

**Addis Ababa University**

**College of Development Studies**

**Centre for Regional and Local Development Studies**



**Assessment of Challenge and Prospect of School Feeding in the  
Government Primary School of Addis Ababa: The Case of Kirkos  
Sub-city**

**By: Almaz Abuhay Sertse**

**June, 2019**

**Addis Ababa, Ethiopia**

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Government Primary School of Addis Ababa: the case of Kirkos  
Sub-city**

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## **DECLARATIONS**

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

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## ACRONYMS

AU.....	African Union
CSA.....	Central Statistical authority
EPRI.....	Economic Policy Research Institute
ESDP IV.....	Educational Sector Development Programme Four
ESDP V.....	Educational Sector Development Programme Five
FBD.....	Food Born Disease
FFE.....	Food for Education
FGD.....	Focus Group Discussion
HCE.....	Household Consumption – Expenditure
KII.....	Key Informant Interview
MDG.....	Millennium Development Goal
MoE.....	..Ministry of Education
NGO.....	..None Governmental Organization
PCD.....	Partnership for Child Development
PCT.....	The Pew Charitable Trusts
RDA.....	Recommended Dietary Allowance
SF.....	..School Feeding
SHN .....	School Health Nutrition
SNNPR.....	Southern Nations, Nationalities, and Peoples’ Region
STATA.....	Statistical Analysis Software
THR.....	..Take Home Rations
UN.....	United Nations
WASH.....	Water Sanitation and Hygiene
WB.....	The World Bank
WFP.....	..World Food Programme
YR.....	Year

## ABSTRACT

*This study was conducted in Kirkos sub city in three schools, namely Beherawi, Felege Yordanos and Temenja Yazzi Primary Schools. To conduct this study Key informant interview, FGD, personal observations were held and questionnaire (for stakeholders) were distributed to collect data. In these schools, before the first official school feeding was started by Yeenat Weg, there was a fragmented school feeding by individuals, teachers and NGOs and community with small coverage. After the SFP started, students in sever condition were selected and start eating. In the 2018/19 academic year the government of Addis Ababa has started school feeding in all Addis Ababa government Primary Schools. This SFP some mitigate hunger in children who were coming to school with empty lunch box and stomach. Now, most students reported improbable to feed at school. The food is prepared based on the menu which is prepared by Addis Ababa City Administration Education Bureau. The food is enough to fill the children's stomach. Although the type of food which children's eat varies from Monday to Friday, it does not include food such as milk, fruit and other nutritional foods. Unregistered Students as beneficiary go to the feeding place to ask for food and the feeders give food without stigma. Beneficiary students do not have different feelings. Most of the time students eat by sharing. From the findings, many challenges were stated like lack of awareness in particular by the private sector, financial constraints, the allocation of money to feed one child does not consider the current market situation, physical capital : unavailability of feeding materials, feeding hall, electric power cut-off, lack of water, policy related challenges: no clear policy about administration of tax and payments for the poor women cooks, the participation of stakeholders is insignificant compared with the need of needy students. Feeder women recruitment is not clear. Especially the government sponsored SF started spontaneously without adequate plan and preparation. Even though there are many threats that hinder school feeding students are very happy, they do not have hesitation for the termination of SF. Concerning the body that run the school feeding the collaboration of all stakeholders are necessary since SF is costly and the management process of SF is also very difficult. Respondents also said that SF can develop dependency unless it is deployed with great care. School feeding needs the collaboration of all stakeholders, and clear policy. So well designed policy should be in place with the integration of higher education institutions. SF also lack promotional work. The MoE should coordinate with other stakeholders to achieve the intended result in the education and nutrition sectors.*

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

The world faces a grave nutrition situation based on the fact that 2 billion people lack key micronutrients like iron and vitamin A, 155 million children are stunted, 52 million children are wasted and 41 million children are overweight (UN 2017). The report states that 88% of countries face a serious burden of either two or three forms of malnutrition implying the world is off track to meet all global nutrition targets.

The report summarized the trend from regional and spatial perspective; accordingly the trend shows that the number of children affected by stunting globally has decreased drastically since 1990. But trends have varied across regions, with the rate of decline being unequal across regions and sub-regions. Africa is the only region that has seen an increase in the number of children stunted despite a decrease in the prevalence of stunting. Together, Africa and Asia account for nearly all the global burden of stunting. This represents a critical public health emergency (as prevalence more than 10% does) and reflects a serious and pressing problem.

The Sustainable Development Goals (SDGs) underscore tackling the underlying causes of malnutrition namely sustainable food productions, strong systems of infrastructure, health systems, equity and inclusion, and peace and stability through the SDGs unlock significant gains in the fight to end malnutrition.

From sectoral analysis point of view, the education sector, improved nutrition brings enormous improvements to the ability to do well in school. In turn, there is a need to ensure girls in low income countries stay and progress in school rather than dropping out. And no less to provide the education and food needed to promote healthy diets. One of the five ideas for triple duty actions to advance progress across the SDGs is School meal programs. Programs can be more effectively designed to reduce under nutrition, ensure children are not unduly exposed to foods that increase risk of obesity, provide income to parents, and encourage children to stay in school and/or learn better when at school. This would not only help improve nutrition, but support livelihoods and education (UN, 2017).

The trend on the need of School Feeding (SF) shows increase over the last few years around the world (Bundy et.al, 2009). Accordingly, school feeding program has been integrated with international and national education program (Desalegn, 2011). It is wrong to assume that school feeding is only the issue of less developed countries, however, it is also important for the developed world as studies of the WFP indicated.

Even if the practice of school feeding has been provided around the world, it is difficult to conclude that it is equitable having similar objective. The persistence of malnutrition reflects deep inequalities in the distribution and access of food at national and global levels (UN, 2013).

In majority of government-based schools of Ethiopia, students attend school without basic necessities like food, educational materials and cloths. To combat student's short term hunger and to increase school participation of children countries implement Food for Education (FFE) program (Adelman et.al, 2008). Even though the primary objective of school feeding program is to increase school participation, the end goal is to improve students learning. The effect of food for learning drives from increasing children's school enrollment and by improving the efficiency which they learn (Adelman et.al, 2008).

Hence, as one of the interventions, the history of school feeding program In Ethiopia shows that it started in 1994 with the collaboration of Ethiopian Ministry of Education with UN World Food Program. The selected Regions were (Amhara, Tigray, Afar and Oromia) as a pilot project that covered 40 primary schools (Desalegn, 2011).

The recent status in the Ethiopian urban context shows that school feeding programs started in some government schools around Addis Ababa by a local NGO called Yeenat Weg Charitable Association in 2015. The general objective was enhancing the quality of education by improving nutritional status of students from poor families in public primary schools in Addis Ababa through integrated service provision. Among the specific objectives, providing children with all the nutrient food, the need for a healthy growth and improve primary school enrollment, retention, and academic performance of destitute children, empower poor families by giving different skill trainings that capacitate them to improve the well-being of the family (Yeenat Weg Brochure, n.d).

Kirkos sub city, the study area of this research, is one of the ten sub cities in Addis Ababa. In this sub city, there are twenty six government schools, among these government schools, twenty-one schools are elementary schools and four high schools and one has both primary and high schools. School feeding has started with the initiative of the same local NGO-Yeenat Weg Charity Association with total beneficiaries of 1896 students taking place in 21 government elementary schools since 2015. In Kirkos sub city venerable mothers cook food for the school feeding program earning some money as an incentive.

In the current year the number of beneficiaries sponsored by Yeenat Weg increased to 2323. In addition, the government of Addis Ababa Administration allocated a total budget of 160,000 Million Birr to feed government primary school students in Addis Ababa and 3164 students in Kirkos sub-city administered by the sub-city. The incentive for women who cook the food has shown some improvement. Besides to this, there are also 2000 beneficiary students whose expenses are covered by individuals, investors, NGOs, and other private schools. However, some sponsors withdrew from the school feeding program after the government took responsibility and allocated budget for school feeding program (KII interview with Kirkos Sub-City School Feeding Officer, 2019).

## **1.2 Statement of the Problem**

The current status of SF at global level shows impressive progress in terms of the sheer size and level of investment. For instance, World Food Program (WFP) delivered meals, snacks or take-home food to 18.3 million children in seventy one countries in 2017 while in parallel gave technical assistance to government-led programmes in 65 countries, supporting an additional 39 million children (WFP, 2018).

As stated in the background, although school feeding is practiced in most of the countries around the world, there is variation in the coverage and approach depending on the stage of development the country is. On one hand, for the developed world, access to food is through schools, and the most vulnerable children typically are entitled to subsidize or free meals. On the other hand, for the low-middle and low-income countries, food access depends upon the magnitude of the vulnerability and in certain geographical location. Even though the need of school feeding is high in low income countries, the coverage is the lowest (World Bank, WFP, 2015).

As one of the recent prioritized interventions even in the SDGs, the school feeding system in Ethiopia's capital Addis Ababa has been deployed in some elementary schools in 2015 to enhance vulnerable children. Thus, assessing the overall situation of the program helps for further scale up based on the experience gained and overall assessment of its effectiveness in terms of proactive learning and its prospects.

Of course, there are some studies in relation to school feeding activities in Ethiopia. The studies are: Multi-sector Nutrition Program Governance and Implementation in Ethiopia: Opportunities and Challenges by Kennedy et.al (2015); Impact of school feeding program on school participation in Dara Woreda of Sidamo Zone by Desalegn (2011); feeding program has resulted in improved dietary diversity, nutritional status and class attendance of school children by Mastewal et.al (2018); Effectiveness and Challenges of Feeding School Children with Locally Produced and Purchased Food: The Case of School Feeding Programme in SNNPR by Mekuanent (2015). However, there are few studies in Addis Ababa such as Nutritional status and school performance of children benefited from school feeding program in selected elementary school, Arada Sub city, Addis Ababa, Ethiopia by Gutama (2017); The effect of School Feeding Program on the school performance of primary public school children in Arada Sub City, Addis Ababa by Abiy (2017); Assessment of the impact of school feeding program on students' performance in Addis Ababa government primary school by Misrak (2018).

Most of these studies focused on the rural parts of Ethiopia, while those in Addis Ababa focused on the nutritional status and effects on students' performance with in the discipline of social work. Though this study deals with the effectiveness of school feeding specifically on student's enrollment, attendance, experience of hunger dietary diversity that makes it similar to the above studies, this particular study focuses on challenges and perspectives of school feeding. In addition, here SF intervention would be seen from the popular people centered development approach and concept of entitlement and capability. In addition, what makes this study a little different is its particular focus for actors and their configurations in terms of motives behind each actor on the SF interventions. This has not been explored by the above studies. Moreover, studies assessed sub cities Arada, Gulele, Kolefe and Yeka are already studied by other researchers.



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

The general objective of this study is to assess the overall situation of school feeding program in Government Elementary Schools of Addis Ababa in Kirkos Sub city.

The specific objectives are:-

1. To assess the school feeding program influence towards students enrollment, attendance, experience of hunger dietary diversity.
2. To explore the challenges and prospects of the school feeding
3. To investigate actors interests and motives about the SF intervention.

### **1.4. Delimitation/Scope**

The study emphasized the effect of school feeding on learning achievement using parameters namely student's enrollment, attendance, experience of hunger and dietary diversity in relation with school feeding intervention. In addition, the study assessed as challenge and prospect along with stakeholders' SWOT and motive analysis. The study is exploratory and may not establish direct causal relation between SFP and school enrollment indicators only in Kirkos sub city.

### **1.5. Significance of the Study**

This study deals with the assessment of school feeding influence on student's enrollment, attendance, challenge and prospect of school feeding. So the result of the study may help to see the gaps of the school feeding service as result the school feeding service will improve. It may provide useful findings for stakeholders who participate in provision of school feeding to improve the service, and it may highlight ways to mitigate challenges in the future based what was practically done. Moreover, the study identified issues and gaps in knowledge that should be persuade by further studies.

## CHAPTER TWO: LITERATURE REVIEW

In this section, it presents both theoretical and empirical literature reviewed in line with the objective of the study.

### 2.1. Definitions and Concepts of Terms

**Food security:** The commonly accepted definition of food security is the one which is defined by FAO: “Food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food, which meets their dietary needs and food preferences for an active and healthy life” (FAO 2009).

School feeding defined by many authors, the central idea is almost similar in all definitions.

“*School feeding* can be broadly defined as the availability and the provision of adequate food – in terms of quantity, quality, safety, as well as socio-cultural acceptability – for schoolchildren. Commonly, school feeding refers to meals served on school premises; nevertheless, complementary modalities of feeding, such as take-home rations (THR), exist. While the concept of in-school meals implies the provision of food to pupils in school, THR are provided to the children’s families, usually conditional upon their children attending school” (WFP, EPRI, 2018).

School feeding is the provision of food to school children. Generally school feeding programs can be classified in two based on their modalities; in – school feeding, where children are fed in school; and the one which families are given food if their children attend school. Food that is taken to home to feed the family is called take – home – rations (THR) (Bundy et.al,2009).In-school feeding can be divided into two common categories based on the program they follow program that deliver meals, and programs that deliver high –energy biscuits or snacks.

### 2.2. Theoretical Literature Review

A theory of development means making better life for everyone. In contemporary world, it means better life for most people meeting basic needs, sufficient food to maintain good health, a safe and healthy; place to live, affordable service available for every one and treated with dignity

and respect (Peet, 2009). Although the theory of development says the aforementioned meaning of development, in contemporary world even in the high income countries the above mentioned type of development has not been seen. Although no doubt on the importance of education for sustainable development, education is not accessible in equal and equity manner. Todaro and Smith (2010) point out that, education and health are the basic prerequisites for development. Health is fundamental for the wellbeing of life, and education is vital for a satisfying and rewarding life. Both education and development have paramount importance to the broader notion of expanding human capabilities that lie at the core of the meaning of development.

They also argue, education and health are the basic objectives of development; and are important ends in themselves. In line with this, education plays a major role for developing countries to engage in modern technology and to develop the capacity for self- sustained growth and development. So health is considered as a prerequisite to increase productivity, and to become successful in education. Therefore, both health and education are vital for growth and development (Todaro and Smith, 2010). In the following sections selected theories and approaches namely entitlement and Sen's capability approach will present.

### **2.2.1 Entitlement Approach**

The entitlement approach to starvation and famine deals with on the ability of people to command food through the legal means that are available in the society (Sen, 1981). A person can get starved either because not having the ability to command food or not having a means to avoid starvation. The entitlement theory concentrates on the ability of a person to command food through legal means.

Ownership of food is the most primitive private property and in each society there are rules which govern this property. The entitlement approach concentrates on the entitlement of each person to each bundle of commodity including food, and view starvation as a person who is not entitled to have bundle of food (Sen, 1981).

### **2.2.2. Sen Capability Approach**

Sen identifies basic capabilities as a subset of all capabilities. Basic capabilities, in his approach, are 'a relatively small number' of centrally important beings and doings that are crucial to well-being. The capabilities to be well nourished and well-sheltered, to escape avoidable morbidity

and premature mortality, to be educated and be in good health, and to be able to participate in social interactions without shame, are all examples of basic capabilities (Terzi, 2004).

Education is included among these fundamental capabilities. In his analysis of development and poverty, Sen highlights the contribution of education to the quality of life and the formation and expansion of human capabilities. However, despite this important role, in Sen's approach education is generically referred to as basic, elementary education, and mainly expressed in terms of levels of literacy. Hence, the conceptual and normative implications of education defined as basic capability remain unspecified (Terzi, 2004).

Terzi (2004) argue that education, broadly understood both in terms of learning and schooling, can be considered as basic capability in two ways: 1) lack of education harms individual. 2) Since education has paramount important for other capabilities as well as for future upgrading of quality life, it can be considered as basic as it is the source of other capabilities. Since education is basic for capability, it is fundamental to be educated. Finally Terzi argues that this conceptualization highlights how education as a basic capability constitutes a fundamental entitlement, and why its provision becomes a matter of justice.

Therefore, education is fundamental to other capabilities to live quality of life and for country's all - rounded development. Generally, speaking capability is a capability to enjoy a functioning that meets a basic need, a capability that avoids malnutrition, a capability to be educated. It means the set of basic capabilities might be thought as capability to meet basic human needs (Terzi, 2004).

## **2.3. Empirical Literature Review**

### **2.3.1. Effect of School Feeding on School Performance**

Children access to good and healthy food to ensure the physical, intellectual and social wellbeing. Although school feeding program is a recent phenomenon in Ethiopia, School Feeding Programmes have for many years been part of many countries as poverty alleviation strategy and have proven an effective tool to overcome poor learning performance due to hunger and malnutrition. There are studies in relation with school feeding around the world and some in Ethiopia. A study conducted by Abiy entitled "The effect of School Feeding Program on the

school performance of primary public school children in Arada Sub City “, Addis Ababa. A quantitative evaluative research approach and a quasi-experimental design were employed. The main finding of the study is that the positive effect of School Feeding Program on academic achievement and attendance is not significant. Moreover, the program has not effect on children’s’ attention. However, the small positive effect of the program is detected on academic achievement and attendance score and this effect is more viable to academic achievement. Abiy concluded that school food program has contributed significantly on attendance rate and academic performance of SFP beneficiaries. Abiy’s study was done from Social Work perspective. Finally Abiy recommended that to enhance the school feeding program effectively stake holders need to focus at mezzo and macro level.

Another study was conducted by Misrak Feyisa. The study area was Addis Ababa, to see the significant impact on children’s academic achievement, school attendance, dropout rate from public health perspective. Misrak’s study was held in three sub cities, Gulele, Yeka and Kolfe. The study tried to see the effectiveness of school feeding in relation to academic achievement, school attendance and dropout rate. This study used *quasi experimental design* “before and after” approach, multi stage sampling techniques was employed to select study participants. In addition student’s records also were used for data collection.

Both Abiy and Misrak work saw the positive aspects of school feeding for the academic achievement of students. However, there are many extraneous variables that might affect positively the academic achievement of students. Another study conducted by Desalegn Keba (2011) also claimed that school feeding increases school participation among poor and food insecure group of people. However, the major factors affecting school enrollment are demand for child labor, cost of schooling, availability of school, teaching quality and school infrastructure, distance to school, the availability of food incentives and safety concerns. Whereas, those affecting class attendance and students drop-out illness, work for money or food, domestic work, school hour hunger and long distance to school. In addition, the older the house hold head is less likely students enrolled in school. In Desalegn’s study data were collected from 102 households as well as 17 selected individual stakeholders. Household Questionnaire, Key Informant Interviews and Observation were the methods employed to collect the data. The study found no significant positive impact of School Feeding Program on any of the three school participation

indicators (enrollment, attendance and drop-out). Meanwhile Desalegn argue that neither household head education nor household income have significant effect on student drop-out in beneficiary households. Finally, the study recommended that to enhance school participation significantly both the nutritional and economic values of school feeding program should be improved. Effect of school feeding on the improvement of education performance is different from country to country, for example the study conduct in Bangladesh by Ahmed (2004) indicated that school feeding program has significant impact on mathematics score but no impact on English school. As Adlerman et.al (2008) stated by citing while Tan et al. (1999) in Philippines school feeding had an impact English score but not on Mathematics.

On the other hand study conducted in Kenya by Kosileili, Esther, Aseta (2018) to investigate the effects of school feeding programme on enrolment and retention rates in public pre-primary schools in Sigor Division, Chepalungu District, Bomet County shows even if school feeding program has a positive effect on school enrolment and retention effective management is one which will acquire and allocate adequate resources to be used in implementing SFP is an essential factor. Thus, a good management ensures sustainability of a program so as to achieve the objectives of retaining and addressing short term hunger in school. In addition, the study was guided by Abraham Maslow theory of hierarchy of needs, this theory proposes that SFP stimulate and attract learners to enroll in preschool and be retained up to the end of the school calendar (Kosileili, Esther, Aseta, 2018).

### **2.3.2. Potential Benefits of School Feeding**

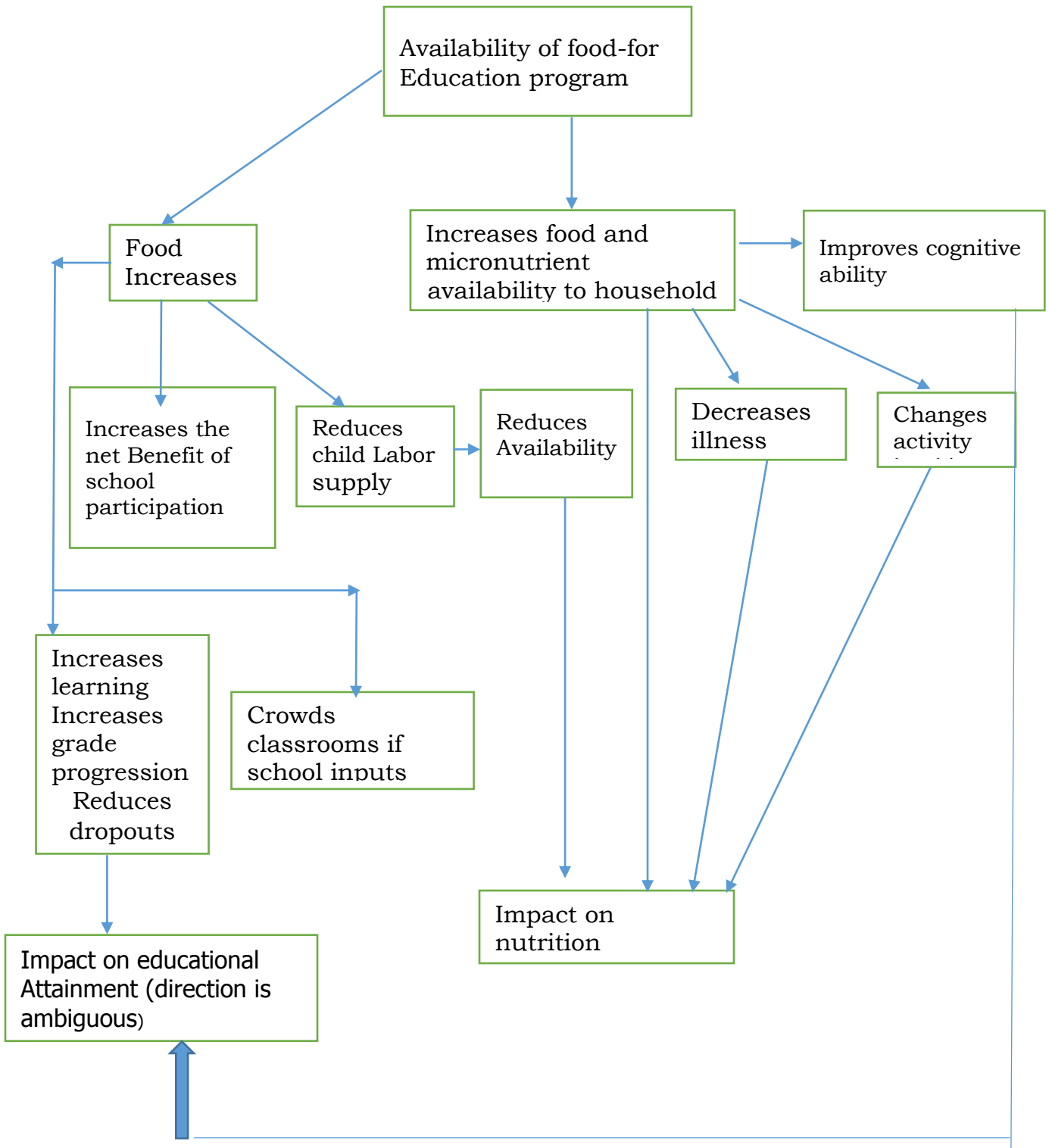
Many studies approve that the benefit of school feeding around the world. The study which was done by (Adelman, Gilligan, Lehrer, 2007) entitled “HOW EFFECTIVE ARE FOOD-FOR-EDUCATION PROGRAMS?” Put the potential benefits of school feeding. Education and child health are indispensable for the economic development of countries. To bring economic development education is the best medicine. Therefore, to enhance students’ enrollment and to improve students’ academic performance especially in developing countries, students need to have a fortified food at home or at school. However, most students in developing countries are going to school with hunger (Adelman, Gilligan, Lehrer, 2007). This approved by many empirical studies around the world. Therefore, in order to bring change in student’s enrollment

and to decrease absenteeism school feeding is one of the main factors in developing countries. Although students enrollment rate increase at primary education level after the employment of school feeding, secondary school participation is very low by different reasons. Some of the reasons are students in poor house hold are needed to work on the farm and to take care for their younger sibling when their parent can work. Poor health and short term hunger also another reason for making students to miss school. Even if students go to school with hunger, they are not effective in their education. (Adelman, Gilligan, Lehrer, 2007). Adelman et.al further put the benefit of school feeding in the following figure.

Moreover, (Alderman, Bundy, 2011) by cited (Das, Do, and O' zler, 2005) argue that Primary role of school feeding is to reduce poverty with the increment of human capital together influencing on education and Health. In line with this food for education may address both equity and economic efficiency Adelman (2008).

Furthermore school feeding is the means for the children to get nutritional food that may develop the cognition level of students. Even if the impact of in – school feeding on education will vary on the initial nutritional status of the child, in-school meals improving the nutritional status of children and on nutritional status affecting the ability to learn. When the school meal is nutrient fortified, it may prevent or reduce diseases that come from iron deficiency which affect children's cognition (Adelman, 2008).

**Figure 1: Potential benefits of food-for-education programs**



**Source** (Adelman, Gilligan et al. 2008:10)



### **2.3.3. School Feeding for Economic and Social Development**

School Feeding Programs are available around the world. In Asia Pacific countries there was a study in 2012 in 21 member countries. The study approved that school feeding programs (SFP) increase school attendance, reducing dropout, and helping children to improve their cognition by providing nutritional foods. The data shows all countries, as never before in history of school feeding, provide food in some way and some degree to school children (Asia - Pacific Economic Cooperation, 2012).

Food for education program is a great investment in education to increase the returns to education in the future; more over the program help a child to learn more effectively (Adelman et.al, 2008). Teaching children is the main solution for countries to enhance the overall development of countries in the future so Universal Primary Education (UPE) was established one of the Millennium Development Goals as a result many developing countries have established UPE by eliminating school fee increase primary school enrollment (Adelman et.al, 2008).

According the study conducted in 2016 by Ministry of Education indicates that School feeding has many benefits for the development of the economy of a country if the food is home grown. Countries which are categorize in high and middle economy development the main reason why they deploy school feeding is to create chain between agriculture production developments with educational center. (Sumbeg and Sabates Wheeler, 2011) states that food for education program is not for social safety net interventions to achieve educational nutritional goal, recently it has been thought as a possible means for agricultural development. These goals are linked with the recent proposed Home Grown School Feeding (HGSF) programs; food supply in school FFE Programs are procured from locally produced food to enhance the domestic production. Home grown school feeding (HGSF) programs are designed to enhance the domestic production and demand for food (Ahmed, 2004).

Previously , food to deliver school feeding came from foreign aid, now a days using HGSF has many advantageous, in one way it gives benefit for local farmers by procuring what the farmers produced, on the other hand it also decrease cost of transportation. The demand is more likely to

be a good future for a producer which in turn decreases their risk by avoiding transport cost and by allowing the development of local market (Sumberg and Sabates-Wheeler 2011). According World Health Organization many children in less developed countries face a lot of health problems such as high prevalence of impaired child growth. The major outcomes of malnutrition during childhood are morbidity, mortality, and psychological and intellectual development; there are also consequences in adult life such as in terms body size, work and reproductive performance and the risk of chronic disease. All the aforementioned problems are the results of children do not get nutrient food starting from birth to their adult hood. If governments find a means the well-developed school feeding program from locally produce foods, it enhance children nutrition and creating a chain for local farmers production to the market. The objective of school feeding in most African countries including in Ethiopia is increase school enrolment, attendance and to decrease drop out. However the a study conducted by Desalegn in 2011 in Southern Nation Nationalities in Dereda Wereda impact of School Feeding program on School Participation reveals that SF is no significant positive impact on enrollment, attendance and drop-out. Of course it has some role but the major factors that affect student's enrollment are demand for child labor, cost of schooling, availability of school, teaching quality and school infrastructure, distance to school, the availability of food incentives and safety concerns. On the other hand illness, work for money/food, domestic work, school hour hunger and long distance to school. Beside this, even among the beneficiary households, the older the house holds the less the students attend school regularly or fewer enrollments. Absent in class decrease in both beneficiary and non-beneficiary if the house hold education level and house hold income are high. Finally, Desalegn reveals that to enhance school participation both the nutritional and economic value of School Feeding Program should be improved. This shows that simply deploy school feeding in school may or may not increase the participation of students unless other multi sectorial development goal and policy designed to alleviate the problem.

In general, Impact of school feeding on the agricultural and local economic development is inadequate in Africa. However, evaluation of HGSP programs shows more productive and the expansion of smallholder cooperative societies; this is manifested through the great feeling of community empowerment, increased Yields (WFP, Economic Policy Research Institute (EPRI), 2018)

### **2.3.4. Challenges and Prospects of School Feeding**

It is essential to analyze and study the practice of the school feeding program that currently employed in different environments to overcome the challenges that were faced and to get lesson from best practice (WFP, EPRI 2018). In order to deploy the school feeding program properly, knowing countries experience which deploy school feeding for a long time gives a base line from their challenges they experienced may help to design school feeding program in sustainable way. The main intended impacts of school feeding is to improve learning, increase lifetime earning of beneficiary children, eradication of disparities by accessing education for girls, orphans, and vulnerable children. In addition, teaching families and children about family planning, HIV/AIDS prevention helps for the alleviation of child mortality and other illness (Jomaa, McDonnell, and Probart, 2011). Although the benefits of school feeding are documented very well, the effectiveness of SF is still in debatable.

According Jomaa et.al study SF program faces many and endless challenges among the challenges contextual-specific, many of the challenges are faced by almost all developing countries. There are many factors that challenge the sustainability of school feeding. Among the factors: escalation and fluctuation of the food price, environmental and agricultural changes, and cost effectiveness of the program are challenges encountered by SFP planners and organizers. On the other hand Vitória et.al (2017) in their study stated that the cost and cash flow shortage of SF is a major challenge for governments and other stakeholders who participate in the feeding program. Beyond the cost of the food, other expenses like food management, logistics and control create a financial burden for government and other agents who participate in school feeding. Even if the value of the benefit derived from school feeding is clear, it is hard to quantify in monetary terms, the improvement in enrolment, attendance, retention, and performing as well as reduction in hunger. Although School feeding program has significant long term social and economic development, unless the SF program addresses holistically and efficiently sustainability of the program will be in question.

The other problem that face school feeding program is food born disease (FBD). Even the country like Brazil which has long history of school feeding implementation, one of the major challenges is FBD. Although there is still unreported case in Brazil from 2007 to 2016, 121, 283 patients reported to the Ministry of Health, and ending in 111 deaths. This shows that food borne

diseases are affected children unless the sanitation of SFP preparation take care in the process of preparation because children immune systems are less able to fight infection due to insufficient production of hydrochloric acid in the stomach to fight harmful bacteria (The Pew Charitable Trusts (PCT), 2014) cited in Vitória et.al (2017). To deploy school feeding ensuring sanitary control is an indispensable concern, since FBDs is a public health problem (WFP, 2015). Therefore, the implementation of good practice school feeding needs the application of check list in order to evaluate if there is no ensure healthier food preparation process (Vitória et.al 2017).

On the other hand studies argues that school feeding improve child attendance there are potential factors that may lead school to the worsen condition compared to the pre- schooling feeding period. Adleman et.al (2008) points out that school feeding improves children's attendance depend on the level of school quality, including teacher/ student ratio, the availability of educational materials and teacher quality. There is also a possibility school meals increase enrollment rates and attendance increases, as expected, class room become overcrowded and teaching quality decreases. Likewise, if school feeding takes a significant time, it creates burden on the teacher's time, learning time may reduce. Therefore, unless additional financial and human resource are allocate, school feeding program has the potential to be exacerbate when comparing with the pre- school feeding program Adleman et.al (2008).

If school feeding be part of national programs and mainstreaming in the countries' policies and plans, it becomes most likely to be an effective and sustainable intervention to contribute its part for countries development by enhancing school children nutrition problem (Asia - Pacific Economic Cooperation, 2012). Since the school feeding programs status differ from country to country that several countries have made the transition to nationally-owned and operated programs; others are now starting the process.

Thus, past experience indicates that policy development that support funding is a long process, and takes several years. One of the global challenges is to provide information and guidance that accelerate the transition process. Although countries need differ widely, information from countries which start previously may help other countries from their national programs operating experience at the beginning of the transition process (Asia - Pacific Economic Cooperation, 2012).

### **2.3.5. School Feeding in Africa**

Previously school feeding is started in most African countries with the arrangement of WFP to alleviate short term hunger and to enhance capabilities of vulnerable people. A study conducted by WFP and EPRI in 2018 the overall situation of school feeding program among African Union (AU) member countries has the following similarities. Almost all SFP are targeted primary school students and mostly based on vulnerability assessments and targeted geographically. School feeding programs service is given in- school. Complementary health and nutrition interventions are present in nearly all school feeding programs, with deworming, micronutrient fortification and trainings being the most common. National school feeding programs policies exist or in the process to formulate or to adopted in most African countries; Ministry of Education or World Food Program is main implementer of the program; There is communality in implementation of school feeding program; The most common objectives are rate of enrollment, rate of attendee, and other educational outcomes The focus area of future policy makers are the expansion of HGSF elements in order to increase cross –sectorial cooperation and to transfer to national ownership(WFP& EPRI, 2018).

As aforementioned objectives of school feeding of African Union member countries, we understand that the most common objectives are to increase rate of enrollment, rate of attendance. However, unless the school feeding program is incorporated in the multi sectorial development goal, it is difficult to measure SF from the economic development perspective.

Generally, to see the contribution of school feeding for several multi sectorial development goals and to measure the return in more comprehensive way more efforts are needed (WFP, EPRI, 2018).

World Food Program and Economic Policy research reveals the challenges and prospects of school feeding in Africa as follows: -

To measure the outcomes, other than educational objective, it is rare to see the integration of cross - sectoral indicators. The only school feeding implementer agencies are Ministry of Education, and/ or WFP. Monitoring and Evaluation for school feeding program on a national level scale is in low application. It has little usage to contribute to policy making. Challenges

contribute for the expansion of HGSF and local production capacities, shortage of structured demand and supply. It also lacks cross-sectorial coordination and integration to contribute for the national development plan. Complete national ownership school feeding program continue with challenge, only few countries will achieve it. However, the identified challenges are not completely impossible to alleviate, the systematic approach for the national and African development can improve the situation (WFP, EPRI, 2018).

To overcome the challenges WFP and EPRI put seven core recommendations. Link school feeding programmes to international, continental and national development agendas; Design and implement school feeding programmes to achieve cross-sectorial policy objectives;. Invest in and empower multi-sectorial response and coordination Mechanisms; Commit to developmental procurement strategies that exert a strong focus on increasing local production capacities;. Innovate financial arrangements by diversifying sources of financing for school feeding programmes and/or putting into place co-financing mechanisms; Devote resources to stronger M&E systems and automate feedback; Processes to improve policy outcomes; Deepen and learn from South-South and pan-African cooperation to Optimize policy impacts. If the continent need school feeding bring social cohesion, promote inclusive social development and achieve sustained equitable economic growth, school feeding to change its position to the development agendas.

In line with this every year because of innutrition, countries decrease their gross national product due to decrement of productivity of individuals. WFP and EPRI by citing COHA study countries which decrease GDP put in the following table.

## Reduction in GDP in selected countries due to under nutrition

<b>Country</b>	<b>Loss in USD</b>	<b>Equivalent % of GDP</b>
<b>Chad</b>	USD 1.2 billion	9.5 per cent
<b>Egypt</b>	USD 3.7 billion	1.9 per cent
<b>Ethiopia</b>	USD 4.7 billion	16.5 per cent
<b>Ghana</b>	USD 2.6 billion	6.4 per cent
<b>Lesotho</b>	USD 200.3 million	7.13 per cent
<b>Malawi</b>	USD 597 million	10.3 per cent
<b>Rwanda</b>	USD 820 million	11.5 per cent
<b>Swaziland</b>	USD 92 million	3.1 per cent
<b>Madagascar</b>	USD 73 million	3.1 per cent
<b>Uganda</b>	USD 899 million	5.6 per cent

Source: World Food Program (WFP), Economic Policy Research Institute (EPRI) (2018)

In general, malnutrition decrease student's educational attainment and can have negative effect on individual productivity and national economies. So, addressing education and nutrition demand have paramount importance to achieve sustainable economic growth outcomes.

Therefore, given the detrimental consequences that malnutrition and the resultant lower educational attainment can have on individual productivity and national economies, investing in programmes that address education and nutrition is increasingly recognized as being critical to achieve sustainable economic growth outcomes.

### **2.3.6. School Feeding in Ethiopia**

School Feeding Program start in Ethiopia in 1994 with the collaboration of Ethiopian Ministry of Education with United Nations World Food Program taking four selected zones (Amhara, Tigray, Afar and Oromya Regions) as a starting pilot project that covers 40 primary schools (Desalegn, 2011).

Good health and nutrition is an indispensable for learning ability and cognitive development. If children are in good health and getting nutrition meals the school attendance and educational achievement increase (Federal Ministry of Education (MOE), 2010). Many school children in

Ethiopia are affected by many health issues such as stunted in height, anemic and iodine deficient, in many areas affected by worms, diarrhea diseases, trachoma and other challenges. These extremely widespread situations are related with weakened cognitive ability (MOE, 2010). So to mitigate the aforementioned challenge agreement signed and operational guideline developed between Ministry of Education, Ministry of Health and Water and Sewerage Authority. Thus, these government institutions create sectorial linkages and collaboration in Education Sector Development Program IV (ESDP IV) 2010/2011 – 2014/2015.

In line with this education sector program five indicates that the National School Health and Nutrition Strategy guides activities are designed aiming to improve access to better health and nutrition service for school- age children. The training also has been given to all regions in relation to this strategy. According the Ministry of Education (MOE, 2015) Around 7 million school-age children (plus up to 3 million out of school) live in food insecure areas. According to Educational Sector Development Program (ESDP V) the School Feeding Program reaches 670,000 children and an additional 43,000 children take part in the Home Grown School Feeding Program which began in ESDP IV.

To enhance student's health through hygiene in 2015, the MoE began full implementation of the One WASH (WASH: Water Sanitation and Hygiene). In on wash program 41% of primary, 84% of secondary and 100% of universities have access to water.

Recently, school feeding programs are started in some government schools around Addis Ababa by Yeenat-Weg Charitable Association in 2007. To enhance school children while they are learning without hunger and innutrition the Ministry of Education enacted different strategies among the strategies National School Health and Nutrition Strategy in 2012, this states that, the right of every child to access health and nutrition service, especially for poor and vulnerable children. Education Sector Development Programme V (ESDPV) which states about improvement of access to better health nutrition services for school-age children.

In addition the government of Ethiopia design National School Health and Nutrition Strategy aims to help school children by ensuring accessibility of better quality education and create an opportunity for a better life. In line with this school health- nutrition (SHN) improves learning, and reduce reduces repetition and absenteeism.



### **2.3.7. Home Grown School Feeding**

Because of the school feeding program rely on foreign aid and become unstable to manage the program and conditional on international support the sustainability of Kenyan school feeding program become in question. In order to continue the program in sustainable and nationally integrated alternative, the Kenyan government starts Home grown School Feeding Program (HGSFP) in 2009 (Kosilei1i, Omundi, Aseta 2018).

A study conducted in Ethiopia by Mekuanent (2015) to see Effectiveness and Challenges of Feeding School Children with Locally Produced and Purchased Food: The Case of School Feeding Programme in SNNR showed in its finding the students' attitude toward the school menu looks pleasant with HGSF food, which is locally produced and purchased. The HGSF food basket in SNNPR is providing the minimum recommended RDA to school aged children and maintained a minimum nutritional standard that is both macro and micro nutrients. The study finding shows that there is a slight deficiency in terms of some key micronutrients-notably vitamin-A. Concerning the cost, the result also proved the accepted view of development agencies in Ethiopia that local procurement can yield cost savings of around 25 to 30% compared to the landed costs of imports.

Generally, the result indicates that locally modified food baskets in SNNPR lowered purchasing cost of commodities and help school children to enjoy with more culturally appropriate food. The saving from lower commodity purchasing cost can help the regional government to include more children and expand the programmes, among many other benefits injecting the fund in the local economy.

Concerning the transport cost, Mekuanent approved that if the school feeding program use the home grown food, additional 2,188 school children would enjoy their hot meal in school for a year with the saving. As a challenge the findings of Mekuanet shows that local produced foods lack Vitamin-A. As noted by Bundy et al. (2009) the challenge and consequent trade-off between nutrition and local procurement is an important factor to be considered further. As a challenge lack of standard milling facilities persistent challenge of delay in food delivery to schools, late bidding and hiring poorly performing transport companies, low capacity and/or experience in food management and storing foods contributed for late delivery; the food supplier cooperative

union sometimes faced supply gap to satisfy school feeding demand due to financial shortage during purchase are stated in Mekuanent's study findings.

## **2.4 Conceptual Framework of the Study**

### **2.4.1 Conceptualizing Capabilities and Education**

Concern with the inadequacy of existing methods for measuring inequalities, Sen's capability approach was developed based on either interpersonal assessments that exclusively focused on people's mental states (in terms of happiness or satisfaction), or approaches that focused on physical or financial resources. Instead of focusing on individual happiness and self-evaluated satisfaction or absolute measures of the goods and resources that people access or possess, the capability approach is concerned with "the various things a person may value being or doing," or functionings, and the freedom of individuals to achieve these functionings (Sen 1985).

Functionings, for example, may include working, resting, being literate, being healthy, being part of a community, being respected, and so on. The "freedom" aspect is particularly important because individuals differ over things that are valuable to them. So it should not be assumed that everyone would aim to achieve the same functionings given the same opportunities and freedoms. In real life, therefore, two people with very similar capability sets will probably end up with different types and levels of achieved functionings as they will have made different choices owing to their different desires about the kind of lives they wish to lead (Robeyns 2003, )

Further, Sen argues that because individuals differ in their ability to convert resources into "doings or beings" that are important to them, providing an equal command over resources does not equate to equal opportunities. Some of these differences will be due to individual preference, others due to structural differences in society related to gender, class, race, caste, etc. Sen details an example of the relationship between an individual having access to the commodity of food, and the functioning of "being well-nourished" (the relationship varies according to a number of factors such as metabolic rate, body size, age, activity levels, the presence of parasitic diseases, etc.) (Sen 1985). Similarly, a distinction needs to be recognized between the presence of a school and the functioning of "being well-educated." In this way, a similar bundle of commodities will generate different capability sets for different people.

In terms of theories of educational inequality, the capability approach offers three main advantages over comparisons of levels of access or outcome. First, it provides a wider vision of individual rights to the human capital focus on economic productive capacities. Second, capabilities, as opposed to functionings, are able to reflect the importance of individual autonomy and choice. Last, rather than placing emphasis on resources available to an individual, the approach takes into account the ability of an individual to convert resources into functionings.

The capability approach has been employed by researchers to investigate a number of different aspects of educational experiences. The acknowledgment of individual values as a valid consideration in assessment has provided theoretical space for exploring student aspirations (Flores-Crespo 2004; Watts 2005). The main body of work so far has investigated the general relationship between education and expansion of an individual's overall capability set. Alkire (2002, pp. 255–271) conducted a series of interviews based on a capability framework to assess the impact of an Oxfam literacy project for women in Pakistan, and used their responses to outline how a scheme, which would no longer be funded if evaluated only by traditional economic and financial outcomes, had other beneficial effects besides an increase in personal income from greater literacy. Traditional criteria might include the total number of graduates who have achieved literacy since the start of the project, the unit cost per graduate, the income generated by the income-generation component, the projected future socioeconomic benefits of this human capital improvement, or institutional strengthening. This “cost-effective” measurement has been previously used to evaluate development projects. Lorella Terzi has used Sabina Alkire's concept of basic capabilities to explore which “enabling conditions” might be considered to constitute education and to suggest a list of “basic capabilities for educational functionings” (Alkire 2002; Terzi, chapter 2 of this book). Flores-Crespo (2004, p. 8) investigated the pedagogical side to capability expansion and contends that in the sphere of education, capabilities can only genuinely be enhanced through liberal education because this seeks to “liberate the mind from the bondage of habit and custom” through promoting reason, personal autonomy, and independence. Drawing on Martha Nussbaum's guidelines, Flores-Crespo identifies this as entailing a critical examination of oneself, conceiving of ourselves as world citizens, and a capacity for narrative imagination and empathy. Similarly, Walker has identified a number of “core education capabilities,” including practical reason, affiliation,

emotional integrity, and knowledge, which can be seen as “capabilities which we might expect education to foster” and without which education would not contribute to “a fairer society, or powerful and positive learning, learner agency and human development” (2004, pp. 8, 16).

Particularly concerned with international measures for comparison, Elaine Unterhalter has used the capability approach to explore the ways in which the experience of attending school may be detrimental to an individual’s capabilities. She used the approach to challenge the notion, generally accepted within development frameworks, that schooling is a universally neutral or beneficial part of development, which implies that the evaluation of “functionings and capabilities relating to education can be metonymically accomplished through considering the outputs of schooling, for example levels of literacy or years in basic education” (Unterhalter 2003, p. 8). Formal schooling for girls in South Africa, where there are soaring HIV infection rates and a high incidence of sexual harassment and rape in schools, means that the process of education can reduce the freedoms of women; in these cases, schooling “literally ends the girl’s life, destroying her capability” (Unterhalter 2003, p. 16).

How might we theorize about capabilities if we are concerned with the measurement of gender equality in education? Central to the capability approach is the freedom for an individual to achieve functionings, particularly those that are valuable to them. However, a wide range of possible functionings are involved in the process of formal education, for example: attending school, completing class work, learning a new skill, gaining confidence in one’s own abilities, passing an exam, developing autonomous thought, gaining employment, or engaging in democratic processes. How does such a broad range of potential actions relate to notions of well-being and agency, and how can they be negotiated for the purposes of comparing and evaluating individual capabilities? Approaches so far have tended to treat the topic of capabilities within education as a complete and homogeneous concept. I would like to suggest here that it might be possible, and even theoretically advantageous in terms of measurement, for education to be conceptualized as occupying two different positions in relation to an individual’s capability set.

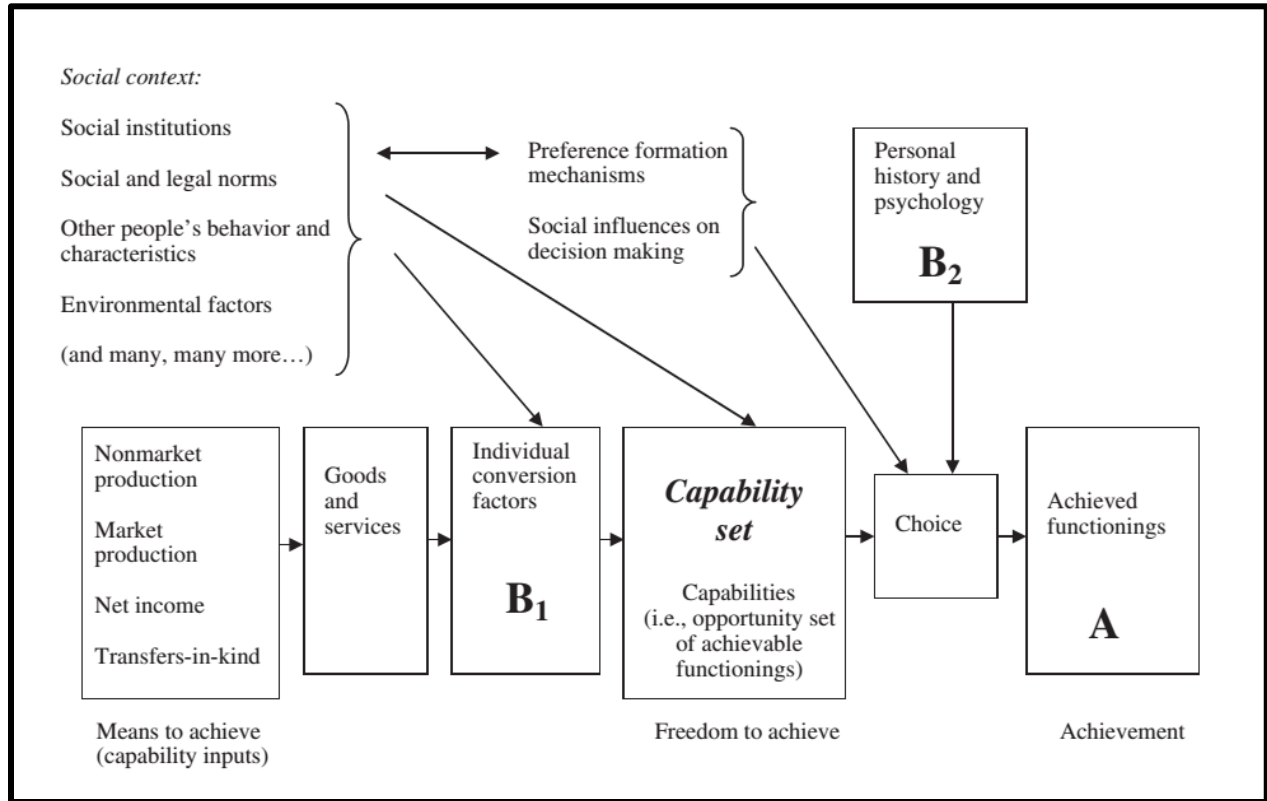
An important distinction is between cases in which the functioning in question is a formal educational process itself, and cases in which functionings have been enabled through formal education. Taking Robeyns’s diagram of factors relating to an individual capability (2005, pp. 98–100), it is possible to see that education can occupy different roles depending on which

particular capability is being considered. It can be a functioning itself where we are concerned with an individual's capability to achieve this functioning: Does a child have the capability to attend school, or to acquire a new skill, or engage with a new concept? Alternately, formal education can act as a *conversion factor* that determines the extent to which a person can generate capabilities from goods and services; for example, the capability to exert a legal right enabled by literacy, or the capability to choose who to vote for by autonomously negotiating political materials and the media.

Formal education can, therefore, be seen as both a functioning in itself that one may or may not have the freedom to achieve (i.e., "being formally educated") and something that enables other possible functionings. In order to conceptualize gender inequalities in education, it might be helpful to think about evaluation in two separate but related spheres: the capabilities of children *within* the educational experience (or the capability *to participate* in education) and capabilities *gained through* education, which are exercised both during and after school years. This distinction is somewhat artificial as I will outline later on and perhaps more complicated and overlapping in practice, but this approach is suggested as one way of negotiating way of negotiating current theoretical difficulties in relation to formal education measurements, and education policy. In particular, I believe that there are important distinctions in the arenas in which well-being and agency can be evaluated.

**Figure 2: The different roles of education in Robeyn’s stylized non dynamic representation of a person’s capability set and social and personal context.**

**Conceptual Framework of the Study**



It is also important at this point to be clear about the difference between education that takes place as part of a process of formal schooling, and a much broader, generalized notion of “education” that takes place outside school in contexts including the household, the economy, the media, and peer groups. It is possible for an individual to learn both instrumental skills and social attitudes in *both* of these arenas. In this chapter, however, taking education policy as my central concern, I address only the notion of formal schooling and the skills and social conditioning within it. *The Capability to Participate in Education* If “being formally educated” is considered as one type of functioning in itself, and then the capability to be educated can be defined as the freedom for a child to fully participate in the school-learning process. This, therefore, involves factors that enable a child to attend school; and once physically attending school, being able to participate and understand, and engage in learning confidently and

successfully. In a way, this might be considered as the full working of the “mechanics” of the educational process.

An assessment of the capability to participate would, therefore, compare constraints that might affect the freedom of a child to achieve various educational functionings. What might prevent a child from engaging in the learning process, and what enabling conditions are necessary? Factors that might affect the ability to attend school, understand and participate in educational settings are present both outside the school and within the school environment, and they include social institutions, social norms, personal characteristics, and environmental factors. For example, external factors might include the availability of a school, financial issues (if parents can only afford to send one child to school, the child’s sibling’s capability to participate is curtailed), and household responsibilities (if a child is needed to help at home the child may not be able to enroll, or the child’s attendance or full participation may be affected). The capability to participate would also be affected by conditions within the school environment such as personal safety issues, teacher behavior and competence, violence in school, or facilities. (It is possible that this could also include basic skills such as literacy and numeracy, which are non-subject-specific and fundamental to learning processes.)

In this sphere we might think of well-being as “(formal) educational well-being,” or full participation. If the capability to participate in education is limited, therefore, then the level of educational well-being will exist at a low level. As we are concerned with a functioning relating to a specific area of life—formal education—notions of agency should also be considered in this way. Here, therefore, agency can be understood in terms of the *educational* functionings valued by each individual child, such as the choice of a particular subject, attending a particular school, or attaining a particular level of achievement. Capabilities through Education

Once children are participating in education, once the “mechanisms” of education are functioning correctly, it is possible to consider the capabilities that can be gained *through* education (or not gained, or even possibly lost). In this case analysis is concerned with the contribution of education

To other life functionings as opposed to purely educational functionings formal education can enable other functionings both directly and indirectly. First, it can facilitate a huge range of specific functionings, such as employment, which requires particular qualifications,

understanding health issues, or engaging with civil society and political processes. To measure inequality in this “direct” sphere we might look at the specific skills, subjects, and content of the education that is received. Yet it is problematic to measure exactly the contribution of education to a particular outcome, because many functionings in life are also dependent on other external factors. For example, someone may have the skills for a particular job, but the freedom to perform these skills would depend on the availability of jobs. Second, In addition to its directly instrumental value, we can also think about how formal education can bring greater choice, both through having a broader range of skills available to choose from, and by enabling an individual to reason and think autonomously about the options that are available to them.

To illustrate further the difference between the “capability to participate” and “capabilities through education,” we can explore how they might relate to Sen’s categories of well-being and agency achievements and freedoms.<sup>8</sup> For the capability to participate in education, well-being is defined as well-being within the formal education process, or as “educational wellbeing.” This involves achievement of functionings considered to be central to educational well-being: attending school, participating in lessons, understanding and learning—overall, full participation in formal education. Similarly, “agency” relates to *educational* functionings that are valued by the individual, such as taking a particular subject, attending a particular school, or achieving to a particular level; it might be considered as “educational agency.”

In contrast, for capabilities through education, “well-being” and “agency” can be defined as general well-being and agency functionings in life in general, rather than relating specifically to education. Formal education may contribute directly to the achievement of certain well-being and agency functionings, such as getting a job that requires literacy. Moreover, formal education can contribute to an individual’s *freedom* to achieve wellbeing and agency functionings (or capabilities), both through the range of direct skills that has enabled these freedoms, and through the reasoning and intellectual abilities that are central to freedom and the process of choice.

It is interesting to consider the position of well-being and agency freedoms in a system of free and compulsory education. I would argue that when such a system is fully functioning, these *educational* well-being and agency freedoms only exist at a low level (although it should be noted that they will still have well-being and agency freedoms in other aspects of their lives). In a system of compulsory education, children do not have the freedom to choose whether to attend



school or not, or the freedom to choose whether to participate in the learning process or not. If there is a curriculum they may not be able to choose particular subjects, and it is very unlikely that they will be able to choose the political aspects of their education. Probably the main area they have freedom in is in the amount of effort that they devote to learning. Sen himself has stated that while it may be the case that freedoms are constricted under compulsory education, the future freedoms of the child should be considered (Saito 2003). The picture would, however, be considerably different for higher or adult education.

Clearly, there are limits to how far the distinction between the capability to participate and capabilities through education can be taken. If a child is not able to participate fully in education, then this will affect the capabilities that can be gained through education. But it is important to recognize that education occupies a different place in an individual's capability set according to the inequality concerned—it can either be the potential functioning that is being inhibited, or it can be a conversion factor that enables other capabilities and that substantially different aspects of well-being and agency are the focal point in each case.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Research Design**

A research design is a plan that helps the researcher to answer questions accurately (Kumar, Ranjit, 1996). In this study both quantitative and qualitative approach were deployed. The combination of quantitative and qualitative type of research design approach gives a more complete understanding of a research problem than using one approach alone (Creswell, 2014). Use of more than one method enhances the findings of the research by providing a fuller and more complete picture of the issue that is being studied (Denscombe, 2007). Different methods can have respective strength and weakness, one of the valuable use of mixing methods is to offset any inherent weakness or bias in a particular method that compensate for their weakness (Denscombe, 2007). So to get the advantage of both quantitative and qualitative research design, this research used both type exploratory mixed of research design.

### **3.2. Target Population of the Study**

The target populations of this study are beneficiary students who are attending in government primary schools found in Kirkos sub city in, Heads of the primary schools and staffs involved in school feeding, stakeholders (government and NGO) that participate in school feeding program are the target population of the study. Beside beneficiary students and the schools staffs, the Kirkos sub city officials and Addis Ababa Education Bureau officials, and Charity organization that are/ were participating in delivering of school feeding were part of the target population.

### **3.3 Description of the Study Area and Methodology**

This section of the study presents, how the data will be collected, the tools to be used to collect data, and the methods and tools that deployed to analyses the data will be described.

#### **3.3.1 The Study Area**

The study area is Kirkos sub city. According Central Statistics Office (CSA) 2015/16 report, Kirkos sub city the population size is 204, 604, among these number 90,840 which constitute 44.4% is male and 113,764 female which constitute is 55.6 percent, which is 8.07% of the Addis Ababa population. Kirkos Sub-city Administration Area: 1464.72 hectares. The sub city is

divided in to 11 woredas, 41 sub-woredas, 146 seferrs, and 474 blocks. In Kirkos sub city there are government, private, public an NGO schools and Health centers. It is indicated in the following tables.

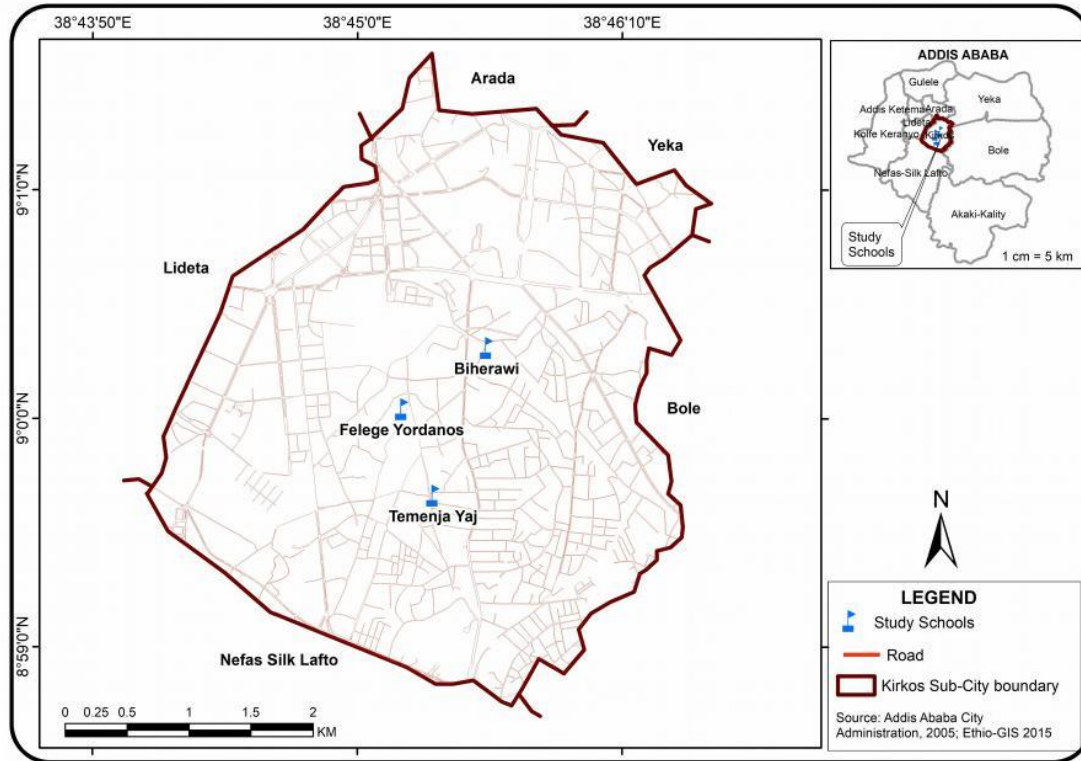
**Table 1: Schools in Sub-City**

	KG	Primary schools	Secondary Schools	Preparatory	TVET	Colleges	Universities
Government	18	24	6	2	1		
Private	39	30	5	4	57	15	---
Others	5	3	2	2	3	1	---
total	62	57	13	8	---	---	---

**Source: Addis Ababa city administration Integrated Land Information Center, 2014.**

In addition, there are also 31 historical heritages, 13 Ministry and 84 other government offices, 7 police station, 1 police camp, 23 community policing, 3 courts, Palace, UN main office, Economy Commission of Africa (ECA). Meanwhile, there are 15 Embassies, 2 parks, 15 hotels which has stars and 12 normal hotels, 50 recreation centers, 43 historical cities, 24 fuel stations, 4 Orthodox, 6 Muslim, 30 Protestant, and 4 Catholic institutions, 2 health posts, 7 health centers, 47 clinics, 6 hospitals, 34 pharmacy & drug stores, 111 banks, 49 insurances and 1 credit association.

**Figure 3: Kirkos Sub City Map**



**Source: Addis Ababa City Administration, 2005; Ethio-GIS 2015**

### 3.3.2 Sampling Design and Sample Size

The study was conducted in three government primary schools, namely Felegyordnos, Temenjaye, and Biherawi primary schools that were selected using simple random sampling. In the 2018/19 academic year, the numbers of school feeding participants in the aforementioned schools are 343, 249 and 262 respectively. From these beneficiary students were selected purposively. The data collected by questionnaire were taken from sample frame of the school feeding stakeholders. Since the current number of stakeholders working on education and children were not more than 26, all were taken as a sample. The source of the sample frame list take from CCRDA (Consortium of Christian Relief and Development Association) Members List and other stakeholders which are currently working on school feeding in Kirkos sub city were also taken as a study participant.

### **3.4. Data Type**

Primary data were collected from different sources. Namely, from key informant interview which was held with MoE focal person, Addis Ababa Education Bureau School Feeding Expert, Kirkos Sub City School Feeding Expert, Felege Yordnos, Temenja Yaz, Beherawi Primary Schools Director's, Deputy directors, Parents-Students- Teachers chair person. Primary data which were collected from FGD which were held with volunteer teachers who are participating in the SF coordination, FGD which were held with beneficiary students from Yeneat Weg 1 and government sponsored 1 a total of 6 FGD from the three schools, and FGD which were held with the feeders 1 from Yenat Weg, 1 from government sponsored 2 from each school totally 6. Generally, 5 FGD from each school a total of 15 FGD were held from all of the three selected schools.

### **3.5. Methods of Data Collection**

This section discusses the qualitative and quantitative data collection methods and procedures employed in the study.

#### **3.4.1. Qualitative Data Collection**

A total of 5 FGDs were undertaken one from each school. The FGD participants were teachers who participated in the SFP, beneficiary students one from government, one from Yeenat Weg, Food cooker mothers (one from Yeenat Weg, one from government). Totally 15 FGD held in the selected three schools. FGD took place to triangulate the information from different sources. The qualitative data was also collected from key informants namely from MoE focal person, Addis Ababa educational bureau school feeding program officials, Kirkos sub city school feeding program officials, directors of the three schools, deputy directors of each school who directly lead the school feeding program, and Parent-Teacher-Students Committee. Totally 6 key informant from each school and totally 18 key informant interview were held. Additional data also collected from Addis Ababa Education Bureau, and Kirkos Sub city educational Bureau. This helps to know the overall situation of SFP before the interventions begin and after a period of implementation. Personal observation was also part of data collection.

### **3.4.2. Quantitative Data Collection**

Concerning the quantitative data collection method stakeholders, a list are taken from CRDA and other stakeholders which were/ is participating directly in provision of school feeding were taken as part of the study. To collect quantitative data twenty six questionnaire were distributed and twenty three questionnaires were returned back.

### **3.6. Data Analysis Methods**

The quantitative data was analyzed using descriptive statistic namely frequency and percentage. The independent variable is school feeding and the dependent variable is student's enrolment, attendance. For the data which were collected from qualitative method of data collection, first the data were coded and identified using common feature then analysis of the data took place. In line with this the data which were obtained from questionnaire as open ended also after coded and thematically identified analyzed with the qualitative data.

### **3.7. Ethical Issues**

An ethical issue is an important affair for a research to deal with study participants. Where ever the researcher went to deal with the study participants should hold Letter from the university. A consent form with the study participants should be one of the ethical considerations. For the participation of beneficiary students, after the discussion held with directors and teachers, the school officially asked permission from students' parents, guardians then after the students got permission the FGD held with students. In addition, the information that the participant field in the questioner for quantitative data collection and the data which were collected by qualitative methods such as key informant interview, FGD were recorded in tape recorder if and only if the participants agree to do so. Information which were collected from the participant are kept in secrete.

## **CHAPTER FOUR: RESULTS AND DISCUSSION**

To collect the data for this study different method of data collection were used. Namely key informant interview with Ministry of Education focal person, Addis Ababa Education Bureau School Feeding Expert, Kirkos Sub City School Feeding Expert, National Primary, Feleg Yordanos and Temenja Yazı primary schools director's, deputy director's (who directly responsible to coordinate the SF), and Parent-Teacher- Students Committee Chair person. 3 key informants from each school totally 12 key informants were participated in the data collection process. FGD which was held with volunteer teachers one from each school, FGD which were held with beneficiary students 1 from Yenat Weg, 1 from government sponsored, FGD with Feeder mothers one from Yenat Weg, 1 from government sponsored, totally 5 FGD from each school, totally 15 FGD from the selected three schools were held.

### **Findings**

To analyze the qualitative data first it was translated from Amharic to English then identified with theme and write up the findings. Data collected from the questionnaire as open ended were identified in theme and analyzed with the qualitative data. The other data collected from the questionnaire were analyzed by using frequency and percentage and presented by table. The findings which came from both qualitative and quantitative data are presented as follow.

### **Role of MoE and Other Participating Sponsors**

School feeding was done by partners like World Food Program in the vulnerable place of Ethiopia until the feeding program started in Addis Ababa by 2015 by Yenate Weg Charity Association which was led by the former First Lady (KII MoE SF expert, May 17, 2019). According to the information collected from the KII, FGD discussion of the three schools, school feeding was done with the sponsorship of individual, community, organization in fragmented way before the government starts in 2018/19 academic year in all government primary schools of Addis Ababa. According to the Ministry of Education School Feeding expert until now the feeding program has been done by partners. The responsibility of the government is formulating policy, strategies, support the feeding program with expertise, promotion of the feeding programs. In particular the MoE support technically by preparing feeding menu, capacity

building training (how the food should be prepared), what type of task force is necessary for SFP and what threat may occur in the future and giving orientation for workers. This idea also supported by Addis Ababa Education Bureau expert and Kirkos Sub City expert. The MoE expert also stated that in Addis Ababa there are many expertise technical support may not be need. He further stated that even *if the school feeding program is not started in Addis Ababa based on nutritional science but initiative of starting by itself is a good measure for children who do not have to eat one bread a day (MoE SF expert, May 17, 2019).*

Generally, the level of awareness about SF was found to be limited in government and other stakeholders. School feeding takes place in vulnerable areas. As model SF programs in Oromia and south Nation Nationalities are well done. The government allocated 160 million birr for the school feeding program of AA. Benshangule and Gambela also start SF by their own budget (*MoE SF expert, May 17, 2019*).

#### **4.1. School Feeding Enrollment Attendance and Dropout, Mitigating Hunger and the Healthiness of School Food**

*“According to the assessment held by MoE absentees of students from the school has decreased and enrollment increased and dropout decreased. We can see from experience, students have seen to change school where SF is absent to school where school feeding is present” (MoE expert, May 17, 2019).*

##### **4.1.1. Mitigating Hunger**

According to the data collected from the three schools through KII with directors, deputy directors, FGD with school teachers after the SF program started students come regularly and participation increased. Before the SF had started students do not coming to school as of hunger and even if they come to school they underperformed, teachers were busy by taking students from class to the offices (FGD participants of Beherawi School). The FGD participants of beneficiary students from Temenja Yazzi reported that student’s health didn’t affected the food they ate from school. This information also confirmed by beneficiary students from Beherawi and Felege Yordanos. The three school directors are also approved that there is no report concerning sick student because of the food students ate from school.



Students confirm that they have got breakfast and lunch from Monday to Friday when the school is not closed. They eat different food daily from Monday to Friday based on the menu as the researcher of this study observed and with KII with the directors and deputy directors. Based on the information from three school beneficiary students FGD discussion students are free when they eat at school. The beneficiary students from Flege Yordanos and Beherawi School explain during FGD discussion they never feel hunger during school time after the school feeding is started. On the other hand two beneficiary students from Temenja Yazı said that they never feel hungry even before the SF started. Beneficiary students FGD participants from Temenja Yazı reported that they attend their education with great attention because they wouldn't feel hungry. Although students said they attend their school with great attention, the information which was collected from FGD teachers of Temenja Yazı participant reported that most students did not get good grade even they did not late and come to class every day.

#### **4.1.2. Enrollment Attendance and Dropout**

The result from all students in the three schools reported do not coming late to school because before they start class they have to eat breakfast at school. Therefore, unless students face other reason to absent from school, they do not late, absent from school. From the information which I have got from Flege Yordanos key informant and Teachers FGD participants, students can dropout from schools because of the innovation of the Addis Ababa, they may leave their school and go to other places, students also dropout from school because of the negative influence of the surrounding areas. KI from Temenja Yazı and Beharawi Primary School also approved that students drop out from school because of the negative influence of the surrounding areas. For example in Felege Yordanos, students may join street children easily by dropout from school. According the Parents –Teachers-Students Chair Person KI from Felege Yordanos students are living with their relatives in most cases dropout from school. This information also approved by FGD teacher participants from Felege Yordanos Primary School.

Teacher FGD participants reported that students who are learning in Beherawi, they are negatively affected by the nearby commercial sex workers and after they reached at a certain class (adolescence), they dropped out from school and continue what they saw from the environment like renting bed for commercial sex. Some are also dropped out and absent from school when the exhibition opened to work for their family and livelihood income generating

activity. The KI from Beharawi and Temenjay Yazi primary school also confirmed that students usually got absent from school when the exhibition opens for holiday, others as of sickness. This shows that students affected negatively by surrounding areas events.

After the school feeding program has started absent from school because of hunger reduced. Of course absentee from school happened for some other reasons. One student from Temenj Yazi, (11 years old), *I used to continuously absent from school because my mom was sick and no one was around to help her so I had to be to taker of my younger sister, brother and mom.* Here because of family's low economic status and poverty children take the responsibility of take care of their family even if they have not reached to adult stage. The other students said that *I was absent from school because I ate poisoned food from my home.*

#### **4.1.3. Feeling of Beneficiary Students**

The FGD participants of the three schools beneficiary students reported that they do not have different feelings between students participating in school feeding and students do not participating in school feeding program. Feeder mother also approved that even students who are not registered in the school feeding program come to the feeding place to ask for food. The feeder mothers also said in the FGD of both Yeenat Weg and government sponsored Felege Yordanos School they give food to all students if they come to the feeding places whether the students registered as a beneficiary or not a beneficiary. The Feeder Mothers from Beharawi Primary School also give food to any student if students come to the feeding place to eat food. FGD participants of Beneficiary students from Beherwi and Felege Yordanos Primary reported that no one feels stigma by eating food from school rather they share what they have. This shows that most students have similar background and if possible may all students need to eat at school. The key informants and FGDs participant from Beharawi and Felege Yordanos confirmed that students who were not registered as beneficiary also showed interest to eat at school. According the KI deputy director from Feleg Yordanos when the government feeding program started, students were asked whether they want to eat at school or not, students who showed willingness to eat at school they have started eating. Some students even if they have starved at their homes, they did not register as beneficiaries. However, after some time almost all students showed interest to eat at school. Even older students who are not registered as beneficiary by taking card

from the young students eat food at school. This makes the younger students to stay last in the queue. This situation also reported by Felege Yordanos and Temenja Yazı KI deputy directors.

The KI deputy director from Temenja Yazı School explained that any student who shows willingness to eat food in the school feeding program can get the food by bringing one of the parents or care givers. One teacher in Temenja Yazı School FGD participant said that

*“SFP helps a lot but parents do not have followed up after school their children. So students are very weak concerning their education.”*

Other FGD participants teacher from Temenja Yazı also stated that SF a good start to avoid their short term hunger but government need to work with students parents like by giving different training and need to work with parents seriously. KI Temenja Yazı School director also said after the discussion of school leaders, parents, students and feeders, school arrange the feeding program during examination time as it helps students to take their exam without hunger.

## **4.2. Actors/Stakeholders in School Feeding Control and Coordination and Source of the Fund**

### **4.2.1 Control and Coordination**

According the KI of Kirkos Sub City, the Sub city coordinates, providing of information, gives training for women who work as food preparatory. Specially, the training was started in 2015 by Yeenat Weg Charity Association. There is no training for the women who prepared food which started in 2018/19.

The Parents –Students – Teachers Committee Chair person KI of Felege Yordanos, Beherawi, Temenja Yazı Primary Schools also supported what the Kirkos Sub City SF expert stated. In all the study area schools namely Felegeyordanos, Biherawi and Temenja Yazı Primary schools Volunteers from teachers, administer staffs, Parents – Students – Teachers as committee control, coordinated the SFP. If any problem under their control happens, the committee solve immediately by discussing with the School Director.

In addition, Parents -Teachers- Students Committee evaluate, coordinate and control the feeding program. Sometimes there was a shortage of food. In this case the committee buys bread and fills the shortage of food. *Specially shortage of food were faced on Thursdays because the feeding*

*schedule on Thursday provide one egg at lunch time, at this time students who are not beneficiaries of the school feeding program come and join the queue this creates shortage of food for the beneficiary students (Felege Yordanos Deputy Director).* There is a similar situation in other schools. Teacher FGD participants from the three schools and personal observation approved the situation.

According the information which have got from the Feeder Mothers FGD participants from Yenat Weg and government sponsored SF of all schools, the cooker women usually find it hard to forbid students when the students come to the feeding place to ask food whether students registered as beneficiary or not. If any student comes to eat the cookers give without any stigma so students who are in lower grade and do not have strong muscle stay at the back of the queue. Therefore, Parents- Students- Teachers Committee members and volunteer teachers and administration staff have great role during this time to make the process with manner.

#### **4.2.2. Sources of Fund**

The source of the fund for the government sponsored SF is the direct allocation of budget for two rounds (Kirkos Sub City SF expert). The source of the fund for Yeenat Weg is local NGO and major contributor is China government .Others like individual, companies and NGO are also participate in SFP as donors.

The Food Cooker Women from Felege Yordanos Primary School government sponsored reported that they started work by borrowing money from individuals and other community members. Government sponsored women from Beherawi and Temenja Yazzi also stated that there was no money by loan or by other means from the government side for the starting up of the SFP. This shows that community as a community participates at least by borrowing money for the selected cooker women. Cooker Women from Flelege Yordanos School FGD participants said that although the money they have got from SF is not adequate, the SFP helps the women to develop a culture of saving.

#### **4.2.3. Sustainability of School Feeding**

There are many factors that challenge the sustainability of school feeding. Among the factors: escalation and fluctuation of the food price, environmental and agricultural changes, and cost effectiveness of the program are challenges encountered by SFP planners and organizers (Jomaa,

McDonnell, and Probart, 2011). On the other hand Vitória et.al (2017) in their study stated that the cost and cash flow shortage of SF is a major challenge for governments and other stakeholders who participate in the feeding program. Beyond the cost of the food, other expenses like food management, logistics and control create a financial burden for government and other agents who participate in school feeding. In Ethiopia context, in this study from the KII and FGD participants of the three schools approved that the increment of the price of food, the spontaneous starting of school feeding without well designed and plan, without the fulfillment of the necessary materials that are used for the preparation of food, still schools do not have appropriate feeding place, the cutoff the electric power and water, the controlling and coordination of higher officials is not in regular base leads to the correction of problems will not be on time. The above mentioned and other factors which listed in this study will question the sustainability of the program. On the other hand MoE enacted different strategies among the strategies National School Health and Nutrition Strategy in 2012, this states that, the right of every child to access health and nutrition service, especially for poor and vulnerable children. Education Sector Development Programme V (ESDP V) which states about improvement of access to better health nutrition services for school-age children, in addition the government of Ethiopia design National School Health and Nutrition Strategy aims to help school children by ensuring accessibility of better quality education and create an opportunity for a better life. Moreover, the preparation of strategic document by MoE, the starting of school feeding in all government school of Addis Ababa is a good start and shows the acceptances of the program from the government side.

#### **4.2.4. Responsible Body Engaged In School Feeding**

According to the information from the open-ended questioner respondents, SF is not easy to run by one or two body. It needs the participation of all stakeholders. The government may got responsible to create awareness and designing the necessary policy document. The collaboration of all stakeholders is a must to run the program. The cost and management of school feeding is very expensive to run by one body.

As WFP and EPRI (2018) study indicated that the only implementer agencies in Africa are Ministry of Education and WFP. This shows that in spite of the challenge for the implementation of school feeding only two agencies take the responsibility. Therefore, innovative financial

arrangements by diversifying sources of financing for school feeding programmes and/or putting into place co-financing mechanisms need to be part of the school feeding program.

#### **4.2.5 Contribution of School Feeding for wellbeing or Does It Create Dependency?**

Education is the best medicine to bring about economic development and improve quality of life. Capability is a capability to enjoy a functioning that meets a basic need, a capability that avoids malnutrition, a capability to be educated. It means the set of basic capabilities might be thought as capability to meet basic human needs (Terzi, 2004).

Therefore, to enhance students' enrollment and to improve students' academic performance students need to have a fortified food at home or at school. However, most students in developing countries are going to school with hunger (Adelman, Gilligan, Lehrer, 2007). SF is not a charity but needs strategic planning. This plan gives ideas that may help creating awareness among SF stakeholders. Moreover, if the SF strategic plan designed and implemented it develops the knowledge of nutrition, food preparation skill (MoE KII).

On the other side The Biherawi Primary School expert said that

*” I don't believe that the school feeding program develop dependency. Person who saw the condition of students before the school feeding program starts no one can't say, SF creates dependence of course some mothers give birth additional child because their children can able to eat their breakfast and lunch at school. Whatever the reason the feeding program is necessary and should continue with strong commitment. (Biherawi primary School Special Need expert, May6 2019/”*

This idea is also supported by the key informants of the Biherawi School Teacher-Parents-Students Committee chair person SF don't develop dependency, rather students feel happy because they can get food from school that help to avoid their hunger.

FGD participants from Temenja Yazı Primary School reported that the feeding program sometimes creates dependency. Since the surrounding residents of the school are at low economic status, most of the students who can able to bring their lunch also want to eat at school feeding program. Almost all students don't want to bring lunch. Though school feeding is important who has no means on the other hand it also creates dependency for the students who can eat from their home.

*“Students should be able to learn without any hunger. However, how long the SFP stays need to be considered. Of course it avoids hunger but on the other hand it creates dependency. In this school parents who can feed their children ask the school why their children are excluded from SFP. The SFP creates dependency unless it is implemented with great care. SF develops dependency from their parents. Parents can’t control their children unless they give food for their children; children become disobedient for their parents. SF creates anarchism if it is not implemented with great care” (Parents-Teachers-Students Committee Chair Person, Felege Yordanos Primary School, April 22/2019).*

SFP creates a job for jobless mother. In Felege Yordanos Primary School students who participate in SFP have more number than non-beneficiary students.

*The Feeding mother give food for every students whether student is registered as a beneficiary or not registered as beneficiary, this encourage dependency. Parents do not want to do job because their children eat breakfast and lunch in the school. If the SFP stays long it creates dependency. Most students who are learning with their relatives don’t get food, SF is essential for such type of students. Students who learn with their relatives drop out from school if there is no school feeding (Parents- Teachers- Students Committee Chair Person, Felege Yordanos Primary School, April 22/2019).*

Feeding children is an investment if it is handled properly. It can create and develop dependency syndrome.

*Unless SF is deployed based on detail study and care it develops dependency. SF is an investment if it provides balanced diets for students to develop their mental capacity. Some use the word to call beneficiary students ‘as miserable children’ we need to call them properly with appropriate word (Temeja yazi Director (May3, 2019).*

As the WFP and IFPR (2018) study African’s school feeding deals with only the most common objectives are rate of enrollment, rate of attendee, and other educational outcomes. If the continent need school feeding bring social cohesion, promote inclusive social development and achieve sustained equitable economic growth, school feeding to change its position to the development agendas. In line with this every year because of the innutrition countries decrease

their gross national product due to decrement of productivity of individuals. Hence, from this study and from Ethiopia condition students need to get food which has nutritional value for their proper development.

### **4.3. Challenges and Prospects of School Feeding**

#### **4.3.1 Challenges of School Feeding**

##### **4.3.1.1 Actors Awareness about SFP**

The awareness level and coverage about SF is limited by actors in the government and other stakeholders. Targeting of the children focuses only on those under poverty level participate in SF.

*There is resource limitation and a huge gap in the awareness level especially by investors in the private sector. To address the awareness gap in SF, the Ministry office undertakes efforts with mixed result (KII with Ministry of Education, School Improvement and support General Director, May 17, 2019).*

In general the initiative of starting the feeding by the government is a good thing. However, the feeding system has started without very well designed policy and the fulfillment of the necessary materials, cooking place, and feeding hall. Even some reported that if the school feeding continues to be done by the government, there is high probability it will not stop. There are many threats and challenges that may lead to the termination of school feeding. On one hand, there were reported cases where some parents do not allow their children to feed at school even if there is problem of starvation at their homes as lack of awareness. On the other hand, some students (in higher grades) reported of getting shy to eat food at school although they feel hungry. That demands awareness creation efforts at all levels. In spite of the study areas has many financial institutions like banks insurances and other institution, the institutions do not play corporate responsibility role at expected rate because of lack of awareness.

##### **4.3.1.2 Financial Constraints**

According to MoE KI, Organizations have shown some interest to enter into the SFP but no one is interested to give the resources directly. The current allocated budget for the lunch and breakfast is only ETB 14 birr which hardly covers the cost to adequately feed students as of escalating living expense and market situation in the cities. The information which gets from KII,



FGD from the three schools approved the in adequacy of the money which allocated for breakfast and lunch. The FGD participant from Beherawi government sponsors and Yeenat Weg Feeders Mother reported that even the SF experts persistently requested the concerned body for some increment on the budget there is no response yet. The planned and allocated budget for each student should consider the purchasing power of the money and the fluctuating market implying contingency plans as backup. Higher government officials should also find ways to draw financial resources as to fill the deficient budget.

Concerning the payment and budget monitoring system, the result of the KII with the experts of the three schools revealed that there is some variation in the payment system. For instance, in Felege Yordanos School, there is a form (list of students) that students have to sign. This type of system creates a problem in terms of time and work by itself and in particular students at lower grades face difficulty to sign on the list.

#### **4.3.1.3 Recruitment Criteria for the Selection of Feeder Women**

According the KII with Kirkos Sub City School Feeding Expert, SF across the schools is not going with the expected quality. In some cases, the feeder reported showed some discrepancy while in the other cases the schools stopped the feeding program and changed the feeder mothers by other women. The sub city Women and Children Affairs with the Woreda Children and Women Affairs selected the feeders as both confirmed this fact but clear recruitment criteria for the selection process are not indicated. This identified gap was triangulated with the FGD with Parents-, Students-Teachers Committee that approved the selection process of feeder women is not clear that goes with political affiliation dominates the process of selecting women as cooks. This has implications as it compromises the twin track objective of supporting not only the children but also the poor women that should have used the opportunity to improve their wellbeing. Thus, for effective SFP, it is vital that it has to be pro-poor in all its dimensions.

#### **4.3.1.4 Financial Administration and Tax**

One of the challenges relates to financial and tax system. According to the KII with the school director of Biherawi Primary School, the finance process has been one of the obstacles to make the school feeding program payment smooth.

*“We pay to feeders without considering the tax and believing that the children should get food by taking the risk” (Biherawi Primary School Director, May 6, 2019).*

He further explained that the selected women who cook the food are organized as an enterprise. According to the tax law, if any person is organized as an enterprise, it is a must to pay tax and considering the amount of money the women earn, we found it very difficult to force them to pay tax. Thus while we pay for the feeders, the financial process is full of risk as the policy does not exclude them from taxing. Felege Yordanos KII with director and deputy director also approved the financial process to pay for feeder mothers has risk, Felege Yordanos school pay to the Feeder mothers without any financial guideline. Thus there is a need to find durable solution in terms of a guideline or policy in clearly putting how to proceed with the feeding process. The KI directors and deputy directors from the three school explained that the Kirkos Sub city forward simply the recruited women and send them to school to cook the food only, so schools perform the financial process and puts them at risk as they are the actual implementers. Thus to make every actor free from risk, it is vital to put a clear guidelines as soon as possible. Otherwise, the feeding can stop anytime as of rising price inputs (food materials) considering the money allocated for each child is too small that also puts pressure on the amount of money paid to the cooks.

In line with this a similar challenge was reported from the open-ended questionnaire stakeholder respondent when one make bid tender among the food providers, many providers who participated on the bid first promise to provide good menu while when they won the bid and made an agreement it was witnessed that they find it hard to deliver as per the agreement and breach of contract happens.

#### **4.3.1.5 Gaps in Physical Capital**

In term of physical capital, there is a hall constructed by the school budget which is currently used for the feeding in Biherawi Primary School. Based on the field observation, even if it is not in standard form: pleasant and clean. This situation is similar across the three schools. There are no adequate and suitable chairs for feeding. There is no kitchen that used to prepare food and feeding house in Biherawi and Felege Yordanos Primary Schools.

The overall surrounding environment near the school like the commercial places disturbs the school environment, this is observed during field visit and KI and FGD participants approved the bad situation of the schools environment. The cooking place of government sponsored SF and water that used for cooking is found in different places in Beherawi Primary School, this spoil Feeders' cooking time. Teacher FGD participants from Beherawi Primary School reported that there is no clinic and counselors (psychologist) that help students when they are sick and need counseling service. In some cases, the feeding takes place in the learning classes that can compromise both the teaching learning process and the feeding process.

This situation shows that there might be high risk of communicable diseases. Although the students did not report on the matter of getting sick from food they ate, there is a potential risk of communicable disease when careful observation was conducted on the unclean and lack of water on the cooking and feeding places was witnessed. The other problem that face school feeding program is food born disease (FBD). Even the country like Brazil which has long history of school feeding implementation, one of the major challenges is FBD. To deploy school feeding ensuring sanitary control is an indispensable concern, since FBDs is a public health problem (WFP, 2015). Thus, if such things occur then the disaster would be catastrophic and creates bias on the overall SFP.

When inputs for the feeding process are considered, materials such as plates and other feeding materials are not adequate but there is a serious challenge of cost of electricity (power) and water issue that put pressure on school budget. For instance, in Biherawi Primary School, the SFP uses the electricity and water from the school especially Yeenatweg Feeders, this in turn increases the expense of the school. This also faces power interruptions. The government sponsored feeding place runs without electric power and water around the cooking place and use fuel wood by purchasing from the market and transport water by jar that creates water related diseases as this risk the quality of water on top of the additional work burden for the women. In addition, the stakeholders reported that preservation and transportation of nutrition dense foods for schools.

In term of natural capital, the garbage that come from the commercial sex workers houses and commercial places directly affect students' health and functioning. For instance, in Biherawi School, there is no fence between commercial places and the school.

Thus there is a need to standardize uniform payment process in all Primary schools in Addis Ababa where feeding is implemented.

#### **4.3.1.6 Quality of Food Provided**

The respondents from the open-ended questionnaire reported that absence of a standard food with standardized necessary nutrients balance that guides the purchase of food items from the market for the kids was found to compromise the purchasing process as the cookers or the purchasing bodies may have little knowledge about this and this may create room for corruptions as to buy cheaper items to get some incentive.

#### **4.3.1.7 Monitoring and Evaluation**

The teacher FGD participants reported that the government higher official's evaluation and control of school feeding is normal done spontaneously and not in regular basis. This is approved in all three schools FGD teachers participants and directors and deputy directors. It is difficult to correct the problem without regular base evaluation and control to correct problems such as the payment for cookers is done on time, to make sure that the feeding program starts as soon as the schools are opened on the academic calendar.

Students also said there is no demarcation between students who has feeding card and those who don't have feeding card. Students, who don't have feeding card, take feeding card from younger students who have feeding card. This situation is triangulated from all FGD, KI participants and personal observation. There is no clear procedure that differ students who registered in the SF program and those who don't registered in feeding program. From this finding it is clear that most students in all three schools don't get food from their home or the food they get from school has better quality than they have at their house.

The feeding program starts without the necessary inputs like food equipment and other materials. The higher officials order to start the school feeding program without checking the fulfillment of the necessary material so every gap creates its own problem. The feeding program sponsored by the government starts spontaneously without the fulfillment of the necessary materials and adequate money.

Creating Employment opportunity without facilitating lending money for poor women seems school feeding starts without the necessary preparedness and plan.

Actors reported that when SF programs are proposed to the government body there seems to not get approval on time. The program is vital as far as there is commitment & good administration management of the program. Besides, securing resources to increase the renewal of the project was reported by some actors from the questionnaire respondents. In some cases, since the number of children in need of food support is much larger than being handled that demands huge resource allocation and management by creating strong partnership with relevant actors.

#### 4.3.2. Threats of School Feeding

According to the feedback which is get from beneficiary students they are happy by the starting of SF, it will continue as it is or in better condition. They do not have hesitation for the unsustainability of school feeding. According to the information of FGDs from Yeenat Weg feeders, they have a threat the continuity of the SFP because School feeding sustainability is in a threat condition because last year Yeenat Weg was promised to increase the number of students who participate in the feeding program. The FGD participants reported that Yeenat Weg Charity Association did not get fund as they were expected. As the result the feeding program continues as the number of the previous year number of students. This shows that to proceed school feeding in sustainable way, it needs the collaboration of all society. It is difficult to run this type of work by specific number of donors.

The school feeding is not started on time both in the Yeenat Weg Charity Association and Government Sponsored school feeding. From the Yeenat Weg side, when the concerned official asked by the feeders, they said the budget allocated for one year is not adequate to cover the whole year so it needs to compensate the time. From the government sponsored side even the budget allocated is known early of the starting year, the realizing of the budget takes long time. This shows that SFP is not done with commitment and well-designed plan. If it is not done with full commitment, it may terminate at any point.

Even the government starts the feeding program, the feeding program is funded by other organization so it is a threat funders may withdraw any time from the feeding program. It is a threat for both the government sponsored and Yeenat Weg School feeding program.

From the finding we understand that School feeding starts without well-established plan and design spontaneously without the setting of cooking place, feeding place and the full filling of the necessary feeding materials. Unless SFP will done with well-planned and working with the concerned stake holder, the feeding program may terminate at any time. SF is costly; it needs integration work of different stakeholder. Thus, past experience indicates that policy development that support funding is a long process, and takes several years (Asia - Pacific Economic Cooperation, 2012). One of the global challenges is to provide information and guidance that accelerate the transition process. Although countries need differ widely, information from countries which start previously may help other countries from their national programs operating experience at the beginning of the transition process (Asia - Pacific Economic Cooperation, 2012). This indicates that implementing school feeding needs a great care and plan and the participation of many stakeholders at all level of community with great commitment.

From the KII with school leaders, we understand that there is no policy how the payment will be take place. The school leaders have a threat that the payment might bring accountability. However, with all the mentioned challenges the information which was get from beneficiary students FGD showed that they do not have threat for the stopping of school feeding rather they believe that SF is continue in a better facility by adding more nutrient value foods.

The women who are working for Yeenate Weg in the Temenja Yazi Primary School have threat that the Yeenat Weg Charity Association is established by donors if the donor stop the money they will be out of work and children sponsored by Yeenat Weg may stop eating. The Yeenat Weg Feeder FGD with Felege Yordanos and Beherawi also share Temenja Yazi Feeders threat about the termination of SF. They also said that in this school most of the children are street children and even if they have parents, the parents also don't have home for living and money to feed their children. If the feeding programs continue children can learn without hunger otherwise if the feeding program terminates both women and children will get difficulty.

One young woman from FGD said

*“Some of us registered to go to Arab countries for work but we get this work and we can able to work inside our country but we have a threat the work will be terminated one day. Of course the salary is not adequate to lead our life, we work*

*here until 2PM after that we are working additional works in some other places to subsidize our livelihood.” On the other side the oldest woman said” I have worked now; I am free from my husband and have got my own income.”*

The food cooker in Temenja Yazi has a threat that the feeding program may terminate at any time. However students from Temenj Yazi believe that SFP continue in the future from what happened now to well diet position.

#### **4.3.3. Prospects of School Feeding**

School feeding starts during the famine outside Addis Ababa in some vulnerable areas. In addition there is no resistance from the government side and the need of school feeding is understood and established SF department (MoE KII, May 17, 2019). He further stated that the MoE is on the way of preparing SF document. The document may help to mobilize partners and many stakeholders. After the working document implemented the number of beneficiary students increase and it may hold all primary school students. The previous SF is not implemented on the policy. If the SF document prepared as soon as possible as it stated the SFP may continue based on the policy document. Of course only preparation of the policy document is not enough to run school feeding. How to mobilize resources, how to participate the stakeholders in sustainable way, how to feed students without creating dependency also will be the issue that should be considered.

When the MoE general director asked about the monitoring and evaluation of SFP based on regular base or not he replied that

*The MoE don't have regular follow-up of SF that implemented in regions and in Addis Ababa. However MoE tries to create a link between the Ministry of Trade and the SF place so that the SF place can directly buy the materials that necessary for SF.*

The MoE expert also said that if the food is processed centrally in large kitchen and packed for the distributed to over all the country, it has advantages, the food will have the necessary nutrition and prepare in net and low cost. A study conducted by Mekuanent (2015) shows that students are pleasant towards home grown school menu, even if the foods lack some nutritional values. According Mekuant's study the HGsf decreases transportation cost and 2188 additional children can feed within one year. The costs of food also decreased from 25 to 30 %. Of course in Mekuanent's study the food which produced locally lacks vitamin A. If the food that will be

used for school feeding produced with detail study and centrally, is cost decrease and may be all school children can get nutrient food that help for their normal development.

Respondent of KI and FGD participants from the three schools explained that students in three schools almost all need feeding in SFP. So in the future, SFP should include all students. Now, the budget allocated for each child is very low, it doesn't consider the current market situation. If the coordinator wants to control, they couldn't say nothing because of the money which allocated for each child is very low. FGD participants of Teachers from Feleg Yordanos Primary School reported that Children who live with HIV do not get special attention. They do not get food that help them to resist the disease foods like milk and other food that has balanced diet. The KI respondents from the same school also approved what the Teacher FGD participants said.

From field observation and FGD participants of beneficiary students report, the food given to children from Monday to Friday based on the menu, it is adequate to avoid children's hunger and to fill children's stomach. However the foods do not contain the necessary nutritional value that helps for the normal development of children. The menu does not contain vegetable, milk, fruit and other foods that have additional nutritional values. To full fill the nutritional values the budget need to increase based on the current market.

Beherawi Primary School teachers FGD participants revealed that the school feeding program should participate the whole student since most parents who send to the selected primary schools government school are in low economic status. Teacher FGD participants from Feleg Yordanos and Temenja Yazı also confirmed what Beherawi Teachers participants said. The FGD teacher participants from Temenja Yazı Primary school reported that in the future when women recruited health should be considered and need to take checkup of their health. According to KI respondents and teacher FGD participants from the three schools reported that recruitment of feeder women is not clear, only women who has political affiliation selected as a cooker, it is not based on a clear recruited criteria.

Questionnaire respondents from open-ended questions reported that established SFP may not be the only solution to avoid students' hunger, and to fulfill the basic necessity for children by keeping students right of living with the fulfillment of their need and to reach the intended goal of education, other alternatives may be considered like creating job opportunity for student's



parent rather than giving direct food may avoid dependency. It may be the schools generate its own income and feed students with well-balanced diet in the future. Semi processed foods and prepackages & branding for school feeding program will be embraced & scaled up. Schools should get support from different stake holders to start school IGA (Income generation activity); so that the service could be sustainable. Prospect of school feeding needs huge budget and sustainable income, income generation activity and other should work in families. The current school feeding program is only helps to improve school children attendance and improve enrollment and mitigate the problem of hunger so the future school feeding should also consider the nutritional issue.

One respondent from open ended said that

*“It is being applied in one of the schools in Addis Ababa where we are going to start our support after a few months, but the current programme being applied there is initiated by the former First Lady and we see that is highly dependent on the support of the government and donors. We don’t see the continuity of the support for long. We wish to introduce the community based feeding program where the able families can contribute more and cover that of the unable ones in a not very noticeable way and all school children get fed from the same pot.”*

It should participate large part of the society instead of leaving the responsibility for individuals, governments or NGOs. Sustainability should be considered so that people in the field should increase the awareness of the society to contribute our parts. Improving school performance and creating good citizens contributes for effective SFP. The aim of feeding should not be the end goal it is just to support absenteeism from school. It is crucial to consider, the program is vital as far as there is commitment & good administration management of the program. In the future more expansion of school feeding and well established feeding hall will be established.

Actors/stakeholder/ response from the questionnaire also revealed that SF has a positive prospect in mitigation of child hunger, improve enrollment, attendance & getting nutritional foods, but in the future should be combined with family support/ mothers support when family income increased. Consequently, it is very vital and by avoiding hunger and increasing enrollment and attendance. However in the future to continue school feeding proper management and commitment is basic. The distribution of integrated school meals which contribute to improve the absorption capacity as reduce school dropout. Lack of food at home is main

challenge to the students related with school enrollment, attendance, all our problem related with poverty with in the community because we cannot differentiate meal with nutrition status of an individual for means the main source of poverty.

Food is one of the basic human needs. Children have a right to get food. If the family/ parents are unable to feed the community/ government has to find way to feed them. , the prospect has to base on this concept. School feeding will not be sustainable to solve the food problems of the poor children. The learning process to be good and when students become feed in health situation. Children will be nourished, be ready to school without worry & even eager to go to school.

#### **4.3.4. How Long School Feeding Need to Stay as a Program on One Country**

Concerning the staying of school feeding almost all respondent from open-ended questionnaire agree that SF should stay until the country economy developed and every parent is able to feed their children without any problem. Thus, students are able to continue their education without any hunger and malnutrition. From this we understand that even if they are participate in school feeding they understand that school feeding is needed only by countries which has less economic status but from the literature it is understand that school feeding is given in both the developed and less developed country. The respondents lack awareness if students nourished with well nutritional food, it is an investment in the future by developing children cognitive ability.

Concerning the responsibility: to run the school feeding program 7 in number and 30.43 percent of the respondents are said that the responsibility is the government and country's government should take the responsibility to run the school feeding responsibility. Respondent 15 in number and 65.22 in percent said that school feeding should run by the coordination of all stakeholders. Of course two respondents which are 8.69 percent said that school feeding should run by NGOs.

Other respondent reported that school feeding program should be the responsibility of government & the society and the government can get funds from different sources. But implementation should be led by agencies, societies that are reporting/ accountable to the government to mention standards across the schools to protect cultural & moral values of the kids and to ensure sustainability.

From the finding of the result it is understandable that school feeding has many challenges such as cost and cash flow shortage, other expenses like food management, logistic and control creates a financial burden for government other agents who participate in school feeding (Vitória et.al, 2017). Both from the study finding result and from the literature, school feeding is not an easy task to do by countries government only, it needs the collaboration of different stakeholder's namely country's government, local community, NGOs and WFP. Therefore, SF needs the work of all stakeholders with integration

#### 4.3.5 .Findings from the Survey

26 questionnaires were distributed among these 23 questionnaires were returned back. This shows that 88. 46 percent of the questionnaire has got answer.

**Table 2: Sex and Academic Qualification of Stakeholders**

	Sex		Academic qualification					Untrained	Certificate	diploma	Bachelor Degree	Postgraduate
	F	M	21-30	31-40	41-50	> 50						
No respondent	10	13	3	12	4	4			1	12	10	

Source Survey result 2019

From the table we understand that most of the respondent are male of course female respondents are nearer to male respondent. This shows that the respondent ratio male to male is good the availability of women in the office job in our country. Most respondents age are between 31 -41 this age is one person get a good working experience of work and have good energy for work. Concerning the education qualification 1 diploma 12 Bachelor degree and 10 post graduate holders, it shows that the respondents are very legible to fill the questionnaire with their academic back ground.

**Table 3: Working experience stakeholders**

Year experience	of 3-10 yrs	%	11-20yrs	%	21-30yrs	%	Above 30yrs	%
No of respondent	12	52.13	8	34.78	11	47.83	1	4.35

Source Survey result 2019

As we see from the above table 12 person which is 52.13 person constitute from 3 to 10 years' experience which holds the biggest , 8 person which is 34.78 percent holds 11-20 years, 11 persons which is 47.3 percent, holds 21 -30 years of experience, 1 person which is 4.35 percent holds above 30 yrs experience. It shows that the working experiences of the questionnaire fillers are adequate to answer the questions.

**4.3.6. How School Feeding is Show in Terms of Enrollment, Attendance and Decrease Drop Out; School Feeding Challenge/S and Prospects (Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree**

These statements were presented for the actors as they can state their opinion based on the scale. School feeding is one of the main component for school children development and to increase student's enrollment; attendance and decrease dropout; Despite school feeding is deployed all over the world whether the country is developed or developing; some say school feeding creates dependency; School feeding is good for economic development if it is home grown and linked with local market; Financial constraints are the main challenge to deploy school feeding; Escalation and fluctuation of the food price is the main challenge to deploy school feeding; Cost effectiveness of the program is the main challenge to deploy school feeding.

**Table 4: Likert scale result**

No	Very Disagree	%	Disagree	%	Neutral	%	Agree	%	Very agree	%
1			4	17.39	2	8.695	3	13.04	14	60.87
2	3	13.04	7	30.43	6	26.086	5	21.74	2	8.69
3	1	4.35	2	8.69	3	13.04	7	30.43	10	43.49
4			1	4.35	2	8.69	10	43.49	10	43.49
5			1	4.35	5	21.74	11	47.83	6	26.086
6			3	13.04	9	39.13	9	39.13	2	8.69

Source Survey result 2019

School feeding is one of the main components for school children development and to increase student's enrollment, attendance and decrease dropout. From the above table, 14 person 60.87% reported strongly agree, 3 person which is 13.04 said agree, 2 person which is 8.69 percent neutral, 4 person which is 17.39 disagree. This shows that a great number of respondents

strongly agree SF is the main component with other factors to increase student’s enrollment, attendance and decrease dropout.

Concerning the statement “Despite school feeding is deployed all over the world whether the country is developed or developing, some say school feeding creates dependency”. 2 person which is 8.69 reported strongly agree, 5 person which is 21.74 said agree, 6 person which is 26.07 percent neutral, 7 person which is 30.43 disagree, 3 person which is 13.04 is strongly disagree. Thus, most respondents seem to disagree that school feeding develop dependency.

43.49% of the respondents agreed on the fact that school feeding is good for economic development if it is home grown and linked with local market, while 30.43% agree, 13.04 percent took neutral and 8.69% and 4.35% disagree and strongly disagree respectively. From the findings, SF can contribute for economic development if it is home grown.

Financial constraints are the main challenge to deploy school feeding. The respondents reported as follows: 43.49% are strongly agree, 43.49 are agree, 8.69 percent neutral, 4.35 disagree respectively.

From the table, it is clear that financial constraint is the main challenge to deploy school feeding.

26.87% reported strongly agree and 47.83% agree on “Escalation and fluctuation of the food price is the main challenge to deploy school feeding” while 21.74 percent neutral and 4.35% disagree. Thus most the respondent agree escalation and fluctuation of the food price is the main challenge to deploy school feeding.

Cost effectiveness of the program is the main challenge to deploy school feeding.8.69% strongly disagree, 39.13 agreed, 39.13 percent neutral, and 13.04 disagreed.

Cost effectiveness to deploy school feeding is agree and neutral with equal number of respondents.

**Table 5: Establishment year of the organizations the Stakeholders**

<b>Established range year</b>	<b>1960-1969</b>	<b>1970-1979</b>	<b>1980-1989</b>	<b>1990-1999</b>	<b>2000-2010</b>	<b>2011-2019</b>
<b>Respondent no</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>7</b>

Source Survey result 2019

The establishment of the organization is as indicated in the table in 1970's and in 2011's the number of organization are more in number comparing with other year.

Stakeholders who filled the questionnaire are working on school feeding, education and children as well. The source of fund form the service they gave from local and international donors. The number of workers the smallest number of workers are 7 and the biggest number is 3334. It shows that broadness of the organization and many years passed since the organization was established. It indicates that the more number of the organization has many branches and handling many type of intervention work.

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

### **5.1 Conclusion**

“Food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food, which meets their dietary needs and food preferences for an active and healthy life”(FAO, 2009).

School feeding is the availability and the provision of adequate food – in terms of quantity, quality, safety, as well as socio-cultural acceptability – for school children. School feeding is available all over the world whether the country is advanced in economy or countries have less developed economy. The paradox is the country who need more school feeding has less school feeding coverage. From the literature and empirical study, it is understood that school feeding has its contribution to increase enrollment, attendance and decrease absenteeism and drop out. However school feeding need integration work among different stakeholders, it is difficult to attain the intended result without collaboration work. In line with this even country’s government take the management of school feeding other stakeholders need to participate in fund raising and technical activities. From the result of this study there are many challenges that hinder school feeding achievement, among the challenges when the school feeding program starts without the preparation of appropriate feeding places, lack of materials that are used for cooking food and like plates that are used for feeding, mothers who are selected start work without the arrangement of loan because these women are very poor and do not have money to startup feeding Program. Although the recruitment of mother was done by Worede Women and Children’s affair said the selected women but the selection is not based on clear recruitment criteria, on the other polarization the respondent said that women who have political affiliation only selected for the job of SFP.

The allocation of money per children is not considering the current price of food. The feeding place is not clear and even the schools have the dining places, it is not look pleasant and clean. Most of the students eat their meal in the learning classes or somewhere around the school compound.

From the stakeholders perspective the challenges are absent of standard food item in the market that have necessary nutrients for the kids, lack of Preservation and transportation of nutrition

dense foods for schools, unapproved of the program, lack of budget, lack of awareness in the community, shortage of fund and serious monitory and evaluation system, unsustainable budget and controlling, many providers who are participating on the SF bid are firstly promise to provide good menu while when they win the bid once made an agreement they don't keep the promise,

Because of the increasing the price of food materials what was planned does not computable with the current price, the number of children need food support is much larger than being handled, lack of participation of stakeholders.

From stakeholders perspective Semi processed foods and prepackages & branding for school feeding program will be embraced & scaled up, students need to get income generating activity (IGA) for the sustainability of SF, Schools should get support from different stakeholders to start school IGA (Income generation activity); so that the service could be sustainable, the current school feeding is deal only to improve school children attendance and improve enrollment and mitigate the problem of hunger so the future school feeding should also consider the nutritional issue, the already start school feeding program is highly dependent on the support of the government and donors and it is not introduced the community based feeding program so the sustainability of the program is in question, participation of the society mandatory instead of leaving the responsibility for individuals, government and NGO participation of large part of the society makes a great difference so the expertise in SF should increase the awareness of the society. Food is one of the basic human needs. Children have a right to get food. If the family/parents unable to feed the community/ government has to find way to feed them, the prospect has to base on this concept, the learning process to be good and when students become feed in healthy situation. Of course school feeding need to implement without creating dependency.

## **5.2. Recommendation**

- The starting of a school feeding in Addis Ababa helps students who have no means and go with hungry to school. The food avoid short term hunger and mitigate absent and late comers to school but the school which is selected for this study are in low economic status, most of students need school feeding as evidence students who are not registered as beneficiary want to eat at school feeding program, so to facilitate school feeding to all



students that need feeding is a must. Therefore, school food should be processed centrally in low cost at industry level to feed all the needy students. If the food is processed at central level it can produce neatly, it can help to use the resources efficiently, and challenges like electric power fluctuation and shortage of water to process will be no more issue for preparing food for schools consumption.

- According to the finding of the study SF is implemented spontaneously without the fulfillment of the necessary materials, feeding place and facilitating loans for mothers who cook the food, it might develop dependency without the achievement of the intended goal. The school feeding which is started in Addis Ababa decreases the absenteeism and latecomer to school. The environment where the schools found has influence negatively on students' attendance and enrollment. The MoE should work with higher educational institution for the detail study how SF is implemented, monitored and evaluated along with students' family and all the community at large to reach the ultimate goal of education.
- The cost of school feeding is very expensive to feed all school children; it needs the collaboration work of all stakeholders. From government side the school feeding program is at least get awareness and allocate budget for the starting of the program but it is not enough to feed all school children. In line with this, there is no clear policy for example how the payment take place for the feeder, the way SF manage , monitoring and evaluation, there should be clear policy and procedure. School feeding was started spontaneously without well-designed plan, the women who are selected to cook the school food don't have feeding materials and money to start the job, and there is no facilitation of loan before they start work. Therefore, there should be a clear policy that contains all the necessary details that support the SF program without obstacle. To do the policy working with higher education should be considered.
- The feeding place is not clean and children may affect by disease that come from lack of cleanness and food born disease. Actually the FGD which was held with students confirmed that no one sick from food they ate from school but countries which has long experience in school feeding disclose that they face food born disease and as a result there are many death reports and sick students because of school feeding. Therefore, the

feeding place and, the cooking place should be built purposively by mobilizing the community in accordance the country's economy allowed may be with low cost materials and neatly.

- According the finding to run the school feeding program government have responsibility and the children have the right to get all basic necessity that help for their normal development. However school feeding is very expensive to cover the whole cost by government, it needs working with all stakeholders in detail. Unless working with stakeholders with some incentives like deduction of task if one investor doing such type of charity work, and creating awareness in the community by working with artists, using different media for the promotion of the SFP may help to continue SFP in sustainable way.
- Currently school feeding is implemented in dispersed way, some students sponsored by individuals, companies, NGO, Yenat Weg Charity Association, recently the government starts school feeding, the SF starting is not bad but all the SFP should be come in to one pot and should be managed uniformly. As observed by the research of this study, the dispersed SFP makes difference among students than feeling the beneficiary and non-beneficiary students. Therefore, making the feeding program to one is better for management and to use the resources efficiently.

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## ANNEX

### Annex 1 Key Informant Interview with school principal

0.1 Name of the school\_\_\_\_\_

0.3 Date |||/|||/|||

Consent Form

My name is Almaz Abuhay, a graduate student of Development Studies at the Addis Ababa University Regional & Local Development Department. The purpose of this interview is to collect data for my master's thesis about the effectiveness of School Feeding Program on school participation among primary school children in Addis Ababa government elementary schools.

The information gathered in this interview will be used only for academic purposes and that they are strictly confidential. Your participation is voluntary. You may refuse to answer any question and choose to stop the discussion at any time. You can also ask questions about this study at any time. There is no direct benefit or money to be given for you in participating to this study. However, I hope that the study will benefit school community by helping me understand the effectiveness of School Feeding Program and recommending what should be done to improve school participation.

Thank you in advance!

1. When was the school established?
2. When was the Feeding Program introduced in the school?
3. Which organization/s/ is/are supporting the program?
4. What is the total enrollment of children under the feeding scheme during the 2018/19 academic? Year?  
Boys\_\_\_\_ Girls \_\_\_\_ Total\_\_\_\_\_
5. Based on your records, has school participation (enrollment, attendance and drop-out) improved during the last academic year? Why do you think is that?
6. What factors affect participation in the school?
7. What type of food is served?
8. How much quantity of food is allocated for each student during the school day?
9. What time of day are meals served?
10. Where does the food come from?
11. Who is responsible for cooking and monitoring the feeding session?

12. Is every child in the school entitled to the feeding scheme? If No, why?
13. Do you think that the school participation (enrollment, attendance and drop-outs) will improve if children are fed in schools? Why?
14. How do you evaluate the effects of feeding program on school participation enrollment? Attendance and drop-outs)?
15. In your opinion, what other factors affect participation of students in your school?
16. What are the associated challenges and prospects with School feeding, if any?
17. What is your overall comment on the program?



## **Annex 2: FGD with beneficiary Student (SFP School)**

0.1 Name of the school \_\_\_\_\_

0.2 Date ||/||/||

### Consent Form

My name is Almaz Abuhay, a graduate student of College of Development Studies in Regional and Local Development at the Addis Ababa University. The purpose of this discussion is to collect data for my master's thesis about the challenge and prospect of school feeding Program on school participation among primary school children in Addis Ababa government elementary schools. The information gathered in this idiscussion will be used only for academic purposes and that they are strictly confidential. Your full name will not be written down anywhere and there will be no way to identify you. Your participation is voluntary. You may refuse to answer any question and choose to stop the discussion at any time. You can also ask questions about this study at any time.

There is no direct benefit or money to be given for you in participating to this study. However, I hope that the study will benefit your school by helping me understand the effectiveness of School Feeding Program and recommending what should be done to improve school participation. Thank you in advance!

Amount of food students get from the school every day

About the amount of food students get and students' satisfaction

Does the food you get from school satisfy you

About students hunger during school hour

Absent from school during the last one year

Reason quit from school during the last one academic year

Treats of school feeding

About challenge of school feeding

About prospect of school feeding?

## **Annex 3: Key Informant Interview with Parent-Teacher Association Chair Person**

0.1 Place \_\_\_\_\_

0.2 Date ||/||/||

### Consent Form

My name is Almaz Abuhay, a graduate student of college of Developmental Studies in Regional and Local Development Department at the Addis Ababa University. The purpose of this interview is to collect data for my master's thesis about the effectiveness of School Feeding Program on school participation among primary school children in Addis Ababa government elementary schools. The information gathered in this interview will be used only for academic purposes and that they are strictly confidential. Your participation is voluntary. You may refuse to answer any question and choose to stop the discussion at any time. You can also ask questions about this study at any time.

There is no direct benefit or money to be given for you in participating to this study. However, I hope that the study will benefit your school by helping me understand the effectiveness of School Feeding Program and recommending what should be done to improve school participation.

Thank you in advance!

1. What is your role in the school feeding program?
2. Do you think that school feeding program has improved enrollment? Why?
3. Do you think that school feeding program has improved school attendance?  
Why?
4. Do you think that school feeding program has reduced drop-outs? Why?
5. What other factors affect enrollment of children to school?
6. What other factors affect school attendance?
7. What other factors affect drop-outs from school?
8. What are challenges and prospect of school feeding program in this school?
9. What challenge (if any) face the school feeding program since the program starts?
10. What is the prospect of school feeding in Addis Ababa government school?
11. In your opinion, what must be done to improve school feeding program if it is important to improve students' enrollment and participation?
12. Despite of school feeding deployed around the world whether the country is developed or underdeveloped, some say it increase dependency, it is not home grown. What is your opinion regarding this issue.

## **Annex 4: Key Informant Interview with Government School Feeding officials**

0.1 Place \_\_\_\_\_

0.2 Date ||/||/||

### Consent Form

My name is Almaz Abuhay, a graduate student of College of Development Studies at the Addis Ababa University in Local and Regional Studies. The purpose of this interview is to collect data for my master's thesis about the effectiveness of School Feeding Program on school participation among primary school children in Addis Ababa Government Schools. The information gathered in this interview will be used only for academic purposes and that they are strictly confidential. Your participation is voluntary. You may refuse to answer any question and choose to stop the discussion at any time. You can also ask questions about this study at any time.

There is no direct benefit or money to be given for you in participating to this study. However, I hope that the study will benefit Schools by helping me understand the effectiveness of School Feeding Program and recommending what should be done to improve school participation. Thank you in advance!

1. What is Addis Ababa Education office role in school feeding programs?
2. Where does the funding for SFP come from?
3. Has Addis Ababa Education Bureau been adequately supplying meals to schools? If not, why
4. Is the school feeding program being carried out in one school same as those carried out in other school in Addis Ababa in terms of quantity and quality of the food? If not, why?
5. Does the Addis Ababa Education Bureau make periodic evaluations of all school feeding programs in the city? If so do you have regular program for evaluation?
6. What kind of feedbacks do you get regarding the effectiveness of school Feeding program on school participation?
7. What is being undertaken to improve the current program?
8. What will be the prospect of school feeding based on the experience of the world with regarding to Ethiopian prospect?

## **Annex 5: Key Informant Interview with Ministry of Education Focal Person**

0.1 Place \_\_\_\_\_

0.2 Date ||/||/||

### Consent Form

My name is Almaz Abuhay, a graduate student of Development Studies at the Addis Ababa University School of Developmental Studies of Regional and Local Development Department. The purpose of this interview is to collect data for my master's thesis about the effectiveness of School Feeding Program on school participation among primary school children in Addis Ababa government elementary schools. The information gathered in this interview will be used only for academic purposes and that they are strictly confidential. Your participation is voluntary. You may refuse to answer any question and choose to stop the discussion at any time. You can also ask questions about this study at any time.

There is no direct benefit or money to be given for you in participating to this study. However, I hope that the study will benefit schools by helping me understand the effectiveness of School Feeding Program and recommending what should be done to improve school participation.

Thank you in advance!

1. What is your role in the school feeding program?
2. Do you think school children get enough food while in school? If not, why?
3. Has there been significant increase in school participation following the School Feeding Program?
4. What are the challenges (if any) and prospects of School Feeding Program in school where school feeding programs employed?
5. How do you evaluate the current School Feeding Program and its prospect?

## Annex 6 QUESTIONNAIRES for stakeholders.

### Questionnaire for stakeholders

My name is Almaz Abuhay, a graduate student of Development Studies at the Addis Ababa University School of Developmental Studies and Regional and Local Development Department. The purpose of this interview is to collect data for my master's thesis about the effectiveness of School Feeding Program on school participation in primary school children in Addis Ababa government elementary schools. The information gathered in this questionnaire will be used only for academic purposes and that they are strictly confidential. Your full name will not be written down anywhere and there will be no way to identify you. Your participation is voluntary. There is no direct benefit or money to be given for you in participating to this study. However, I hope that the study will benefit schools by helping me understand the effectiveness of School Feeding Program and recommending what should be done to improve school participation.

Thank you in advance!

### General Information

#### 1. Demographic Information

1.1 Sex

Male \_\_\_\_\_ Female \_\_\_\_\_

1.2 Age

21 – 30 \_\_\_\_\_ 31 – 40 \_\_\_\_\_

41 – 50 \_\_\_\_\_ above 50 \_\_\_\_\_

1.3 Academic qualification

Untrained \_\_\_\_ Certificate \_\_\_\_\_

Diploma \_\_\_\_\_ Bachelor's degree \_\_\_\_\_

Post graduate \_\_\_\_\_ any other please specify \_\_\_\_\_

1.4 Year of working experience in year \_\_\_\_\_

2. When was your organization established? \_\_\_\_\_

3. What is the total number of workers in your organization? \_\_\_\_\_

4. What is/are the source/s/ fund for your organization? \_\_\_\_\_

5. According to your company profile you are working on children education, what are the main focus of your organization in relation to children education? -----  
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6. Around the world the school feeding program have get fund from World Food Programme, Countries' government, NGO, in your opinion who should be responsible to run the school feeding program?

- a. World food \program
- b. Countries government
- c. NGO
- d. any other please specify.

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7. In your opinion for how long school feeding need to stay as a program in one country? Why?

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Are you working on school feeding or have a plan to work on school feeding if so answer question number 8, if not, jump to question number 10?

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8. Did you face any challenge/s/ while you deployed the school feeding programme? If yes, what was/were the challenge(s)?

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**10** .What will be the prospect of school feeding based on the current **deployed** school feeding to mitigate school children hunger and improve enrollment, attendance and getting nutritional foods?

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Part Two: How school feeding is effective in terms of enrollment, attendance and decrease dropout; school feeding challenge/s and prospect/s / (1= strongly disagree 2= Disagree, 3= Neutral, 4= agree, and 5= Strongly agree).Please put the thick mark to select your choice.

		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>agree</b>	<b>Strongly agree</b>
		1	2	3	4	5
11	School feeding is one of the main components for school children development and to increase student's enrollment, attendance and to decrease dropout.					
12	Despite School feeding is deployed all over the world whether the country is developed or developing, some say school feeding creates dependency					
13	School feeding is good for economic development if it is home grown and linked with local market.					
14	Financial Constraints are the main Challenge to Deploy School Feeding					
15	Escalation and fluctuation of the food price is the main challenge to deploy school feeding					
16	cost effectiveness of the program is the main challenge to deploy school feeding					

### **Annex 7 FGD Discussion with teachers**

Contribution of school feeding to increase students attendance and enrolment and to decrease dropout, eradicating school children hunger.

School feeding in relation to student's health;

Role/contribution of stakeholders for the prevalence of school feeding;

Challenge and prospect of school feeding in Ethiopia;

Relation of school feeding for countries social and economic development by increasing GDP;



## **Annex 8 FGD Discussion with Feeder mothers**

Selection criteria of school feeding feeders

Contribution of school feeding for their live hood

Challenge of school feeding and in relation with feeders work

Prospect of school feeding

Treats of school feeding

**Annex 9 KII Table with Education Bureau Officials**

**Key Informant Table of Education Bureau**

KKIwith	Sex	Age	Work Experience.	Education level	Place	Date of Interview	Duration
Ministry of Education General Director of School Improvement and Support Program	M	52	28yrs		MoE the Director's office	May17/2019	45minutes
School Health and Nutrition Coordinator	F	31	8	MA in Educational Leadership	Addis Ababa Education Bureau	April 22./2019	1hrs and 20 minutes
Special need and inclusive education expert	M	32	10	BA in Special need	Kirkos Sub City	May 17/2019	50 minutes

Source Own computation 2019

**Annex 10 KII Table with Feleg Yordanos School Officials**

**Key Informant Interview with Feleg Yordanos School Officials**

KKIwith	Sex	Age	Work Experience.	Education level	Place	Date of Interview	Duration
Feleg Yordanos Director	M	36	14 yrs	Degree In Geograhya & Diploma in School leadership	FelegYordanos school	May 8/2019	45 Minutes
Feleg Yordanos Deputy director	F	27	6yrs	Degree in Sport Science	FelegYordanos school	May8/2019	25 minutes
Parent-Teachers-Student Committee the chair person	M	65	Retired	Diploma	FelegYordanos school	May 14/2019	20 minutes

Source Own computation 2019

## Annex 11 KII Table with Temenja Yazi School Officials

### Key Informant Interview with Temenja Yazi School Officials

KII with	Sex	Age	Work Experience.	Education level	Place	Date of Interview	Duration
Temenja yazi Director	M	35	14 yrs	Degree In Chemistry	Temenja Yazi school	May3/2019	1hr and 20 minutes
Temenja Yazi Deputy director	F	35	14yrs	Degree in English Language	Temenja Yazi school	May 3/2019	1hour 30 minutes
Parent-Teachrs-Student Committee Chair Person	M	51	30 Yrs.	Diploma in Teaching	Temenja Yazi school	May6/2019	45 minutes

Source Own computation 2019

**Annex 12 KII Table with Biheraw School Officials**

**Key Informant Interview with Biherawi School Officials**

KII with	Sex	Age	Work Experience	Education level	Place	Date of Interview	Duration
Biherawi Director	M	31	9 yrs	Degree in Mathematics Diploma	Bhiraw School school	May 6/2019	1hr and 15 minutes
Biherawi Deputy director	M	35	10yrs	Diploma in Teaching	Bhiraw School school	May 6/2019	1hr
Biherawi School Parent-Teachers-Student Committee chair person	M	60	Retired	Diploma	Bhiraw School school	May6/2019	1hr

Source Own computation 2019

**Annex 13 FGD Table with Felege Yordanos Teachers**

**Felege Yordanos School FGD with Teachers, Number of participants were 5.**

Position	Sex	Age	Education background	Yr of Experience
Teacher	F	51	Degree in Special need	33
Teacher	M	26	Diploma in Sport Science	4
Teacher	M	36	Diploma in Special need	16
Teacher	M	48	Diploma in English Language	28
Teacher	M	36	Degree in Language	14

**Annex 14 FGD Table with Felege Yordanos Feeder Mothers of Yeenatweg**

**Felege Yordanos School FGD with Feeder Mothers of Yeenatweg, Number of participant were 4. All are females.**

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Education Background	Yr. of Experience	Age
8 <sup>th</sup> grade	4	35
8 <sup>th</sup> grade	4	27
5 th grade	5	23
6 <sup>th</sup> grade	5	37

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**Annex 15 FGD Table with Felege Yordanos Feeder Mothers of government sponsored**

**Felege Yordanos School FGD with Feeder Mothers of government sponsored, Number of participant were 8. All are females.**

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Education Background	Yr. of Experience	Age
8 <sup>th</sup> grade	4 Months	28
7 <sup>th</sup> grade	4Months	32
5 <sup>th</sup>	4 Months	38
3rd grade	4 Months	40
illiterate	4 Months	50
8 <sup>th</sup>	4 Months	35
8 <sup>th</sup>	4 Months	28
8 <sup>th</sup>	4 Months	36

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Source Own computation 2019



**Annex 16 FGD Table with Felege Yordanos School Beneficiary students of Yeenat Weg**

**Felege Yordanos School FGD with Beneficiary students of Yeenat weg Number of participant were 5.**

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Education level	Sex	Age	Experience as beneficiary
5	M	12	5
4	M	11	4
3	M	10	3
6	F	13	3
7	M	14	5

---

Source Own computation 2019

**Annex 17 FGD Table with Felege Yordanos School Government Sponsored Beneficiary Students**

**Felege Yordanos School FGD with government sponsored beneficiary students**

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Education level	Sex	Age	Experience as beneficiary
6	M	13	4 Months
5	M	12	4 Months
3	F	11	4months
4	F	12	4 Months
5	F	13	4 Months

---

Source Own computation 2019

### **Annex 18 FGD Table with Temenja Yazi School Teachers**

**Temenja Yazi School FGD with Teachers, Number of participant was 5.**

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Position	Sex	Age	Education background	Yr of Experience
Teacher	F	32	Diploma in sport science	9
Teacher	F	29	Diploma in language	7
Teacher	M	26	Degree in sport science	4
Teacher	F	35	Diploma in Mathematics	14
Teacher	F	30	Diploma in special need	7

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Source Own computation 2019

**Annex 19 FGD Table with Temenja Yazi School Feeder Mothers of Yeenat Weg**

**Temenja Yazi School FGD with Feeder Mothers of Yeenatweg, Number of participant were 4. All are females.**

---

Education Background	Yr. of Experience	Age
8 <sup>th</sup> grade	4yrs	35
8 <sup>th</sup> grade	3yrs	41
3 <sup>rd</sup> grade	5yrs	50
10 <sup>th</sup> grade	3yrs	28

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Source Own computation 2019

**Annex 20 FGD Table with Temenja Yazi School Feeder Mothers of Government  
Sponsored**

**Temenja Yazi School FGD with Feeder Mothers of government sponsored, Number of participant were 7. All are females.**

Education Background	Yr. of Experience	Age
12	4 Months	40
10+2	4Months	27
10+2	4 Months	35
12	4 Months	40
10+2	4 Months	32
Diploma	4 Months	27
10+2	4 Months	40

Source Own computation 2019

**Annex 21 FGD Table with Temenja Yazi School Beneficiary Students of Yeenat Weg**

**Temenj Yazi School FGD with Beneficiary students of Yeenat weg Number of participants were 4.**

---

Education level	Sex	Age	Experience as beneficiary
6 <sup>th</sup> grade	M	13	4
5th grade	F	12	3
4 <sup>th</sup> grade	F	12	3
4 <sup>th</sup> grade	M	12	3

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Source Own computation 2019

**Annex 22 FGD Table with Temenja Yazi School Beneficiary Students of Government  
Sponsored**

**Temenja Yazi School FGD with government sponsored beneficiary students. Number of participants was 6.**

---

Education level	Sex	Age	Experience as beneficiary
5th grade	M	13	4 Months
5th grade	F	12	4 Months
6 thgrade	M	14	4months
6th grade	F	13	4 Months
7th grade	F	15	4 Months
4th grade	M	12	4 Months

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Source Own computation 2019

Temenja Yazi beneficiary students education level is from grade 4 to grade 6. Concerning their age 3 are female and the other 3 are male. All have 4 months experience as beneficiary eating at school.

**Annex 23 FGD Table with Beherawi School Teachers**

**Beherawi School FGD with Teachers, Number of participant were 4.**

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Position	Sex	Age	Education background	Yr of Experience
Teacher	F	31	Degree in sport science	10
Teacher	M	27	Math's diploma	3
Teacher	F	59	Language diploma	37
Teacher	F	50	Language diploma	30

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Source Own computation 2019



**Annex 24 FGD Table with Beherawi School Feeder Mothers of Yeenat Weg**

**Beharawi School FGD with Feeder Mothers of Yeenatweg, Number of participants were 4. All are females.**

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Education Background	Yr. of Experience	Age
6 <sup>th</sup> grade	5	50
2th grade	3	32
illiterate	5	55
5 <sup>th</sup> grade	5	28

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Source Own computation 2019

**Annex 25 FGD Table with Beherawi School Feeder Mothers of Government Sponsored**

**Beherawi School FGD with Feeder Mothers of government sponsored, Number of participant were 7. All are females.**

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Education Background	Yr. of Experience	Age
8 <sup>th</sup> grade	5 Months	38
diploma	5 Months	34
5th grade	5 Months	27
8th grade	5 Months	38
7 <sup>th</sup> grade	5 Months	28
3th grade	5 Months	62
8 <sup>th</sup> grade	5 Months	99
3th grade	5 Months	25

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Source Own computation 2019

**Annex 26 FGD Table with Beherawi School Beneficiary Students of Yeenat Weg**

**Beherawi School FGD with Beneficiary students of Yeenat Weg Number of participants were 4.**

---

Education level	Sex	Age	Experience as beneficiary
6	M	13	4
5	F	12	3
4	F	12	3
4	M	12	3

---

Source Own computation 2019

**Annex 27 FGD Table with Beherawi School Beneficiary Students of Government  
Sponsored**

**Beherawi School FGD with government sponsored beneficiary students. Number of participants was 6.**

---

Education level	Sex	Age	Experience as beneficiary
5	M	13	4 Months
5	F	12	4 Months
6	M	14	4months
6	F	13	4 Months
7	F	15	4 Months
4	M	12	3 Months

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Source Own computation 2019