information, student motivation, and SFP practices.

3.5.2 Documents

To supplement the questionnaire data, the researcher will review relevant qualitative and quantitative documents. These will include student rosters, mark lists, attendance records, and other secondary sources such as letters, photographs, annual reports, official social media posts, research papers, and statistical data

3.5.3 Interview

Semi-structured interviews was conducted in Amharic with school principals and feeding officers from the selected government primary and middle schools in Bole sub-city. These individuals are chosen due to their direct involvement and detailed knowledge of SFPs and educational outcomes. The interview questions align with the core research questions. Interview notes was taken, summarized, and then translated into English for analysis.

3.5.4 Focus Group Discussion

The researcher was develop discussion topics for focus groups to gather data and insights from individuals who was not be participating in the questionnaire. This approach aims to capture a diverse range of perspectives from these interacting participants. The focus group discussions involve members of the parent-teacher-student association union from government primary schools in the Bole sub-city, specifically those not included in the questionnaire respondents. This selection is intentional, as the researcher seeks to gain a deeper understanding of the situation through the participants' facial expressions and interactions, in addition to the questionnaire responses. The discussions was structured to allow participants to share detailed and comprehensive information relevant to the study.

The items sourced from existing literature in the field. To ensure content validity, a panel of experts review these items, and after making necessary revisions, the discussion topics was provided to the participants involved in the focus group discussions..

3.6 Procedures of Data Collection

To address the fundamental research question posed, the researcher undertakes a series of data collection procedures. The anticipated relevant information has been collected through the use of questionnaires and document analysis. To facilitate this process, the researcher possesses a letter of authorization from the Addis Ababa University College of Education and Behavioral Studies, specifically from the departments of Educational Planning and Management. With this authorization, the researcher was approached the selected primary and middle schools in the sub-city and seek consent from their respective leaders. Once agreement is reached with the involved participants, the researcher was present her objectives and purposes. The researcher distribute questionnaires to a sample of primary and middle school teachers, leaders, PTSU members, and feeding officers. Participants instructed to independently provide their responses to each question as required by the researcher. Prior to administering the final version of the questionnaires, the researcher was obtained permission from the school administration through an official letter. Once permission is granted, the questionnaires distributed to the participants. Since the sample consist of individuals from various groups, the administration process was taken place over two days. Respondents from the relevant departments informed about the study's purpose and encouraged to complete the questionnaire honestly, with assurances that their responses was remained confidential. To prevent any biases or misunderstandings, the researcher will offer clarification on the instruments and items whenever necessary. Participation in this study voluntary, and no incentives was provided in exchange for participation.

3.7 Methods of Data Analysis

Once the procedures for gathering primary and secondary data are finalized, the information organized and analyzed to yield key insights that address fundamental questions, fulfill the study's objectives, and highlight potential future implications. This research was investigated how the school feeding program impacts the quality of education and the academic performance of primary and middle school students in Bole sub-city. The responses from participants processed using SPSS version 23, employing frequency counts, percentages, and means and standard deviation for questionnaire question analysis. Finally, the qualitative information was sorted by thematic areas, analyzed, and incorporated to findings. Hence, the data collected through interview, FGD and document analysis was presented and analyzed qualitatively through

categorizing and discussed in thematic area to supplement data gathered through questionnaire.

3.8 Ethical Consideration

From data collection, the researcher informed all participants about the study's purpose and procedures, and their informed consent to participate was obtained. The study adhered to key research ethics, ensuring voluntary participation, anonymity, and protection of respondents from any potential harm. The researcher emphasized that the study is being conducted solely to fulfill the requirements of a master's degree program, with no hidden agenda. Participants were explicitly informed that their participation is entirely voluntary, and they are free to decline or withdraw at any time without consequence. Furthermore, the researcher guaranteed the confidentiality of all information provided and assured respondents that findings would be used exclusively for the intended research purposes, protecting them from any potential harm. Finally, the researcher is committed to reporting the research findings completely and honestly, avoiding any misrepresentation of the results.

CHAPTER FOUR; DATA ANALYSIS AND DISCUSSION

This part of the research deals with the analysis and discussion of the data gathered through survey questionnaires, interview, FGD and observation conducted to assess the school feeding program and its contribution to quality of education in bole sub city. This chapter deals with the presentation, analysis and interpretation of data collected and this section contains two major parts; the first part presents characteristics of respondents. The second part deals the relation sheep between school feeding and academic achievement student: in the case of selected primary school of bole sub city.

4.1 Description of participants

The demographic profile of the sample respondents who were participated for quantitative data is presented and analyzed below. The purpose of assessing respondents' age, sex and title is that, to determine whether the researcher considered heterogeneity of sample units. On the other hand assessing the work experience and education level of the respondents' is that, when the respondents are more experienced and educated they have better opportunity to understand the case and give better response than else.

4.1.1 Background of the Respondents

Table 4.1 Background of the Respondents Home room teachers

Variables	Category	Frequency	Percentage
Sex	Male	32	47.1
	Female	36	52.9
	Total	68	100.0
Age	21-30	12	17.6
	31-40	24	35.3
	41-50	26	38.2
	51 and above	6	8.8
		68	100.0
Education background	College Diploma	20	29.4
	First degree (BED/BA/BSC)	47	69.1

	MSC/MED/MA	1	1.5
	Total	68	100.0
Work Experience	below 5 Year	3	4.4
	6-10 year	17	25.0
	11-15 year	19	27.9
	16 above year	29	42.6
	Total	68	100.0

Source: Own survey, 2025

Respondent Background

As portrayed on table 4.1 above respondents age distribution of the study shows, the majority were female constituting 36(52.9%) while male participants constituted 32(47.1%). This shows that female dominates males in their involvement in the school feeding program and its contribution to quality of education in the selected schools. In addition to, the study their age range 12(17.6%) respondents age have been range between 21-30 years old, 24(35.3%) 31- 40 years old, 26(38.2%) 41-50 years old and 6(8.8%) above 51and years old. Respondent educational background the majority 47(69.1%) of them had first degree, the remaining 20(29.4%) and 1(1.5%) of them had college diploma and second degree respectively participated in the study. In terms of work experience the respondents 3 (4.4%) respondents have worked for below 5 years, 17 (25.0%) for 6 to 10 years, 19(27.9%) for 11 to 15 years, and the remaining 29(42.6%) worked for more than 16 years. When the respondents are more and more experienced within the organization they have better opportunity to know more about the organization Therefore, we can conclude that they can understand the implementation practices of school feeding program in their respective institutions.

4.1.2 Descriptive Analysis of the School Feeding Program of home room teachers

Table 4.2 school feeding program engage students in active participation

No	Item	1	2	3	4	5	Mean	Standard Deviation
1	School feeding at primary school helped students do the classwork and homework assignments provided by their teacher.	2	3	3	31	29	4.21	.939
2	Class room participation of students increase	0	1	2	28	37	4.49	.635
3	Students do not miss classes after the introduction of the school feeding program in your school	3	4	1 0	21	30	4.04	1.112
4	Increase motivation of students to attend their education	1	3	6	23	35	4.29	.915
5	School feeding program contribute to increase students daily attendee in class	1	4	3	27	33	4.28	.912
6	The school feeding program helped students focused on their daily lesson	0	0	5	30	33	4.41	.629
7	SFP contribution of Student's performance in curriculum and extra-curricular activities	0	2	1 3	24	29	4.18	.845
8	School feeding program	0	3	6	30	29	4.25	.799

	students motivated to progress education to next grade level							
9	School Feeding program enables students to work hard academically achievement	1	2	7	33	24	4.15	.839
10	Students have high level of class room attention compared before feeding program started	0	3	4	30	31	4.31	.778
Group Mean							4.26	

Source: Field survey (2025)

The Likert scale used represented 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree

As shown on the above table 4.2, respondents were requested rate ten items about school feeding program engage students in active participation, School feeding at primary school helped students do the classwork, homework and assignments provided by their teacher. The respondents of 31(45.6%) agree, 29(42.6%) strongly agree, 3(4.4%) undecided and the remaining respondents 3(4.4% and 2(2.9%) disagree and strongly disagree respectively. Therefore, with a mean (M)= 4.21 and a standard deviation (SD)= 0.939, most respondents expressed their agreement that school feeding programs assisted students in completing classwork and homework assigned by their homeroom teachers. Similarly, the principal's interview and the focus group discussion yielded comparable findings.

The class room participation of students increase, The above table the data showed that 37(54.4%) strongly agree, 28(41.2%) agree, 2(2.9%) undecided and 1(1.5%) disagree M=4.49 SD=0.635. The result indicates the majority respondents have strongly agreed and agreed about the given question.

According to table 4.2 for the question Students do not miss classes after the introduction of the school feeding program in your school. 30(44.4%) respondents respond strongly agree, 21(30.9%) agree, 10(14.7) undecided, 4(5.9%) and 3(4.4%) disagree and strongly disagree

respectively and 1(1.5%) M=4.04 and SD=1.11 the majority of respondents stated after the introduction of school feeding program do not miss classes.

Research has shown that school feeding programs significantly boost class attendance, as children are provided meals only if they are present at school (Dheressa, 2011).

For the question increase motivation of students to attend their education 35(51.5%) respondents respond strongly agree, 23(33.8%) agree, 6(8.8%) undecided 3(4.4%) disagree and 1(1.5%) disagree M=4.29 and SD=0.91 This suggests that the participants believe the school feeding program has encouraged students to engage more actively in classroom activities.

From the above table, School feeding program contribute to increase students daily attendee in class. 33(48.5%) respondents respond strongly agree, 27(39.7%) agree, 3(4.4%) undecided 4(5.9%) disagree and 1(1.5%) disagree M=4.28 and SD=0.91 This indicates that a large majority of the respondents demonstrated that student attendance rates have notably risen due to the implementation of the school feeding program.

In the interview, from selected principal Y said: How do you think school feeding program helps in improve students' attendance?

"In our school context, I believe the program plays a crucial role in encouraging students to attend school consistently. Previously, in the afternoons when the feeding program was not in place, many students were reluctant to remain at school, resulting in empty classrooms. However, that situation has changed. The interviews conducted also confirmed that the sampled schools view the school feeding program as a vital link that helps students engage in their education."

Similarly, FGD with PTSU from school W member conformed "The program has significantly eased the financial strain on parents. Previously, many students would leave school before it started and become vulnerable to various addictions. However, since the introduction of the school meal program, we have seen an increase in student attendance."

From review literature the Research by Alderman and Bundy, based on unannounced attendance data, highlighted the positive effects of school meals on both morning and afternoon attendance (Alderman and Bundy, 2012

According to the question school feeding program helped students focused on their daily lesson. 33(48.5%) respondents respond strongly agree, 30(44.1%) agree and 5(7.4%) undecided, $M=4.29$ and $SD=0.195$. The respondent noted that the prevailing positive perception of the school feeding program has assisted students in concentrating on their daily lessons. According to the WFP (2004), short-term hunger significantly impacts learning capacity, as hunger from missed meals can greatly hinder a student's ability to learn. The issue of short-term hunger in certain schools poses a significant challenge that negatively affects academic performance.

SFP contribution of Student's performance in curriculum and extra-curricular activities the respondent data showed that 29(42.6%) strongly agree, 30(44.1%) agree, 6(8.8%) undecided and 3(4.4%) disagree and also the $M=4.18$ and $SD=0.845$. This shows that, with the availability of SFP, students are motivated to learn and actively participate in curriculum and extra-curricular activities.

From the question ,School feeding program students motivated to progress education to next grade level. 29(42.6%) strongly agree, 30(44.1%) agree, 6(8.8%) undecided and 3(4.4%) disagree $S=4.25$ and $SD=0.479$. The majority of the respondents confirmed and showed their agreement ,SFP helps children to concentrate on their studies and promoted next grade. For the question School Feeding program enables students to work hard academically achievement. 33(48.5%) respondents respond agree, 24(35.3%) strongly agree, 7(10.3%) undecided , 2(2.9%) disagree and 1(1.5%) strongly disagree $M=4.15$ and $SD=0.83$. Most of the respondent agreed on the Feeding program enables students to work hard academically achievement. The last question Students have high level of class room attention compared before feeding program started. 31(45.6%) respondents respond strongly agree, 30(44.1%) agree, 4(5.9%) undecided and 3(4.4%) disagree $M=4.31$ and $SD=0.77$ strongly agree and agree the majority of the respondents with mean score 4.31 confirmed that promotion rate of students was significantly increasing.

As discussed in the FGD and interview sessions, "Prior to the initiation of the school feeding program, students showed little interest in their studies. Their hunger left them unmotivated to focus on their education. However, following the launch of the school feeding program, there was a noticeable shift in the learning process and student engagement. Teachers observed that students' participation and concentration improved significantly after the implementation of the

school feeding program.”

As we can see from the above table 4.2, the average mean value scored for the listed ten items was 4.26, showing that the majority of the respondents perceived that school feeding has brought a significant increment in the overall contribute quality of education.

The above findings indicate that the introduction of the school feeding program in primary schools has enhanced teachers' motivation to teach and students' enthusiasm for learning. Overall, this supports the hypothesis that the program has positively influenced the quality of education. This conclusion is backed by empirical evidence, as noted in Ahmed’s (2004) study, which reported a statistically significant positive effect of the school feeding program on both students' motivation to learn and teachers' interest in teaching.

4.2 Challenges affect the Implementing of SFP

Schools face a variety of challenges in implementing school feeding programs at the required level. The Following table portrayed results associated with related challenges of SFP implementation. Respondents in the questionnaire confirmed that all the challenges presented were seen in their schools.

Table 4.3 Challenges affect the Implementing of SFP

<u>No</u>	Item	N	Respondent in%	Rank
1	Lack of available space for food preparation and storage	48	70.6%	3 rd
2	Lack of electricity supply and the high price of firewood	31	45.5%	7 th
3	Shortage of water	58	85.3%	1 st
4	lack of skilled manpower to properly run the school feeding program	52	76.5%	2 nd
5	Financial budget to run the program effectively	31	51.5%	6 th
6	Lack of open discussion among stakeholders about their role, responsibility for the implementation of the program	43	63.2%	4 th
7	sanitation and hygiene problem	38	55.5%	5 th

Source: Field survey (2025)

Respondents were requested to provide their level of agreement about the challenges affecting the implementation of SFP in the study area. As we can see from the above table, the first ranked item with was shortage of water 58(85.3%) the home room teachers say the shortage of water caused them a challenge for the program implementation. The most significant challenge to executing the school feeding program was a lack of water, along with major issues related to food preparation and kitchen sanitation. During an interview with principals and feeding officers, they mentioned that a lack of water in schools poses a significant challenge to the implementation of the school feeding program, adversely affecting both food preparation and sanitation.

The second ranked item 52(76.5%) was lack of skilled manpower to properly run the program, the majority of respondents indicated that the absence of skilled personnel to effectively manage the program posed challenges to the implementation of the school feeding initiative. This issue is closely tied to the institutional capacity of those responsible for executing the program at every level.

The third ranked item was lack of available space for food preparation and storage was, 48 (70.6%) home room teachers said there was lack of available space for food preparation and storage . The findings from the focus group discussions revealed that every school included in the sample had secure and lockable storage spaces for keeping food items, as well as various materials and utensils used in food preparation and dining areas for serving students. Furthermore, participants in the discussions noted that consuming food in unsanitary environments can result in numerous health issues, as dirt, dust, germs, and other contaminants may come into contact with the food.

The fourth ranked item was 43(63.2%)Lack of open discussion among stakeholders about their role, responsibility for the implementation of the program the respondent says was not clearly planned and executed in this program.

Feeding tools and hygiene have been an issue for the delivery of SFP. With this regards respondents have ranked problem related to sanitation and hygiene fifth rank was 38(55.8%). This issue is linked to the insufficient and inconsistent water supply in schools. It is essential for

mothers who prepare food and schoolchildren to maintain cleanliness. Hygiene and sanitation are crucial for the health and well-being of students. Consequently, the lack of water poses a significant challenge for food preparation, hand washing, and drinking. This situation increases the risk of students contracting hygiene-related illnesses. It was noted that only two of the schools observed had hand soap available; students at Misrak Ber No. 2 and Misrak Dil could only wash their hands with water.

“During interviews, the school feeding officer confirmed that the lack of sanitation is a problem affecting the monitoring and support of the School Feeding Program (SFP). Additionally, school principals acknowledged that a lack of institutional capacity has hindered the effectiveness of the school feeding program, which was identified as a major challenge by study participants.”

Financial budgets to run the program effectively was the sixth ranked item with 35(51.5%) respondents selected this challenge. In agreement with this, Vitória et al. (2017) noted in their research that financial constraints and cash flow issues associated with school feeding programs (SFP) pose significant challenges for governments and other stakeholders involved in these initiatives. Several factors threaten the sustainability of school feeding efforts, including rising and unstable food prices, changes in environmental and agricultural conditions, and the overall cost-effectiveness of the program. These challenges are commonly faced by those responsible for planning and organizing SFPs.

In addition During an interview with principals and feeding officers, they mentioned that a lack of water in schools poses a significant challenge to the implementation of the school feeding program, adversely affecting both food preparation and sanitation.

The other challenge posed by teachers were Lack of electricity supply and the high price of firewood for cooking. About 31 (45.2%) home room teachers agree.

“The feedback from the focus group discussion (FGD) participants revealed that food preparation necessitates additional resources, including fuel sources like firewood and charcoal, which are not always easily accessible. The cooks in the FGD highlighted that the absence of electricity and the increasing cost of firewood pose significant challenges. The study identified various obstacles that could affect the sustainability of the school feeding program, including both current issues and potential future factors.”

4.3 Document analysis

4.3.1 The effect of the school feeding program on student enrollment

A document analysis was also performed to assess the impact of the School Feeding Program (SFP) on the quality of education and academic performance of students, specifically by examining its influence on student enrollment rates. The study demonstrated that the SFP positively affects the educational quality in selected schools. To gather data, student roster cards and summaries of enrollment rates from five sample schools were analyzed, covering the period from 2009 E.C. to 2015 E.C. The data collected from these sources allowed for a comparative analysis of enrollment rates before and after the implementation of the school feeding program.

Table 4.4 Document review results about Enrolment rate of students

Name of school	before school feeding		after school feeding				
	2009E.c	2010E.C	2011E.C	2012E.C	2013E.C	2014E.C	2015E.C
Misrake berNo.2	801	825	840	801	886	837	1096
Addis ray	666	683	739	845	816	925	885
Berhabizare	582	601	547	562	523	446	408
Misrake dile	658	701	676	694	730	741	753
Hidase	1387	1438	1488	1501	1650	1711	1744
Total	4094	4248	4290	4403	4605	4660	4886

Source: Bole Sub-city Education Office by the researcher, 2025

As we can see from the above table The total number of students enrolled year after year is increasing. Accordingly before school feeding started the total number of student enrolled in the year 2009E.C and in 2010E.C were 4094 and 4248 respectively . Likewise the total number of student sampled school enrolled in the year 2011E.C (4290), 2012E.C(4403), 2013E.C(4605), 2014E.C(4660) and 2015E.C (4886) compared to those enrolled in year 2009E.C and 2010 E.C enrolment rate of students progressively increased. For the comparative analogy, the analysis was conducted by taking data and information from two year back to the official implementation of the program i.e. 2017 and 2018and then comparing the progress across each year up to 2023/24.

This indicates that even if there are other factors at play, the number of pupils enrolled in state schools has increased since SFP began, and the school feeding program has also increased

attendance .This was further supported by the results of interviews with school principals and the directors of several sampling schools who were informed that the school feeding program had raised enrollment rates. According to interviews, the program's execution helped to improve academic performance, decrease the dropout rate, increase academic performance and for the education.

“As interview; What else could you describe and list down that have been school feeding program its contribution of quality of education in the schools?”

According to the principal of X School, "There has not been a notable rise in student enrollment at our school over the last seven years, partly due to the redevelopment occurring in the surrounding area."

The literature reviewed thus far indicates that School Feeding Programs (SFP) have a notably positive impact on educational access, leading to higher enrollment rates and a reduction in dropout rates. Supporting this conclusion, Asmamaw (2014) conducted a comparison of school attendance, enrollment, and dropout rates between beneficiaries and non-beneficiaries of SFP in primary schools in Bishoftu town. This study revealed a significant increase in enrollment attributed to the provision of school meals.

4.3.2 Effects of SFP on class attendance

Class attendance, measured by absence rate, and document analysis also identified to see the contribution of SFP on quality of education. Out of the five sampled schools, I have taken one school to analyze students' absenteeism data.

Table 4.5 grade 8th mid school class attendance absent day students data

School name	2010E.C				2016E.C			
	No. students	No. absent day			No. absent day			
		First semester	Second semester	Total	No. students	First semester	Second semester	Total
Addis raye	110	372	385	757	83	71	115	186

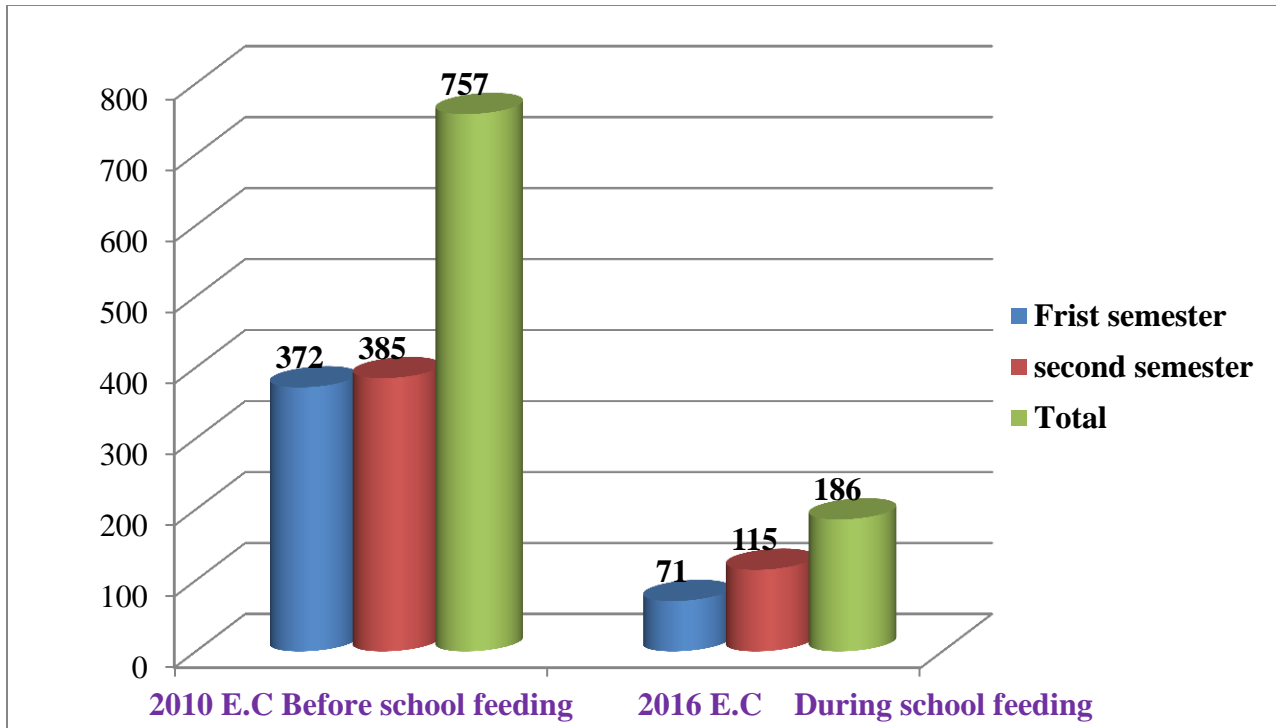


Figure 4-1 comparison of attendance before and during selected years(2010 E.c and 2016 E.C

Table 4.5 and above figure indicated that students grade 8 class attendance before the starting of school feeding program showed of absenteeism was 757 days in the year of 2010 E.C were very high . While, after the school feeding program started the number of absenteeism day dropped to 186 days in the year of 2016 E.C ; the data shows that absenteeism of number of students has decreased significantly; The data indicates that the school feeding program has a significant impact on student absenteeism. The same is true for the rest schools.

Interview with the school principal Z had to say this: How do you think school feeding program helps in improve students' attendance?

"In our school, I believe the program plays a crucial role in encouraging students to attend regularly. Previously, during the afternoons when the feeding program was not in effect, many students were reluctant to remain at school, resulting in empty classrooms. However, that situation has changed."

From this result the researcher conclude that school feeding program has positive impact on class attendance of students. This is consistent with previous Research and has demonstrated that school feeding programs significantly improve class attendance for participating students (Ahmed, 2004; Sarah, Adelman, Gilligan Lehrer, 2008).

CHAPTER FIVE ; SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter summarizes the major findings of the study and present conclusions and recommendations based on the data analysis in previous chapter.

5.1 Summary of Major Findings

The school feeding program in Ethiopia is a relatively new initiative. Prior to its organized implementation, meals were provided by teachers and humanitarian organizations to a small group of students. In October 2019, the city government of Addis Ababa assumed responsibility for the program and expanded meal services to all government primary schools. Consequently, the primary aim of this study was to evaluate the impact of the school feeding program on the quality of education in selected government primary schools within Bole Sub-City.

1. The first researcher question school feeding program(SFP) engage students in active participation. Accordingly: the majority of the respondents home room teachers confirmed the program has positive impact on in active participation of students. The average mean value scored for the listed ten items was 4.26, showing that it has brought a significant increment in the overall quality of education. The contribution of school feeding program on the active participation of the students can be explained in that it, helped students do the classwork and homework assignments provided by their teacher; Students do not miss classes and focused on their daily lesson. Students were motivated to progress education to next grade level as well as increased student's performance in curriculum and extra-curricular activities
2. The second research question was to identify the key challenges and limitations faced in implementing the school feeding program. Hence the finding was shown table 4.3 by ranking from the highest to low challenges the top three challenges first ranked (85.3% respondent) was shortage of water, 76.5% respondent lack of skilled manpower to properly run the program and 70.6% respondent lack of available space for food preparation and storage respectively in the study area. In addition, according to the study, Lack of electricity supply and the high price of firewood, Financial budget to run the program effectively, sanitation and hygiene problem and Lack of open discussion among stakeholders about their role, responsibility for the implementation of the program. FGD results also confirmed,

participants mentioned that, eating in unclean places can lead to many diseases. During an interview with principals and feeding officers, they expressed that the lack of water in schools poses a significant challenge to the implementation of the school feeding program, adversely affecting both food preparation and sanitation.

3. The third specific objective of the study to analyze the effect of the school feeding program on student attendance and enrollment. Contribution of SFP on quality of education shows, the intervention of school feeding program in the primary schools has increased students enrollment rate. After School feeding students enrollment increased compared than before school feeding started.

Document analysis of table 4.3 the stated schools proved that, there was a highly increased students during school feeding enrollment rate . Furthermore, qualitative data from interviews supported these findings, with school principals confirming that the school feeding program has led to an increase in enrollment rates, as indicated by directors from various sampled schools. According to the study's findings, increasing student enrollment is significantly aided by the school food program.

From the document analysis in grade 8 primary and middle school students class attendance before the starting of school feeding program number of absenteeism day was 757 days in the year of 2010 E.C were very high . While, after the school feeding program started the number of absenteeism day was 186 days in the year of 2016 E.C ; the data shows that absenteeism of number of students has decreased or reduced significantly. The data indicates that the school feeding program has a significant impact on reduced student absenteeism. The school feeding program has a significant impact on student attendance.

5.2 Conclusion

This research has made attempts to the school feeding program and its contribution to quality of education in selected government primary school in bole sub city.

Until 2019, the School Feeding Program (SFP) was executed in a disjointed and uncoordinated fashion by teachers, school management, government entities, NGOs, and local communities. Before 2018/19 academic year, the program faced several challenges. Firstly, it had significant psychological impacts on the students who benefited, as it was only available to a select group of very poor students, leading to feelings of worry and shame among them. Secondly, the program offered assistance to only a small number of students, despite the fact that many others were in

need of support.

The initial large-scale student feeding program was initiated in September 2019, aimed at supporting approximately 300,000 students in Addis Ababa, including those in the study area. This initiative has significantly alleviated hunger for underprivileged students who previously attended school with empty stomachs and lunch boxes. Educationally, it has led to a decrease in absenteeism and dropout rates, while encouraging greater participation from children in school activities. Furthermore, this feeding program has eased the financial strain on parents and guardians, while also enhancing student retention and daily attendance rates.

Furthermore, the establishment of a school meal program motivated students to engage more actively in classroom activities. Moreover, the school feeding initiative significantly contributes to hunger alleviation efforts and ensures that all students receive sufficient nutrition. Likewise, providing healthy meals at school has positively influenced children's cognitive development. Since the launch of the school feeding program, school-aged children have been able to attend classes regularly.

However, the present SFP has still many problems that need to be addressed. Such as; it doesn't have strong structure. The finding of the study proved that, challenges affect the implementation of the school feeding program. The study identified the Shortage of water , lack of skilled manpower to properly run the school feeding program, Lack of available space for food preparation and storage this was the major challenge of SFP implementation.

In general, despite its limitations, the School Feeding Program (SFP) plays a crucial and effective role in addressing food and nutrition insecurity among economically disadvantaged groups in society. It should be sustained, supported, and reinforced through community participation and ownership, as well as increased involvement from stakeholders.

5.3 Recommendations

For further enhancement the school feeding program and its contribution to quality of education in selected government primary school in Bole sub city the following recommendations were made based on the result of the study :

- ✚ The study suggests that Addis Ababa City Administration and Addis Ababa City Administration Education Bureau should ensure a consistent provision of the school feeding program in educational institutions by leveraging both local and international resources, which would help sustain regular school attendance and enhance quality of education.
- ✚ School principals, teachers, and other stakeholders should focus on improving students' knowledge and skills to boost their academic performance.
- ✚ The research table 4.3 noted that many of the challenges in implementation could be addressed by enhancing and broadening the cooperation among stakeholders, government agencies, development partners, and the community.
- ✚ The school meals currently provided were found to be repetitive, predominantly consisting of cereals. This lack of variety has been attributed to the limited budget allocated for each student's daily meals (covering both breakfast and lunch). As a result, the city administration needs to reevaluate the budget or explore alternative options to ensure that the nutritional needs of schoolchildren are met and to align with national objectives.
- ✚ The researcher observed that record-keeping related to the School Feeding Program (SFP) and beneficiary students in many schools was inadequate, making data retrieval challenging. Much of the information is managed by individuals due to the absence of a computerized data retrieval system. Consequently, it is essential to implement training and capacity-building initiatives focused on record-keeping, along with ongoing monitoring and supportive supervision for information and communication personnel, data clerks, and school staff.

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APPENDIX I

**ADDISABABA UNIVERSITY
SCHOOL OF GRADGUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANINING AND MANAGEMENT**

Questionnaire to be filled by HOMEROOM TEACHERS

Dear Respondents; this questionnaire is aim to collect data that enable the researcher to assess the school feeding program and its contribution to quality of education in selected government primary school in bole sub city.

Thus, your real and genuine responses to each item do have an essential role for the accuracy and reliability of the study. Therefore, you are kindly requested to go through all questions and respond appropriately. I would like to express my appreciation in advance for your time and considerations.

Thank you!

General Instruction.

1. You may not require writing your name
2. Mark (√) tick in the box of your alternative answer(s)
3. Please give answers to each closed ended items as appropriate as possible.
4. Please give your short and precise responses to the open ended questions.

Part One: Back ground information of Teachers

1.1 Name of your school _____

1.2 Sex Male Female

1.3 Age 21 to 30 years 41 to 50 years
31t o 40 years 51 years and above

1.4. Educational Qualification

A. Diploma B. BA/BSC/BED C. MA and above

1.5 Grade level you teach-----

Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6

Grade 7 & Grade 8

1.6 Work Experience < 5 years 6-10 years 11-15 years 16 and above

Part Two: Main Questions

1. Dose school feeding program students engage in active participation in government primary schools of Bole Sub city?

This part of questionnaire has different statements related with the school feeding program students engage in active participation in government Primary Schools of Bole Sub-city. For each statement there are five alternatives that range from strongly agreed to strongly disagree.

Please, rate your level of agreement or disagreement by putting (√) that reflects your opinion.

(The rating is: 5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree)

No	Item	Rating				
		5	4	3	2	1
1	School feeding at primary school helped students do the classwork and homework assignments provided by their teacher.					
2	Class room participation of students increase					
3	Students do not miss classes after the introduction of the school feeding program in your school					
4	Increase motivation of students to attend their education					
5	School feeding program contribute to increase students daily attendee in class					
6	The school feeding program helped students focused on their daily lesson					
7	SFP contribution of Student's performance in curriculum and extra-curricular activities					
8	School feeding program students motivated to progress education to next grade level					
9	School Feeding program enables students to work hard academically achievement					
10	Students have high level of class room attention compared before feeding program started					

2. What challenges affect the implementation of the school feeding program in government Primary Schools of Bole Sub-city?

Using your view the following items are prepared to assess the challenges towards the implementation of SFP in the study area .Please provide your perception by rank from the highest challenge to the low challenge.

No	Item	Rank
1	Lack of available space for food preparation and storage	
2	Lack of electricity supply and the high price of firewood	
3	Shortage of water	
4	lack of skilled manpower to properly run the school feeding program	
5	Financial budget to run the program effectively	
6	Lack of open discussion among stakeholders about their role, responsibility for the implementation of the program	
7	sanitation and hygiene problem	

8. What else could you describe and list down that have been challenging the implementation process of SFP in the schools? -----

APPENDIX II

ADDISABABA UNIVERSITY

SCHOOL OF GRADGUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANINING AND MANAGEMENT

Interview Guide to SCHOOL PRICIPAL

Dear respondent; the purpose of this interview is to collect relevant data from school leader, on the study entitled **The school feeding program and its contribution to quality of education** Your response is vital for the success of the study. You are kindly requested to response the interview confidentially.

Be sure that your response will not be used for any purpose rather than academic purpose. Your participation is volunteer-based. Thank you in advance for your genuine and kindly cooperation!

Part One: General Information

1. Sex.....
2. Age.....
3. Academic qualification.....
4. Work experience
5. Current position.....

Part Two:- Guideline questions for the interviews

1. What are the changes that have taken place since the student feeding program was implemented?
2. How do you think school feeding program helps in improve students' attendance?
3. Do you believe the school-based student feeding program has a beneficial influence on students' learning needs? Please would you state the reason?
4. When the School Feeding Program is on progress the dropout rate decreases in the school.
5. What else could you describe and list down that have been school feeding program its contribution of quality of education in the schools?

APPENDIX III
ADDISABABA UNIVERSITY
SCHOOL OF GRADGUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANINING AND MANAGEMENT

Interview Guide to SCHOOL FEEDING OFFICER

Dear respondent; the purpose of this interview is to collect relevant data from school feeding officer , on the study entitled **The school feeding program and its contribution to quality of education** Your response is vital for the success of the study. You are kindly requested to response the interview confidentially.

Be sure that your response will not be used for any purpose rather than academic purpose. Your participation is volunteer-based. Thank you in advance for your genuine and kindly cooperation!

Part One: General Information

1. Sex.....
2. Age.....
3. Academic qualification.....
4. Work experience

Part Two:- Guideline questions for the interviews

1. How do you think school feeding program helps in improve students' attendance?
2. How do you support school feeding program in your school?
3. Do you think that school feeding program bring improvement on the students academic achievement ? if your answer yes; How?
4. How do you check students are served the meals based on menu?

APPENDIX IV
ADDISABABA UNIVERSITY
SCHOOL OF GRADGUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANINING AND MANAGEMENT

Questions for the Focus group discussion Guide by PTSU

Dear respondent; the purpose of this interview is to collect relevant data from school leader, on the study entitled **The school feeding program and its contribution to quality of education** Your response is vital for the success of the study. You are kindly requested to response the interview confidentially.

Be sure that your response will not be used for any purpose rather than academic purpose. Your participation is volunteer-based. Thank you in advance for your genuine and kindly cooperation

Part three: Guideline of questions for the Focus Group Discussion.

1. You think with the start of school feeding, parents of students think that the results of our children have changed?
2. Why is that the School Feeding Program is on progress the dropout rate decreases in the school?
3. How do you express class room participation of students ?
4. How does the school feeding program influence children's willingness to attend and stay in school?

Students Enrolled in selected school; 2009-2015 E.C

Name of school	before school feeding		after school feeding				
	2009E.c	2010E.C	2011E.C	2012E.C	2013E.C	2014E.C	2015E.C
Misrake berNo.2							
Addis ray							
Berhabizare							
Misrake dile							
Hidase							
Total							

Checklist to collect data from the School Roster and class attendance grade 8 student's before and after school feeding program

School name	2010E.C				2016E.C			
	No. students	No. absent day			No. absent day			
		First semester	Second semester	Total	No. students	First semester	Second semester	Total

በአዲስ አበባ ዩኒቨርሲቲ

የድገረ ምረቃ መርሀ ግብር

የትምህርት እቅድ እና አመራር ትምህርት ክፍል

በክፍል ተጠሪ መምህራን የሚሞላ መጠይቅ

ይህ ጥናት በአዲስ አበባ ከተማ በቦሌ ክፍለ ከተማ በሚገኙ በተመረጡ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች “የትምህርት ቤት ምገባ መርሀ ግብር እና ለትምህርት ጥራት ያለው አስተዋጽኦ በሚል ርዕስ ለትምህርት ቤት መምህራን የተዘጋጀ የጽሁፍ መጠይቅ ነው።

ውድ ተሳታፊዎች፡ - የዚህ ጽሁፍ መጠይቅ ዋና ዓላማ በ“አዲስ አበባ ከተማ መስተዳደር በቦሌ ክፍለ ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች ውስጥ ያሉትን “የትምህርት ቤት ምገባ መርሀ ግብር እና ለትምህርት ጥራት ያለው አስተዋጽኦ ላይ ጠቃሚ እና አስተማማኝ መረጃ መሰብሰብ ነው። ከዚህ አኳያ የእርስዎ ቅን እና ሀቀኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ አለው። በመሆኑም ትክክለኛ መረጃ እንዲሰጡኝ እየጠየቅኩኝ የሚሰበሰበው መረጃ ለትምህርት ዓላማ ብቻ የሚውል መሆኑ እገልጻለሁ። ከዚህ በተጨማሪም የእርስዎ ተሳትፎ በፍቃደኝነት ላይ የተመረከዘ ምስጢራዊነቱም የተጠበቀ መሆኑን አረጋግጥልዎታለሁ።

አመሰግናለሁ!!

አጠቃላይ መመሪያ.

1. ስምዎን መፃፍ አያስፈልግም
2. በአማራጭ መልስዎ ሳጥን ውስጥ ምልክት ያድርጉ (✓) ምልክት ያድርጉበት
3. እባክዎን ለእያንዳንዱ ጥያቄዎች ከተሰጡት አምስት አማራጭ ውስጥ መልስ ይስጡ
4. አጭር መልስ እንዲሰጡ በተሰጡት ቦታ ሊይ ትክክለኛ ምላሾችን ብቻ ይስጡ።

ክፍል አንድ፡ የመምህራን የግል መግለጫ ታሪክ

የሚያስተምሩበት የት/ቤት ስም-----

1. ጾታ ወንድ ሴት

2. ዕድሜ ከ 21 to 30 ዓመት ከ 41 to 50 ዓመት
 ከ 31 to 40 ዓመት ከ 51 ዓመት በሊይ

3. የትምህርት ደረጃ ሀ.ዲፕሎማ ለ ዲግሪ ሐ. ማስተር

4. የሚያስተምሩበት የክፍል ደረጃ----- አንደኛ ክፍል ሁለተኛ ክፍል
 ሶስተኛ ክፍል አራተኛ ክፍል አምስተኛ ክፍል ስድስተኛ ክፍል
 ሰባተኛ ክፍል ስምንተኛ ክፍል

6. የአገልግሎት ዘመን < 5 ዓመት 6-10 ዓመት 11-15 ዓመት

16 ዓመትና ከዚያ በላይ

ክፍል ሁለት፡ ዋና ጥያቄዎች

1. በቦሌ ክ/ከተማ በተመረጡ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች ውስጥ የት/ቤት ምገባ ተማሪዎች ንቁ ተሳትፎ እንዲያደርጉ ያደርጋል?

ይህ የመጠይቁ ክፍል ከትምህርት ቤት ምገባ መርሃ ግብር ጋር በተገናኘ የተለያዩ መግለጫዎች አሉት። ለእያንዳንዱ መግለጫ ከጠንካራ ስምምነት እስከ ጠንካራ አለመስማማት የሚደርሱ አምስት አማራጮች አሉ።

እባኩን አስተያየትዎን የሚያንፀባርቅ (√) በማስቀመጥ የስምምነትዎን ወይም አለመግባባቱን ደረጃ ይስጡ። (ደረጃው፡ 5= በጽኑ እስማማለሁ 4= እስማማለሁ 3= አልወሰንም 2= አልስማማም 1= አጥብቆ አልስማማም)

ተ.ቁ	ጥያቄዎች	ደረጃ /ጎጥብ				
		5	4	3	2	1
1	በትምህርት ቤት መመገብ ተማሪዎች በመምህራቸው የሚሰጠውን የክፍል ስራ እና የቤት ስራ እንዲያደርጉ ያደርጋል።					
2	የትምህርት ቤት ምገባ የተማሪዎችን የክፍል ተሳትፎ ይጨምራል					
3	በትምህርት ቤት ውስጥ የትምህርት ቤት ምገባ ፕሮግራም ከተጀመረ በኋላ ተማሪዎች ከክፍል አይቀሩም።					
4	ምገባ የተማሪዎችን ትምህርታቸውን ለመከታተል ያላቸውን ተነሳሽነት ይጨምራል					
5	የትምህርት ቤት ምገባ መርሃ ግብር ተማሪዎችን በክፍል ውስጥ በየቀኑ ተሳትፏቸውን ለመጨመር አስተዋፅዖ ያደርጋል።					
6	የትምህርት ቤቱ የምገባ መርሃ ግብር ተማሪዎች በዕለት ተዕለት ትምህርታቸው ላይ እንዲያተኩሩ ረድቷቸዋል።					
7	የትምህርት ቤት ምገባ በስርአተ ትምህርት እና ከስርአተ ትምህርት ውጭ እንቅስቃሴዎች ለተማሪዎች አፈጻጸም አስተዋፅዖ አለው።					

8	የትምህርት ቤት ምገባ ፕሮግራም ተማሪዎች ወደ ሚቀጥለው የክፍል ደረጃ እንዲሸጋገሩ ይረዳቸዋል።					
9	የትምህርት ቤት ምገባ መርሃ ግብር ተማሪዎች በትምህርታቸው ጠንክሮ እንዲሰሩ አስችሎቸዋል።					
10	ተማሪዎች በክፍል ውስጥ ከፍተኛ ትኩረት አላቸው የምግብ መርሃ ግብር ከመጀመሩ በፊት ሲነጻጸር					

2. በቦሌ ክፍለ ከተማ በተመረጡ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች የትምህርት ቤት ምገባ መርሃ ግብር ትግበራ ላይ ምን ተግዳሮቶች አሉ?

የእርስዎን እይታ በመጠቀም በጥናቱ አካባቢ የትምህርት ቤት ምገባ መርሃ ግብር ትግበራን ተግዳሮቶች ወይም ችግሮቹ ተዘርዝረዋል ። እባክዎን በችግሩ ክብደት ቅድሚያ የሚሰጠውን ከከፍተኛው ተግዳሮት ጀምራችሁ በደረጃ አስቀምጡ ።

ተቁጥያቄዎች	ደረጃ
1 ለምግብ ዝግጅት እና ማከማቻ የሚሆን ቦታ እጥረት	
2 የትምህርት ቤቱን የምገባ መርሃ ግብር በትክክል ለማስኬድ የሰለጠነ የሰው ሃይል እጥረት	
3 የውሃ እጥረት	
4 የመብራት እጥረትና የማገዶ እንጨት ዋጋ መጨመር	
5 ፕሮግራሙን በብቃት ለማስኬድ የፋይናንስ በጀት	
6 ባለድርሻ አካላት ስለ ሚናቸው ግልፅ ውይይት አለመኖሩ ፣ ለፕሮግራሙ ትግበራ ኃላፊነት	
7 የንጽህና ችግሮች	

8. በትምህርት ቤታችሁ ውስጥ የት/ቤት ምገባ ፕሮግራም ትግበራ ሂደትን የሚፈታተኑ ተጨማሪ ተግዳሮቶች/ችግሮች/ ካሉ ዘርዝር/ሪ -----

በአዲስ አበባ ዩኒቨርሲቲ

የድኅረ ምረቃ መርሀ ግብር

የትምህርት እቅድ እና አመራር ትምህርት ክፍል

የቃለ መጠይቅ ጥያቄዎች ለትምህርት ቤት ርዕሰ መምህራን ብቻ

ውድ ምላሽ ሰጪ; የዚህ ቃለ መጠይቅ አላማ ከትምህርት ቤቱ መሪ ጋር በተዘጋጀው ጥናት ላይ ተዛማጅ መረጃዎችን መሰብሰብ ነው። የትምህርት ቤት ምገባ መርሀ ግብር እና ለትምህርት ጥራት ያለው አስተዋፅኦ የእርስዎ ምላሽ ለጥናቱ ስኬት ወሳኝ ነው። ለቃለ ምልልሱ በሚስጥር ምላሽ እንዲሰጡ በአክብሮት ተጠይቀዋል።

ምላሽዎ ለአካዳሚክ ዓላማ ሳይሆን ለማንኛውም ዓላማ እንደማይውል እርግጠኛ ይሁኑ። የእርስዎ ተሳትፎ በፈቃደኝነት ላይ የተመሰረተ ነው። ለእውነተኛ እና ቅን ትብብርዎ አስቀድሜ አመሰግናለሁ!

ክፍል አንድ: አጠቃላይ መረጃ

1. ጾታ.....
2. ዕድሜ.....
3. የትምህርት ደረጃ
4. የስራ ልምድ
5. አሁን ያለዎት ሀላፊነት

ክፍል ሁለት:- ለቃለ መጠይቆች መመሪያ ጥያቄዎች

1. የተማሪዎች የምገባ መርሀ ግብር ተግባራዊ ከሆነ በኋላ ምን ለውጦች ተከሰቱ?
2. የትምህርት ቤት ምገባ ፕሮግራም የተማሪዎችን በት/ቤት መገኘት ለማሻሻል የሚረዳው እንዴት ይመስልሃል/ሻል?
3. በት/ቤት ላይ የተመሰረተ የተማሪ አመጋገብ ፕሮግራም በተማሪዎች የመማር ፍላጎት ላይ ጠቃሚ ተጽእኖ አለው ብለው ያምናሉ? እባክዎን ምክንያቱን ይግለጹ?
4. የትምህርት ቤት ምገባ ፕሮግራም በትምህርት ቤቱ ውስጥ የተማሪዎች የማቋረጥ መጠን ቀንሷል?
5. የት/ቤት ምገባ ፕሮግራም ከመጀመሩ በፊት በት/ቤታችሁ ውስጥ የቀሪ ተማሪዎችን ቁጥር እንዴት ይገልጹታል?

በአዲስ አበባ ዩኒቨርሲቲ

የድኅረ ምረቃ መርሀ ግብር

የትምህርት እቅድ እና አመራር ትምህርት ክፍል

የቃለ መጠይቅ ጥያቄዎች ለየትምህርት ቤት ምገባ ባለሙያ

ውድ ምላሽ ሰጪ; የዚህ ቃለ መጠይቅ ዓላማ ከትምህርት ቤት ምገባ አፈሰር በሚል ርዕስ በተዘጋጀው ጥናት ላይ ተገቢውን መረጃ መስጠት ነው። የትምህርት ቤት ምገባ መርሀ ግብር እና ለትምህርት ጥራት ያለው አስተዋፅኦ የእርስዎ ምላሽ ለጥናቱ ስኬት ወሳኝ ነው። ለቃለ ምልልሱ በሚስጥር ምላሽ እንዲሰጡ በአክብሮት ተጠይቀዋል።

ምላሽዎ ለአካዳሚክ ዓላማ ሳይሆን ለማንኛውም ዓላማ እንደሚደውል እርግጠኛ ይሁኑ። የእርስዎ ተሳትፎ በፈቃደኝነት ላይ የተመሰረተ ነው። ለእውነተኛ እና ቅን ትብብርዎ አስቀድሜ አመሰግናለሁ!

ክፍል አንድ: አጠቃላይ መረጃ

1. ጾታ.....
2. ዕድሜ.....
3. የስራ ልምድ
4. የትምህርት ደረጃ.....

ክፍል ሁለት:- ለቃለ መጠይቆች መመሪያ ጥያቄዎች

1. የትምህርት ቤት ምገባ ፕሮግራም የተማሪዎችን በት/ቤት መገኘት ለማሻሻል የሚረዳው እንዴት ይመስልሃል/ሻል?
2. በትምህርት ቤት ውስጥ የትምህርት ቤት ምገባ ፕሮግራምን እንዴት ይደግፋሉ?
3. የትምህርት ቤት ምገባ መርሀ ግብር በተማሪዎች የአካዳሚክ ውጤት ላይ መሻሻል ያመጣል ብለው ያስባሉ? መልስዎ አዎ ከሆነ; እንዴት፤
4. ተማሪዎች በሜኑ መሰረት መመገባቸውን እንዴት ያረጋግጣሉ?

በአዲስ አበባ ዩኒቨርሲቲ

የድገረ ምረቃ መርህ ግብር

የትምህርት እቅድ እና አመራር ትምህርት ክፍል

የቡድን ውይይት ጥያቄዎች ለ ወላጁ፣ መምህር ተማሪ ህብረት ብቻ

ውድ ምላሽ ሰጪ፣ የዚህ ቃለ መጠይቅ አላማ ከትምህርት ቤቱ መሪ ጋር በተዘጋጀው ጥናት ላይ ተዛማጅ መረጃዎችን መሰብሰብ ነው። የትምህርት ቤት ምገባ መርህ ግብር እና ለትምህርት ጥራት ያለው አስተዋፅኦ የእርስዎ ምላሽ ለጥናቱ ስኬት ወሳኝ ነው። ለቃለ ምልልሱ በሚስጥር ምላሽ እንዲሰጡ በአክብሮት ተጠይቀዋል።

ምላሽዎ ለአካዳሚክ ዓላማ ሳይሆን ለማንኛውም ዓላማ እንደማይውል እርግጠኛ ይሁኑ። የእርስዎ ተሳትፎ በፈቃደኝነት ላይ የተመሰረተ ነው። ለእውነተኛ እና ቅን ትብብርዎ አስቀድሜ አመሰግናለሁ!

ክፍል ሶስት: የትኩረት ቡድን ውይይት የጥያቄዎች።

1. የትምህርት ቤት ምገባ ሲጀመር የተማሪዎች ወላጆች የልጆቻችን ውጤት ተለውጧል

ብለው ያስባሉ?

2. የትምህርት ቤት ምገባ ፕሮግራም እየተተገበረ ባለበት የተማሪዎች የማጭረጥ መጠን በትምህርት ቤቱ ይቀንሷል?

3. የተማሪዎችን ተሳትፎ በክፍል ውስጥ እንዴት ይረዱታል/ይገልጹታል?

4. የትምህርት ቤት ምገባ መርህ ግብር ልጆች በትምህርት ቤት ለመከታተል እና ለመቆየት ባላቸው ፍላጎት ላይ ተጽእኖ አለው?