ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE PRACTICE AND CHALLENGES OF SCHOOL FEEDING PROGRAM AT YENAT WEG CHARITABLE SOCIETY

BY

MELAT LEMMA

AUGUST 2020

ADDIS ABABA, ETHIOPIA

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ID NO. SGS/0405/2009A

A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIRMENTS FOR THE DEGREE OF MASTER OF ARTS IN PROJECT MANAGEMENT

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APPROVED BY BOARD OF EXAMINERS

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External Examiner   **Signature**

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Internal Examiner   **Signature**

I, Melat Lemma, declare that the work which is being presented in this thesis entitled "**THE PRACTICE AND CHALLENGES OF SCHOOL FEEDING PROGRAM AT YENAT WEG CHARITABLE SOCIETY**" is my original work and has not been presented for a degree in any other university or college, and that all sorts of materials used for this thesis have been duly acknowledged.

Melat Lemma

August 2020

<u>ENDORSMENT</u>

This thesis has been submitted to St. Mary's University School of Graduate Studies to certify that the above declaration made by the candidate is correct to the best of my knowledge.

<u>   Challachew Getahun (PhD.)   </u>   _____

               Advisor   Signature

St. Mary's University, Addis Ababa   August 2020

ACKNOWLEDGEMENT

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ACRONYMS	
AA	Addis Ababa
AU	African Union
CSB	Corn Soya Blend
FAO	The Food and Agriculture Organization of the United Nations
FFE	Food for Education
GoE	Government of Ethiopia
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MDG	Millennium Development Goal
NGO	Non-governmental Organization
NSHNS	The Ethiopian National School Health and Nutrition Strategy
PCM	Project Cycle Management
PMI	Project Management Institute
SDGs	Sustainable Development Goals
SFP	School Feeding Program
SHN	School Health and Nutrition
SMP	School Meal Program
SPSS	Statistical Package for Social Sciences
THR	Take Home Rations
UNDP	The United Nations Development Programme
USA	United State of America
WFP	The United Nations World Food Program

ABSTRACT

The purpose of this study is to assess the practice of Yenat Weg Charitable Association school feeding program and the main challenges associated to its implementation. The data was collected from SFP committee members and caterers that work in four schools where the association implements the program and from SFP representative personnel in the association. The study followed a descriptive research design to collect quantitative information on program implementation process and its challenges. The study results revealed that there is a program committee at the schools' level constitute of the principal, teachers, and parents' representatives with a responsibility of monitoring and reporting on the feeding process, ensuring the students get what they are entitled of. Caterers are responsible for cooking and serving the food to students. The study revealed that most of school level implementors, committee members and caterers, received training for the effective execution of the program. The study also revealed that even though the feeding program is well coordinated at schools' level and Yenat Weg office, there is a gap in other stakeholders' engagement. The study identified that the insufficiency of the assigned budget for a meal and high cost of food items are the major challenges of the program implementation. Inadequacy of cooking equipment and facilities like kitchen, storage area, and dining area, shortage of fuel and water supply pose more challenges for the smooth running of the program. Based on results, the study recommends Yenat Weg to work on strengthening and expanding the collaboration with program stakeholders to solve supply and utilities related challenges. The study recommends the schools to find alternative source of finance or initiate school income generating activities to supplement the meal budget received from Yenat Weg. Finally, the study recommends Yenat Weg to work with health and nutrition professionals in order to design a nutritious and cost-effective menu.

Key Words: *School Feeding Program, SFP implementation, SFP challenges*

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The United Nation's Sustainable Development Goals together are intended to secure a better and more sustainable future for all by 2030 through addressing the global challenges, including poverty, inequality, climate change, environmental degradation, peace, and justice.

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

Ethiopia has made important development gains over the past two decades, reducing poverty and expanding investments in basic social services. However, food insecurity and under-nutrition still hinder economic growth. In 2015 Ethiopia ranked 174 out of 188 in the UNDP Human Development Report. According to Cost of Hunger Africa study, more than 2 out of every 5 children in Ethiopia suffer from stunting, which means they are short for their age. Stunting is a lifelong condition that results when children miss out on critical nutrients while in the womb or

during the first five years of their lives. The study concluded that '16% of all repetitions in primary school are associated with stunting and stunted children achieve 1.1 years less in school education.'

As a means of achieving the Sustainable Development Goals, many Governments and Non-governmental organizations have utilized Food for Education (FFE) program in areas where a significant part of the population faces poverty and chronic hunger. FFE provides food to school children or their family in exchange for enrollment and attendance in school. There are two forms of distribution of food in FFE programs: school feeding programs (SFP) and take-home rations (THR). School feeding programs provide meals or snacks to school children on the site, whereas take-home rations are provided to school children for consumption at home. Under SFP, the food provided to school children can be either prepackaged or cooked on site.

A pilot school meal program started in Ethiopia in 1994 by sponsorship of the UN-WFP and the Government. The project covered 40 primary schools in selected food insecure woredas. (Ermias, 2015). The School Feeding Program which starts in 1994 enlarges in scale and reaches 850,000 children around the country including 300,000 in Addis Ababa fed by the city administrations support. Moreover, a take home food ration is provided to families in pastoralist regions who send their girls to school. Ethiopia has planned a national school feeding strategy which involves inter-ministerial body with efficient collaboration to improve the organization and scale of school feeding activities in addition to create cost-effective implementation (MoE, 2015).

1.2 Statement of the Problem

School feeding program (SFP) in Addis Ababa began in February 2015 in 93 primary schools serving 5,106 children by the Office of the former First Lady (W/ro Roman Tesfaye) by mobilizing fund from domestic and international donors. Before SFP was started in an organized way, teachers and other local and international humanitarians have been trying to support some of the vulnerable students in the city. According to Addis Ababa City Bureau of Education, in June 2014 there were more than 20,000 primary school children who are in dire need of food, material and emotional support in the city while currently the number raised to more than 70,000 primary school students. In the year 2017/2018, Yenat Weg's school feeding program benefited 21,043 primary school students in 210 governmental primary schools and by 2018/19 the program served 9,000 students

in 67 public primary schools whereas now it is serving 2,489 students in four schools. This shows though the number of students that need support increases every year, the capacity of Yenat Weg for feeding students shows a decline with the main reason of shortage in funding.

A few studies have been made in the country to investigate the impact of SFP on children and families. And the studies show that the provision of food for school children has a positive impact on nutritional and educational well-being of students in some ways. Ermias (2015) studied the impact of SFP as change in school attendance and test score achievement by comparing SFP beneficiary and non-beneficiary students as treatment and control group at Debre Libanos Woreda, Oromia Region. As a result, while students under the program showed a highly significant increases in attendance rate than the non – beneficiary students the study did not find any significant difference on students' test score between the two group. Another study by Abiy (2017), found a small positive advancement in average score of students who are under SFP intervention in Addis Ababa than non-beneficiaries.

These studies conducted in the country gave attention on whether SFP has a benefit on children and met its objectives. These studies did not assess the implementation process. As presented by the studies some perceived benefits have not been seen on the children under the benefit. These missed effects or benefits might be results of the weak strategies followed during implementation or other external factors that should be studied. Knowing the program has a long-term positive effect on children, implementing it in a more coordinated, efficient, and sustainable way also requires understanding the full image of the process from the experienced organizations. Therefore, the researcher selected this title believing that assessing the challenges faced by this long term SFP implementer, Yenat Weg, will be a lesson to design a better way of implementing the program and also to find out if some missed benefits of SFP are results of the process not the objective itself.

1.3 Research Questions

With the main purpose of assessing the school feeding practices and implementations in Yenat Weg Charitable Society, the study attempted to answer the following research questions:

- How does Yenat Weg implement its School Feeding Program?
- What are the main challenges of SFP implementation under Yenat Weg?

1.4 Objectives of the Study

The major objective of this study is:

- To assess the implementation process and identify the major challenges of school feeding program implemented by Yenat Weg Charitable Society.

With the intention of addressing the major research questions, the following specific objectives are shortlisted.

- To describe what the practice of the SFP looks like under Yenat Weg.
- To identify the major challenges of Yenat Weg while implementing the SFP

1.5 Significance of the Study

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

1.6 Delimitation of the Study

Though project's success can be dependent on the execution over the entire of its cycles, planning to closing; this study focused on assessing the implementation process of the school feeding and finding out the major challenges faced during the implementation of school feeding program financed by Yenat Weg Charitable Association.

1.7 Organization of the Study

The study is organized into five chapters. Chapter one is an introduction which comprise of Background of the study, Statement of the Problem, Objective of the Study, Research Questions, Significance of the study, Delimitation and limitation of the study and definition of significant terms. Chapter two gives an insight to conceptual, theoretical, and empirical literatures reviewed in line with the objectives of the study. Chapter three details the research methodology that the study used which includes the description of the research design, sampling Procedure, data collection and data analysis methods. Chapter four discusses the research results while chapter five presents conclusions, and recommendations based on the research results.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 The Concept of School Feeding

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

As early as 1790, a combined program of teaching and feeding hungry children was begun in Munich, Germany, and in France in 1867, a school lunch program for needy children was established in about 464 areas. In the USA, the Children's Aid Society of New York began serving lunches to children at a vocational school back in 1853, and in Philadelphia the Starr Center Association began serving penny lunches in one school in 1894 (Wikipedia). In Switzerland, lunches were provided by private societies to about eight percent of the primary school children. The Netherlands became the first country to adopt national legislation specifically to provide school lunches in 1900. This was done to encourage school attendance by children who lived far from school and who were unable to go home for lunch (FAO, 2005).

Governments recognized school meals are essential for the development and growth of children, and society as a whole. Currently, almost all nations around the world have a school meals program and about 368 million children from kindergarten to secondary school receive food at school every day (Abiy, 2017).

A pilot school meal program started in Ethiopia in 1994 by sponsorship of the UN-WFP and the Government. The project covered 40 primary schools in selected food insecure woredas in the country. The pilot program was found to be successful in raising enrolment in primary schools in the target areas. As a result, SMP expanded in further food insecure woredas' of the country over successive years. The School Feeding Program which started in 1994 enlarged in scale and currently it reaches 850,000 children around the country including 300,000 in Addis Ababa fed by the city administrations support. Moreover, a take home food ration is provided to families in pastoralist regions who send their girls to school.

According to the Ethiopian National School Health and Nutrition Strategy (NSHNS), *good nutrition is essential to fully realize the learning potential of children and that will maximize the returns on educational investments. Due to this, schools shall promote good nutrition practices by integrating nutrition interventions including school feeding programs and micronutrient supplementation into school activities thereby, reaching a high proportion of children and youth (MOE, 2012).* As a result, Ethiopia has planned a national school feeding program as part of the strategy. The program involves inter-ministerial bodies such as education, health, water, agriculture, and women's affairs, with efficient collaboration to improve the scale of school feeding activities and to create cost-effective implementation (MoE, 2015).

2.2 Theory of Project Implementation

The Project management institute defines Project management as *the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements*. To be effective at managing complex situations, a new approach, Project Cycle Management (PCM), is emerged. PCM defines different cycles in the project life with well-defined management activities and decision-making procedures. The cycle allows for a constant, iterative process by which the project is constantly monitored, and any required changes are reflected in the plans, this repetitive cycle continues until all project activities and objectives have been delivered. Though institutes define phases of the cycle differently, common for all are planning, implementing, and closing. The implementation phase is where plan is converted in to action. It includes taking all necessary

actions, Procure and deploy resources including personnel, execute activities and deliver results; monitor and review progress; making changes in processes, approaches or strategies based on learning from progress reviews and reports, to ensure the activities in the project plan are completed and the outputs are produced. According to Rondinelli, D. A. (1976), the following are anticipated challenges during any project implementation

- Failure to maintain adequate information flows to indicate achievement of detailed performance targets
- Lack of continuity, supervision, and problem-solving assistance from international funding agencies
- Insufficient capacity or incompetence of local implementors
- Inadequate resource and work scheduling systems
- Insufficient supporting facilities, infrastructure and services
- Insufficient coordination among organizations operating projects and programs in related development sectors
- Delays in receiving disbursement from donor agencies
- Poor internal reporting and monitoring procedures
- Inadequate monitoring and control by central government ministries responsible for project implementation

2.3 Empirical Literatures on School Feeding Implementation

Many studies around the world have been conducted on the challenges of School Feeding Programs. Even though many of the challenges are country specific and dependent on contexts like implementation approaches and others, according to studies in various African countries some of the challenges are common for many programs and they are major determinants of program sustainability. Case studies by the WFP (2013) points to four main challenges that SFP implementers are dealing with and those are: *Starting program implementation without sufficient institutional capacity in terms of the resources, the system, the number and knowledge of staff needed and the necessary infrastructure; Lack of national nutrition and quality standard so that*

school meals are consistent throughout the country especially when the program implementation is decentralized and schools buy the food themselves; Dealing with accountability, monitoring and preventing corruption because SFPs involve buying large quantities of food, and these transactions are vulnerable to corruption and the favoring of special interests; Coordinating with other sectors like health and agriculture means putting in place mechanisms to share information, plan and make decisions.

Of the challenges discovered by many of the studies, the availability and adequacy of fund; stakeholders' collaboration in running the program; community's ownership and monitoring & evaluation systems are most common and strong influencers of the program.

2.3.1 Funds and school feeding program

In many African Countries, money for school feeding is not always assured or embedded in national policies or frameworks. Lots of them rely on financial support from donors or technical partners which may vary from year to year: this results budget constraint to program implementation.

While cost components majorly include commodity, transport, operational and overhead costs, school feeding costs depend on a range of factors, including the level of centralization, targeting the procurement strategy, among other factors. While there is considerable variation in the country-by-country school feeding costs ranging from less than US$20 to over US$1,500 per child per year. According to WFP (2013), school feeding represents, on average, 11 percent of education costs in high- and upper-middle-income countries, 24 percent in lower-middle-income countries and 68 percent in low-income countries.

As school feeding program has important returns to multiple development sectors, health, education, nutrition and agriculture, various line ministries might agree to make financial contributions to the school feeding budget recognizing the investment results a positive return. In case of Ethiopia, stakeholders' responsibilities include providing capacity building trainings necessary for the execution of the program to executives and implementers at different levels, providing the inputs needed for the program implementation; financial support for the inputs,

carrying out resource mobilization activities and coordinating the program's impact study by allocating the budget. Not only institutions but the community might involve in co-financing parts of school feeding programs. In Ethiopian context, the local community will be responsible for providing cooking firewood, recruiting the cooks, or involving in the cooking, providing water and cooking areas.

Since a more expensive program does not necessarily mean a more effective or sustainable program, the focus of the financial arrangements section should be on how to best manage available money in order to maximize returns and future impacts. To efficiently utilize the allocated funds and financially sustain the program there should be a well-coordinated financing structure with accountability in place. This structure will be responsible for minimizing food losses through spoilage and theft. The Ethiopian Emergency School Feeding implementation guideline requires that all reports should explicitly state, infringements caused by theft or spoilage.

2.3.2 Stakeholders' Collaboration in Running the SFP

Implementing SFP sustainably requires global and local multi-stakeholder partnerships to mobilize and share financial resources, lessons, expertise, and technology. Globally there are sub regional networks that work towards success of school health and nutrition intervention. According to state of school feeding (WFP 2013) there is an African sub regional school health and nutrition networks, which consists of members officially appointed by the different ministers of education, that provide a platform for sharing good practices and operational experience in school feeding.

The Purchasing in Africa for Africans project, supported by the Brazilian Government, is a partnership among five countries in Africa, WFP and FAO to connect smallholder production to school feeding programs. With funding and expertise from Brazil, food items will be procured from smallholder farmers for school meal program use. The idea is bringing the agriculture and education sectors together to benefit school children as well as smallholder farmers.

In many cases, the Government, international and national development partners and individuals implement SFP differently with different menu design, multiple delivery modes and service standards that can make cooperation more problematic. Establishing effective institutional and

coordinating mechanisms with a clear understanding of roles and responsibilities, and effective communication line will harmonize the implementation.

According to Ethiopian National School Health and Nutrition Strategy, the institutional framework for NHS will comprise of Government Sectors (Education, Health, Water, Agriculture, and Women's affairs), Development partners and humanitarian agencies, Communities including members of NGOs, and community-based/faith-based organizations, Parents, teachers and students at all administrative levels from federal to school levels. The country's National Emergency School Feeding Program Implementing Guideline clearly states the role and responsibility of all stakeholders. According to the guideline, partner institutions are expected to Prepare capacity building trainings necessary for the execution of the program executives and implementers at different levels: Provide the inputs needed to implement the feeding program including financial inputs, Expand local and international experiences and lessons about the feeding program: Monitor and support on implementation the program: Establish a Joint Forum on Partnership and reviewing the program quarterly, Provide feedback and Coordinating the program's impact study by allocating the budget.

2.3.3   School Feeding Program and Community Involvement

A key pillar for the effective implementation of any project is the active participation of the community and its beneficiaries because community involvement engenders or promotes local ownership which is a basic factor for sustainability: school feeding is no different in this regard. Community participation can be defined as the involvement of people in a community in project to solve their own problems. Community can be participated in different stages of project. During needs assessment stage of a project community suggests which of its problems need to be priority and while implementing a project community will contribute its effort, time, resource or skill. The community can play an important role on monitoring and evaluation of project activities and results by being the guardian of resources in order to prevent abuse or taking accountable the implementing team to deliver the proposed services.

The Ethiopian National Emergency School Feeding Program Implementing Guideline states that the local community will be responsible for providing cooking firewood, providing water and cooking areas: monitoring, evaluating, and providing information on program implementation along with the relevant stakeholders: keeping track of food safety for students and provide feedback: suggesting better nutrition options: participating in the school feeding committees to support the feeding program.

2.3.4 Monitoring and Evaluation for School Feeding Program

Every project needs a proper and a well-organized follow up of resources, efforts and progresses in order to reach the intended result, to ensure transparency and accountability and to document and make use of lessons. If a strong monitoring and evaluation system does not exist to measure outcomes and track activities, it is difficult to evaluate a school feeding program's success. A document prepared by the African union and WFP points that the establishment of clear reporting schedules, guidelines and standardized forms that integrate cross-sectoral reporting with a central database is necessary in setting up consistent M&E systems that allow for policymakers to track changes and identify any problems.

The Ethiopian National Emergency School Feeding Program Implementing Guideline defines how information from the school flows to the ministry level. Every stakeholder in the program has a responsibility in monitoring the resources and reporting to the next higher implementation level. The Resource Officer will register the daily amount used item and report to the principal and the principal will record the distribution of food and student attendance records on a daily basis. The Principal should ensure that food mix, vegetable oil and salt based on the current number of students are prepared in accordance with the standards. Members of the Monitoring Committee who control the recipe are expected to talk to the students about the daily food supply and report immediately to Yenat Weg if there are infringements caused by theft or spoilage. And supervision and support from the Yenat Weg includes identifying the problems encountered in the implementation of the program and taking steps to take corrective actions for future and develop alternatives.

2.4 Synthesis

Numerous studies done nationally and globally proved SFP improved students' learning participation by increasing school enrollment and attendance also by reducing dropout rates. These outcomes are beneficial in ensuring equal opportunity of education for disadvantaged children. Understanding these benefits draws governments and development partners those work on children into school feeding. Now almost all countries in the world have some form of school meal program.

Though having a good plan is doing most of the work, executing the planned activities appropriately and making sure the project will meet its objectives in terms of deliverables, resources and time, needs preparation. In different African countries there are quite a lot of studies regarding implementation challenges and factors that affect the implementation process. Of the challenges discovered by the studies, the availability and adequacy of fund; stakeholders' collaboration in running the program; community's ownership and monitoring & evaluation systems are most common and strong influencers of the program. This study assessed the implementation process of the school feeding program run by Yenat Weg and learn which challenges has greater impact on the process. The study will also recommend mechanisms to overcome the challenges for implementing bodies and give recommendation for researchers which areas of school feeding program need further study.

CHAPTER THREE

RESEARCH METHODOLOGY

The purpose of this study was to describe the implementation of the school feeding under Yenat Weg and to identify the major challenges associated to the program implementation. This chapter presents the overall methodology followed for the thesis. It presents the research design, population and sampling technique, the sources and tools of data collection and the data analysis method.

3.1 Research Design

The study followed a descriptive research design to collect a qualitative and quantitative data on SFP implementation process and its challenges. Descriptive research design is a scientific method that aims observing and describing the behavior of a population, situation, or phenomenon without influencing it in any way. It is applied to answer 'what', 'when', 'where', 'when' and 'how' questions. Since this study focuses on finding out the circumstances related to SFP, the researcher chose descriptive research design in order to obtain data on the SFP implementation under Yenat Weg Association.

3.2 Population and Sampling Technique

3.2.1   Target Population

The target population in this study include all program implementors at school and Yenat Weg Office. The administrative and academic staff involved in the SFP implementation of the schools under Yenat Weg, including the principals and teachers; food preparing mothers and SFP representative personnel in Yenat Weg Charitable Society constitute of the target population.

3.2.2 Sample Size and Sampling Procedure

During the researcher was working on this research proposal, 9,000 students in 67 schools across Addis Ababa City were under the benefit of Yenat Weg sponsored school feeding program and sampling was necessary. However, currently Yenat Weg sponsors 2,489 students in only four schools, Alfa, Omedla, Qusquam Taitu Bitul and Tibeb Ediget. Since the number of schools under Yenat Weg feeding is small and as a result the implementing team members are few in number, the researcher decided to follow a total population sampling technique and include all schools in the study and interview all the implementing team in schools.

The respondents of this study are classified as the school level SFP committee, food preparing mother or caterers and Yenat Weg personnel. The school level committee has a team leader, usually the principal, and four or five school staff including teachers and administrative staff whereas caterers constitute four or three women per school who cook & serve the food to the students. Finally, Yenat Weg personnel who has the firsthand knowledge of the program have been interviewed.

Table 1: Sample Distribution

Principals /SFP committee team leaders/	1 person/ school	4
Focal Teachers /SFP committee team members/	4 or 5 persons/ school	18
Caterers /Cooking mothers/	3 or 4 persons/ school	15
Yenat Weg Personnel	1 Person	1
Total		**38**

3.3 Data Sources and Collection Methods

3.3.1 Data Sources

Primary data were obtained from Yenat Weg staff; the school level committee members that include the principal, teachers, administrative staff; and the cooking mothers using structured questionnaires and secondary data obtained from Yenat Weg and selected schools' records and reports.

3.3.2 Data Collection Methods

A total of two questionnaires and an interview guide were developed by the researcher for primary data collection. The two questionnaires were distributed to 37 respondents, 22 school SFP committee members that constitute of principals, teachers, and administrative staff and 15 caterers. To generate quality data, both open and close-ended questionnaires were designed and administered. By so doing, the respondents had the opportunity to put their remark on the open-ended items and express what they feel regarding the school feeding program implementation and challenges they face during implementation. the interview guide used to acquire a qualitative data from Yenat Weg personnel.

3.4 Ethical Considerations

The respondents' participation in the study was on voluntary basis. After fully briefed on the purpose of the study and that the information they provide would be kept confidential and would not be disclosed to anyone else, all the respondents gave verbal consent to be part of the study.

3.5 Data Analysis Method

After collections, the quantitative data was coded, entered to SPSS package, and cleaned, and verified by the researcher. Afterward the researcher run descriptive statistics on the study variables

including frequencies, percentages, and tables to describe the characteristics of the study variables. Moreover, the qualitative information is sorted by thematic areas, analyzed, and incorporated to findings.

Variables of the research include information on the menu, trainings for implementers; fund disbursement & financial control; the food standard; the information flow, supervision, and reporting. These variables are believed to be major components of SFP implementation process where challenges will appear.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

The purpose of the study was to describe the practice of Yenat Weg Charitable Association school feeding program and to describe the main challenges associated to the program implementation. The data was collected from four schools where Yenat Weg Charitable Association implements SFP in Addis Ababa. The study specifically examined the implementing capacity of committee in schools, the stakeholders' coordination, the community's involvement for the success of the program, the monitoring and supervision of program activities and finally the challenges faced by implementing bodies at each stage.

4.1 General Information

4.1.1   Characteristics of Respondents

Table 2: Demographic characteristics of respondents

Category			Female	Male	Total
SFP Role	School Committee Team Leader	Frequency	2	2	4
		Percent	50.0	50.0	100.0
	School Committee Member	Frequency	8	10	18
		Percent	44.4	55.6	100.0
	Caterer	Frequency	15	0	15
		Percent	100.0	0.0	100.0
	Yenat Weg Personnel	Frequency	0	1	1
		Percent	0.0	100.0	100.0
	Total	Frequency	25	13	38
		Percent	65.8	34.2	100.0

To understand the practice of feeding at school level, data was collected from managing committee that are responsible to overseeing the feeding process at school and the caterers who are responsible for the cooking and serving of food to students. In order to understand the practice of the feeding from the donor's perspective, the study also acquired data from Yenat Weg personnel

who is responsible of overseeing the program. Each school have SFP committee composed of a team leader and four or five team members. Usually the team leaders are school principals or deputy principals and team members are teachers or administrative staff of the school. As table 2 shows, 50% of the team leaders and 44% of team members are women. But in the case of caterers, all respondents (100%) are women.

4.1.2 Schools' Profile

Table 3: Beneficiaries proportion in schools

Category		Schools				
		Alfa	Omedla	Qusquam Taitu Bitul	Tibeb Ediget	Grand total
Total Students	Male	715	406	226	73	1420
	Female	697	513	238	66	1514
	Total	1412	919	464	139	2934
Proportion of SFP Students	Male	100.0	100.0	88.5	86.3	97.5
	Female	100.0	100.0	84.0	83.3	96.8
	Total	100.0	100.0	86.2	84.9	97.1

The study attempted to find out the proportion of students included in the school feeding in each of the schools and as table 3 presents, in two of the schools all the students (100%) benefited from school feeding while only 86.2% in Qusquam Taitu Bitul and 84.9% in Tibeb Ediget schools benefited from the program. The result also shows 97.5 % of male and 96.8% of female students benefited from the program. According to information from Yenat Weg personnel, the reason for not all students are under the program is in some cases students do not want to be included into the program for a reason that their families are financially well to feed them, or some are intimidated of fed by the school.

4.2 The Practice of Yenat Weg School Feeding Program

This study aimed at assessing the practice of school feeding under Yenat Weg and identifying the major challenges associated to it. The Ethiopian Emergency SFP Implementing Guideline (MoE, 2016) presents how the program must be designed and what are the requirements of running the program. The guideline states in detail the procedure of beneficiaries' selection; the implementing

personnel capacity requirement; the selection procedure and responsibility of school program committee; the list and responsibilities of stakeholders; the budgeting and procurement process; the required equipment & facilities; the food standard; and the monitoring & reporting procedure of program progress. (2016, P 9-49)

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

The program stakeholders include public offices such as the City Education office and the Women, Children and Youth office and community institutions like the Addis Ababa City Consumers' Association. According to Yenat Weg personnel, the consumers' association committed to supply sufficient quantity of food items to program implementing schools.

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

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

4.2.1 The Menu

WFP, the largest SFP funding organization in developing countries, concluded that school feeing programs contribute to improving children's cognitive abilities and then learning outcomes. However, in order to get this result, the food should provide the most important micronutrients that a child needs to develop (WFP, 2013). The menu of the feeding was acquired (appendix III) from Yenat Weg and the personnel acknowledged the menu does not display the nutritional requirement of children that age. But according to Yenat Weg personnel the association is determined to simulate the meal that could be found in an average household in the country because the money won't be sufficient to fulfil the nutritional requirement of the children and reach as many children as they are feeding now. That means it is a tradeoff between feeding many children with this menu and feeding a very few children with a more nutritious meal.

4.2.2 Capacity of SFP Implementing Workforce

Table 4: Capacity building trainings for school committee

Categories			Name of the School				Total
			Alfa	Omedla	Qusquam Taitu Bitul	Tibeb Ediget	
SFP committee got training		Frequency	2	2	0	0	4
		Percent	33.3	40.0	0.0	0.0	18.2
Training Theme	Financial Management	Frequency	1	1	-	-	2
		Percent	16.7	20.0	-	-	9.1
	Monitoring & Evaluation	Frequency	1	0	-	-	1
		Percent	16.7	0.0	-	-	4.6
	Planning	Frequency	1	0	-	-	1
		Percent	16.7	0.0	-	-	4.6
	Child nutrition & health	Frequency	1	1	-	-	2
		Percent	16.7	20.0	-	-	9.1
	Roles & Responsibilities	Frequency	2	0	-	-	2
		Percent	33.3	0.0	-	-	9.1
Total			6	5	6	6	22

One of SFP's practice indicator, according to the sustainable school feeding across the African union (WFP, 2018), is the capacity of implementing institutions and individuals. According to the National Emergency School Feeding Program Implementing Guideline, school community responsible for executing the feeding program need capacity building trainings in order to effectively implement the program (2016, P 32). School SFP committee members and caterers were asked if they received a training on school feeding. Only 18.2% of 18 committee members had prior training on components SFP implementation. Disaggregating training data into schools' level, only committee members from two schools (Alfa and Omedla) got training to implement the school feeding program. These training components include financial management, monitoring and evaluation, planning (work and financial), child nutrition & health and roles and responsibilities.

Table 5: Capacity building training for caterers

Training Theme		School				Total
		Qusquam	Tibeb Ediget	Omedla	Alfa	
Food Preparation/Cooking	Frequency	4	4	4	3	15
	Percent	100.0	100.0	100.0	100.0	100.0
Kitchen Management and Hygiene	Frequency	4	4	4	3	15
	Percent	100.0	100.0	100.0	100.0	100.0
Business Management	Frequency	4	4	4	0	12
	Percent	100.0	100.0	100.0	0.0	80.0

Caterers are responsible for cooking the food and serving it to the students. Given their assignment, they are expected to be trained on basic cooking skills, kitchen management & hygiene and also since they work as business groups, they would benefit from trainings on business management. The response from the caterers gives some hope that almost all of them, got those trainings. According to information from Yenat Weg personnel, caterers are selected by Ministry of Women and Children Affaires Woreda level office and the office is also responsible for training the caterers.

4.2.3 Funding and the Implementation of the Program

One of the most persistent issues for school feeding programs across Africa is obtaining a stable and predictable funding (WFP, 2018). In most of African countries the program is financed by

international development partners, non-governmental organizations, or philanthropists from the community that it is not consistent in amount and even availability.

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

Table 6: School level implementers' response regarding Funding

		Schools			
		Qusquam	Tibeb Ediget	Omedla	Alfa
Main sponsors for the SFP	Yenat Weg	100.0	100.0	100.0	100.0
frequency of budget dispensing	Every 10 days	100.0	100.0	100.0	100.0
Difficulties of getting funds on time for the preparation of meals	No	100.0	100.0	100.0	100.0
Budget finance per meal (in birr)	7 Birr/meal	100.0	100.0	100.0	100.0
The money per meal is adequate	No	100.0	100.0	100.0	100.0
Schools' alternative sources of finance to supplement the budget from the donors	No	100.0	100.0	100.0	100.0
Total		9	10	9	9

As the above table shows, all of school level respondents, caterers & SFP committee members, have similar opinion on finance related questions. Yenat Weg Association is the main and the only sponsor of the program in all schools. Caterers are responsible for procuring the food items and cooking and serving two meals per day, breakfast, and lunch, to the students. For the two meals a day, caterers receive 14 birr per student this budget implies that caterers will receive 7 Birr/ meal. The agreement between caterers and Yenat Weg is they will serve the food according to the menu to the students, the school SFP committee will register the number of students get the food each day and report to Yenat Weg and then the association will reimburse the money every ten days based on the number on the report. Though there is not any difficulty in getting the money on time, the caterers say serving two meals in the menu with that amount of money is very difficult. Further probe was carried out by the researcher to find out if the schools have alternative source of income

for the school feeding, and all schools do not have and never initiated an alternative source to support the budgeted finance from Yenat Weg.

4.2.4   Adequacy of Equipment and Facilities

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

Table 7: Adequacy of equipment and facilities for the feeding

	Adequate		Not Adequate	
	Frequency	Percent	Frequency	Percent
Food Storage	0	0.0	15	100.0
Fuel	2	13.3	13	86.7
Latrine /Washing Room/	2	13.3	13	86.7
Utensils	3	20.0	12	80.0
Kitchen	5	33.3	10	66.7
Water	7	46.7	8	53.3
Dining Hall	13	86.7	2	13.3

 In this study questions were raised for caterers whether the essential equipment and facilities available in adequate for them to run the feeding in an effective way. As the above table shows, all the caterers mentioned a shortage of at least one facility necessary for food preparation and serving. For example, 100% of caterers say storage area for food items is not adequate and 87% claim fuel is in short supply. Caterers also mention that they are using firewood to prepare the food because they cannot access the electricity from school and that causes them a delay in serving the food on time to the children. As a result, children sometimes would go to class late. On the other hand, 87% of the caterers say they have no problem on the adequacy of dining area compared to other facilities.

4.2.5 Monitoring, Supervision and Control

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

The country's emergency school feeding program implementation guideline indicates that every level stakeholder has a responsibility on the monitoring, evaluation and reporting on SFP implementation. According to the document, a person assigned as a store manager is required to record the food and non-food items that are received and distributed in the store daily on the provided format and report to principal. The committee members are required to supervise the recipe and the amount of food that is provided to the children on a daily basis. If the food is not distributed consistently, the committee will submit the matter to the school principal and seek solutions to the problem. The principal is responsible in ensuring the daily amount of food mix prepared in accordance with the standards set out in the guide and recording the daily food distribution and student attendance chart on the monthly report.

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

Table 8: Responsibilities and frequency to Monitoring & supervision of the feeding program

			Name of the School				Total
			Alfa	Omedla	Qusquam Taitu Bitul	Tibeb Ediget	
What is the role of community in Monitoring the SFP	Follow up the cooking process and report on problems on the standard of food	Frequency	4	4	4	6	18
		Percent	66.7	80.0	80.0	100.0	81.8
How often the school program gets Supervision from Yenat Weg?	Regularly	Frequency	1	0	1	0	2
		Percent	16.7	0.0	20%	0.0	9.1
	Occasionally	Frequency	5	5	3	6	19
		Percent	83.3	100.0	60.0	100.0	86.4
	Never at all	Frequency	0	0	1	0	1
		Percent	0.0	0.0	20.0	0.0	4.5
Who is responsible for monitoring the utilization of the fund?	Yenat Weg and School Administration	Frequency	6	5	5	6	22
		Percent	100.0	100.0	100.0	100.0	100.0
How does the fund control work?	School Admin register No. of students fed and report to Yenat Weg to dispense cash	Frequency	6	5	5	6	22
		Percent	100.0	100.0	100.0	100.0	100.0
Total			6	5	5	6	22

Parents are selected to work with committee members on monitoring the cooking process and the food standard. As table 8 shows, 82% SFP committee members believe that the community is fulfilling the responsibility of supervising the cooking process and reporting to school authority.

Regarding the financial controlling and management, all committee members (100%) agreed that their responsibility is to register students participated in the feeding every day and report to Yenat Weg and the money will be reimbursed to caterers every two weeks. Yenat Weg confirmed the process of money management the same as described by the committee members.

The study also sought to outline the frequency of supervision Yenat Weg give to schools on the implementation SFP. Only 9% of school committee members believe they get regular supervision from Yenat Weg and 86% of them said Yenat Weg supervise the program occasionally.

4.3 Challenges of Yenat Weg's School Feeding Program Implementation

A case study by the WFP that sampled 169 countries (the state of SFP worldwide, 2013) listed Starting implementation without sufficient institutional capacity (resource, system, the number & knowledge of staff, necessary infrastructure); Lack of national nutrition and quality standard (school meals are not consistent throughout the country); Dealing with accountability, monitoring, and preventing corruption; and Coordinating with other sectors like health and agriculture as the major challenges associated with school feeding program around the world.

Table 9: Challenges mentioned by school level implementers

SFP challenges		Responses	
		N	Percent of cases
Challenges mentioned by SFP Committee	High cost of ingredients	22	100.0
	Insufficiency of budget per meal	22	100.0
	Lack of community Engagement	4	18.2
	Inadequate size of kitchen	3	13.6
	Shortage of SFP ingredients	2	9.1
	Inadequate size of Dining area	1	4.5
	Shortage of Water	1	4.5
	Inadequate size of food Storage	1	4.5
Total # of cases		22	
Challenges mentioned by caterers	None	2	13.3
	Insufficiency of budget per meal	12	80.0
	Shortage of fuel/electricity for cooking	8	53.3
	Shortage of Water	7	46.7
	High cost of SFP ingredients	4	26.7
	Inadequate size of kitchen	3	20.0
Total # of cases		15	

All level implementers of the program were asked about the challenges they faced and the possible solutions for the challenges. As the table above shows, most of the challenges mentioned by the

SFP committee members and caterers show huge similarities. Eighty percent of caterers and all school SFP committee members (100%), suggested that the allocated budget per meal is not sufficient. Similarly, all of the committee members (100%) and 26.7 % of caterers say the high cost of SFP ingredients caused them a challenge for the program implementation. Especially for the caterers, being a caterer in the SFP is a way of making a living for them and they expect a profit from the money they received.

According to Yenat Weg personnel, the assigned money is indeed inadequate considering the endlessly rising price of food items in the country. But stakeholders including Yenat Weg and school level implementors agreed at the beginning of the program on the budgeted amount considering the need to feeding as many school children as possible with the limited financial capacity. The personnel added that this decision was made with an assumption of a supply of the food items with fairly low-price from the Addis Ababa City Consumers' Association. The Consumers' Association is one of the program stakeholders and agreed to support the feeding program by supplying ingredients but as leaders change frequently, the new comers may not be engaged to the commitment as the leaders that involved at the planning stage of the program.

More than 53% of caterers mentioned some sort of facility shortage as a challenge whereas only 13% of committee members believe shortage of facilities is a challenge. During visit to schools for data collection, the researcher observed that ingredients scattered on the ground unorderly and exposed to moisture. According to the project document the schools are responsible for providing spaces and physical setup of feeding whereas caterers are responsible for cooking equipment and utensils. Given caterers receive a very small amount of money for meal preparation and could not access ingredients as cheaply as initially planned, they said it would be problematic for them to sustain the feeding.

Similarly, Yenat Weg personnel stated Schools being dependent on donors; Disagreement among caterers; Shortage of food items; Shortage of manpower during serving the food to children, sometimes they use female teachers to help serving the food; Shortage of cooking and serving utensils; Shortage of water storages are some of the challenges of the program implementation.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and present conclusions and recommendations based on the data analysis chapter. The findings are summarized in line with the objectives of the study which are describing the practice of and the major challenges of school feeding program in Addis Ababa under Yenat Weg Association support.

5.1 Conclusions

The major objective of the study was to assess the implementation practice and explore the major challenges of school feeding program under Yenat Weg Charitable Association's funding. Accordingly, data was collected from school level implementing bodies and Yenat Weg personnel and descriptive statistics was employed to describe the implementation process and determine what constitute the major challenges during implementing the program.

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

With the same procedure the study identified the insufficiency of the assigned budget per meal, high cost of ingredients and shortage of ingredients caused financial challenges on the feeding program. The study also revealed inadequacy of facilities like kitchen, food storage area, and cooking wares and utensils made implementing the program a challenge. Shortage of water and fuel for cooking constitute major challenges of SFP implementation.

5.2 Recommendations

The study observed that most of the implementation challenges mentioned can be solved by strengthening and expanding the collaboration of stakeholders, government sectors, development partners and the community. In this case strengthening of coordination among stakeholders and partner institutions such as the Addis Ababa City Consumers' Association and utilities' authorities would solve supply side of challenges like food items and facilities. For this the study recommends the program coordinating institution, ministry of Education to enforce the national policies and legal frameworks that defined roles and responsibilities of multi-sectoral actors in school feeding program. The study also recommends Yenat Weg to conduct a periodical learning and feedback sessions with stakeholders in order to restore their engagement.

Though engaging developmental partners and securing more fund can minimize the financial burden as school level implementors suggested, it is recommended for schools to find alternative source of finance by initiating in school income generating options or partnering with other financing institutions.

Studies suggested school feeding programs can contribute to children's education if meals are providing the most important micronutrients that a child needs to develop and learn. (WFP, 2013). Thus, study recommends Yenat Weg to design and periodically revise the menu in order to ensure diversity in terms of nutritional content using seasonally available produce. Engaging nutrition and health experts will help in designing a nutritious and cost-effective menu.

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APPENDICES

I. Interview Guide for Yenat Weg personnel

1. How many schools in the City are currently benefiting from your SFP?
2. How are the caterers for the beneficiary schools selected?
3. What constitute the structure for implementing your School Feeding Program?
4. What are the procedures in implementing the SFP, feeding the children?
5. Could you please list your key stakeholders in implementing SFP? What is your collaboration and working coordination with them? What impact does it have on the implementation of the program?
6. How is payment done to the caterers and how frequently?
7. Do you encounter any problems regarding cash payment for caterers?
8. Do you think the fund provided to caterers sufficient to run the feeding effectively? How do you think it affected the implementation of the program?
9. How do you monitor the performance of the program implementation in schools?
10. Is there any reporting system of the progress of the school feeding program? How does it work?
11. According to your own opinion, what are the major challenges facing the effective implementation of the SFP in your area?
12. What recommendations can you suggest for improving the implementation of the SFP under your sponsorship?

II.   Caterers' Questionnaire

ጤና ይስጥልኝ፡፡ ሜላት እባላለሁ፡፡ በመጀመሪያ ደረጃ ይህ የዳሰሳ ጥናት አካል ለመሆን ፈቃደኛ ስለሆኑ በጣም አመሰግናለሁ፡፡ በቅድስተ ማርያም ዩኒቨርሲቲ የ Master of Arts (MA) degree in Project Management ተመራቂ ተማሪ ነኝ፡፡ በየእናት ወግ የሚካሄደውን የትምህርት ቤት ምገባ ሂደትና ያጋጠሙ ችግሮችን በሚመለከት ጥናት አያደረኩ ነው፡፡ ይህ ጥናት በቀጣይ ፕሮግራሙን ለማሻሻል የሚረዱ ምክረ ሀሳቦችን ለማመንጨት ያስችለኛል፡፡ እርስዎ በዚህ ጥናት መረጃ ለመስጠት የተመረጡ ሲሆን የሚያጋሩኝ መረጃ በምስጢር የሚጠበቅ እና ለአካዳሚክ ዓላማ ብቻ ጥቅም ላይ የሚውል መሆኑን እና ስምዎም እንደማይጠቀስ ማሳወቅ እፈልጋለሁ፡፡

1. የት / ቤት ስም _____

2. ያታ   ወንድ / ሴት

3. በትምህርት ቤት ውስጥ በምግብ አበሳይነት ምን ያህል ጊዜ ሰርተዋል? _____

4. ከሚከተሉት ውስጥ ለትምህርት ቤት ምገባ የሚረዱ ስልጠናዎች የትኞቹን ወስደዋል?

	አዎ	አይ
የምግብ ዝግጅት / ማብሰል		
የወጥ ቤት አያያዝ ወይም ንፅህና		
ከንግድ ጋር የተዛመደ		
ሌላ (ይግለጹ)		

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

    I.   _____

    II.   _____

    III.   _____

6. በትምህርት ቤቱ የምገባ ፕሮግራም ተጠቃሚ የሆነ ልጅ አለዎት? አዎ/አይ

7. በሳምንት ውስጥ ስንት ጊዜ ምግብ ያዘጋጃሉ? _____

8. እባክዎን በእያንዳንዱ ቀን ለተማሪዎች የሚቀርበውን ምግብ ሊነግሩኝ ይችላሉ?

     ሰኞ _____

     ማክሰኞ _____

     እሮብ _____

     ሐሙስ _____

     ኣርብ _____

9. ልጆቹ በሚቀርብላቸው ምግብ ደስተኞች ይመስላሉ? አዎ/አይ

10. መልስዎ አይ ከሆነ ልጆቹ ደስተኛ አለመሆናቸውን እንዴት እንደሚያሳዩ መግለፅ ይችላሉ?

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11. ምግቡን ለማዘጋጀት የሚሆን ገንዘብ የሚያገኙት በየስንት ጊዜ ነው?

     በየሳምንቱ _____ በየወሩ _____ በየሩብ ኣመቱ _____ ሌላ (ይግለጹ) _____

12. በየእንዳንዱ ምግብ ምን ያህል ብር እንደተመደበ ያውቃሉ? _____

13. የተመደበው ገንዘብ ምግቡን ለማዘጋጀት በቂ ነው?   አዎ ☐ አይ ☐

14. ለምግብ ዝግጅት በሰዓቱ ገንዘብ የማግኘት ችግሮች ያጋጥሙዎታል? አዎ ☐ አይ ☐

15. የምግባ ሂደቱን ከማቀላጠፍ አንፃር በአከባቢያ ያሉት የሚከተሉት መገልገያዎች ምን ያህል በቂ ናቸው?

	በቂ	በቂ ያልሆነ
የምግብ ማከማቻ/ማስቀመጫ ቦታ		
የምግብ ማብሰያ ቦታ		
መመገቢያ ቦታ		
የውሃ አቅርቦት		
የማብሰያ ዕቃዎች		
የማብሰያ እሳት		
የመፀዳጃ/መታጠቢያ ቤት		

16. ለሚከተሉት ላይ የመለኪያ ደረጃ አለዎት?

	አለ	የለም
የምግብ መጠን		
የምግቡ የጥራት		
የምግቡ ንዕህና		

17. በትምህርት ቤት ውስጥ ስለምትሰጡት አገልግሎት ከት/ቤት ሃላፊዎች ወይም ከየእናት ወግ ክትትል እና አስተያየት በየስንት ጊዜ ይሰጧችኋል?

ሀ) የለም   ለ) በየሳምንቱ   ለ) በየወሩ   ሐ) በሶስት ወር   መ) ሌላ (ይጥቀሱ)

18. ለትምህርት ቤት ምግብ ዝግጅት ጋር የተያያዘ የሚያጋጥሙ ዋና ዋና ተግዳሮቶች ምንድን ናቸው? እባክዎን ይዘርዝሩ ፡፡

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19. እነዚያን ተፈታታኝ ሁኔታዎች ለማሸነፍ ምን መደረግ አለበት ብለው ያስባሉ?

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III.   School Committee Members' Questionnaire

ጤና ይስጥልኝ፡፡ ሜላት እባላለሁ፡፡ በመጀመሪያ ደረጃ ይህ የዳሰሳ ጥናት አካል ስመሆን ፈቃደኛ ስለሆኑ በጣም አመሰግናለሁ፡፡ በቅድስት ማርያም ዩኒቨርሲቲ የ Master of Arts (MA) degree in Project Management ተመራቂ ተማሪ ነኝ፡፡ በየእናት ወግ የሚካሄደውን የትምህርት ቤት ምገባ ሂደትና ያጋጠሙ ችግሮችን በሚመለከት ጥናት እያደረኩ ነው፡፡ ይህ ጥናት በቀጣይ ፕሮግራሙን ለማሻሻል የሚረዱ ምክረ ሀሳቦችን ለማመንጨት ያስችለኛል፡፡ እርስዎ በዚህ ጥናት መረጃ ለመስጠት የተመረጡ ሲሆን የሚያጋሩኝ መረጃ በምስጢር የሚጠበቅ እና ለአካዳሚክ ዓላማ ብቻ ጥቅም ላይ የሚውል መሆኑን እና ስምዎም እንደማይጠቀስ ማሳወቅ እፈልጋለሁ፡፡

1. የት / ቤቱ ስም _____

2. የስራ ድርሻ   ሀ) ርዕሰ መምህር ለ) ም/ ርዕሰ መምህር ሐ) መምህር

3. ፆታ   ሀ) ወንድ ለ) ሴት

4. በትምህርት ቤት የምገባ ፕሮግራም ውስጥ የእርስዎ ሚና ምንድነው?

ሚና	የሚመለከተው ላይ ምልክት ያድርጉ
ምንም	
የቡድን መሪ	
የአፈፃፀም ኮሚቴው አባል	
ሌላ - ይግለጹ	

5. የትምህርት ቤቱ ተማሪዎች ብዛት   ወንድ _____ ሴት _____

6. በትምህርት ቤቱ የምገባ ፕሮግራም ተጠቃሚ ተማሪዎች ቁጥር   ወንድ _____ ሴት _____

7. ለትምህርት ቤቱ የምገባ ፕሮግራም ዋና ደጋፊዎች እነማን ናቸው?

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8. በትምህርት ቤቱ የምገባ ፕሮግራም መቼ ነበር የተጀመረው?

   (ሀ) 1 ዓመት

   (ለ) 2 ዓመት

   (ሐ) 3 ዓመት

   (መ) ከ3 ዓመት በላይ

9. ከትምህርት ቤት የምገባ ፕሮግራም አመራር ጋር የተገናኘ ሥልጠና አግኝተው ያውቃሉ? አዎ/አይ
10. አዎ ከሆነ ፥ የሥልጠናዎ ትኩረት ምን ነበር?

የስልጠናው ይዘት	የሚመለከታቸው ሁሉ ላይ ምልክት ያድርጉ	
የገንዘብ አያያዝ		
ቁጥጥር እና ግምገማ		
ዕቅድ		
የሕፃናት አመጋገብ እና ጤና		
ሚናዎችና ሀላፊነቶች		
ሌላ (ይግለጹ)		

11. ለምገባ መርሃ ግብሩ ከሊጋሾች የሚገኘውን ገቢ ለመደገም ትምህርት ቤቱ አማራጭ የገቢ ምንጮች አለው? ሀ) አዎ ለ) የለም
12. የአካባቢው ማህበረሰብ /ወላጆችን ጨምሮ/ በትምህርት ቤት ውስጥ የምገባ መርሃ ግብሩን በመቆጣጠር ላይ ተሳታፊ ነው? አዎ / አይ
13. ወላጆች ለምገባ መርሃ ግብሩ መዋጮ/አስተዋፅኦ ማድረግ ይጠበቅባቸዋል? አዎ አይ
14. አዎ ከሆነ ፥ ለፕሮግራሙ አስተዋፅኦ ከወላጆች የሚጠበቀው ምን ምን ነው?
15. የትምህርት ቤቱ ሥራ አመራር ኮሚቴ የፕሮግራሙን ማንኛውንም ቁጥጥር ያደርጋል? አዎ አይ
16. ከየእናት ወግ ባለሙያ ክትትል ያደርግላችኗል?

   (ሀ) በጣም ብዙ ጊዜ

   (ለ) በተደጋጋሚ

   (ሐ) አንዳንድ ጊዜ

(መ) በጭራሽ

18. ስለ ት/ቤቱ ምግብ አቅርቦት ፕሮግራም መሻሻል የክትትልና ሪፖርት ሥርዓት አለ? አዎ/አይ

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

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20. ፕሮግራሙን በመተግበር ረገድ ምን ዓይነት ፈታኝ ሁኔታዎች ያጋጥሙዎታል?

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

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

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IV.   The Menu

የእናት ወግ የበጉ አድራጎት ማህበር (YeEnat Weg Charitable Association)

የምግብ ዝርዝር (Menu)

የሳምንቱ ቁርስ መርሃ ግብር የምግብ ዝርዝር

ተ.ቁ	የሳምንቱ ቀናት	የምግብ አይነት	የመመገቢያ ሰዓት
1	ሰኞ	እንጀራ ፍርፍር እና ሻይ	ከጠዋቱ 1 ሰዓት እስከ 2 ሰዓት 20 ደቂቃ ባለው ውስጥ
2	ማክሰኞ	ድፍ ዳቦ እና ሻይ	
3	እርብ	ዳቦ በማልማላታ እና ሻይ	
4	ሐሙስ	እንጀራ ፍርፍር እና ሻይ	
5	እርብ	ክላይ ከተዘረዘሩት ውስጥ አንዱን መድገም	

የሳምንቱ ምሳ መርሃ ግብር የምግብ ዝርዝር

ተ.ቁ	የሳምንቱ ቀናት	የምግብ አይነት	የመመገቢያ ሰዓት
1	ሰኞ	እንጀራ በምስር ወጥ	ከሰዓቱ 6 ሰዓት እስከ 7 ሰዓት 20 ደቂቃ ባለው ውስጥ
2	ማክሰኞ	ሩዝ በዳቦ	
3	እርብ	እንጀራ በድንች ቀይ ወጥ	
4	ሐሙስ	እንጀራ በሽሮ ወጥና እቁላል በተቀቀለ	
5	እርብ	ክላይ ከተዘረዘሩት ውስጥ አንዱን መድገም	

ማስታወሻ

ይህ ከዚህ በላይ ያለው የእናት ወግ የበጉ አድራጎት ማህበር የትምህርት ቤት ምገባ መርሃ ግብር የምግብ ዝርዝር(menu) ሲሆን ከማህበር ፍቃድ ውጭ በምግብ ዝርዙ(menu) ላይ ማሻሻያ ሆነ ለውጥ ማድረግ አይቻልም፡፡

0115574960/61

V. Pictures taken with consent

Figure 1: Students eating their lunch in a classroom

Figure 2: Caterers ready to serve the food

Figure 3: Caterers cook the food in using wood fire

Figure 4: Caterers start the day by assigning roles to each other