



**THE EFFECT OF SCHOOL FEEDING PROGRAM ON SCHOOL
PARTICIPATION IN SELECTED GOVERNMENT PRIMARY SCHOOLS,
KIRKOS SUB CITY, ADDIS ABABA**

By

ADANE SULLE

ID No. SGS/ 0473/2013A

**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN SOCIAL WORK**

MAY 2022

ADDIS ABABA, ETHIOPIA

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DECLARATION

I, Adane Sulle, declare that the work which is being presented in this thesis entitled “*THE EFFECT OF SCHOOL FEEDING PROGRAM ON SCHOOL PARTICIPATION IN SELECTED GOVERNMENT PRIMARY SCHOOLS, KIRKOS SUB CITY, ADDIS ABABA*” 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.

Adane Sulle

May, 2022

Signature

ENDORSMENT

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.

Baharu Gebreyesus (PhD)

Advisor

St. Mary's University, Addis Ababa

Signature

May 2022

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ABBREVIATIONS AND ACRONYMS

CSA...	Central Statistical Authority
ECA ...	European Commission for Africa
FAO	The Food and Agriculture Organization of the United Nations
FFE...	Food for Education
KII.....	Key Informant Interview
MoE...	Ministry of Education
NGO.....	None Governmental Organization
OAU.....	Organization of African Union
PTSU ...	Parent Teacher Student Union
SFP.....	School Feeding Program
SPSS	Statistical Package for Social Sciences
THR...	Take Home Rations
UN	United Nations

ABSTRACT

The purpose of the study was to assess the effect of school feeding program on school participation in selected five government primary schools in Kirkos sub city. The study used a descriptive research design to collect a qualitative and quantitative data from both primary and secondary data sources. The researcher used Questionnaire and interview as a data collection instrument from home room teachers and principals, parent-teacher student union members, and feeding officers were also participated in the interview and document analysis was used by the researcher as secondary data source to complement the primary data. The study used both probability and non-probability sampling technique to obtain the desired number of respondents. The researchers used purposive and simple random sampling to select sampled schools and respondents. Descriptive statistics used to analyze the data where the frequencies, percentages, means and standard deviations obtained and used to answer the research questions. The school feeding program is being implemented in the government primary schools where the study was conducted. The study found that the program had a positive effect on enrollment, enabling students to attend school regularly, and it is not only allowing school-age children to attend school, but also allows students who have dropped out of school to start school. The study finding also show that none of the sampled schools had initiated alternative income generating activities at the school to supplement what the government was providing. Therefore, if the government's support to improve the quality and sustainability of the program is adapted to the current living conditions, and schools could also use an alternative fund-raising mechanism. To reduce the challenge of community engagement, schools could first use parent-teacher union as a capacity and evaluate the implementation process by establishing a permanent communication system if the union can be part of the program to increase participation.

Keywords: *school feeding program; government primary school; school participation; kirkos sub city; Addis Ababa.*

CHAPTER ONE: INTRODUCTION

This chapter deals with introductory parts of the study, which includes the background of the study, statement of the problem, research question, objective of the study, significance of the study, scope and limitation of the study, operational definitions and organization of the study. In the entire above stated sub topics adequate descriptions which are very pertinent for the study purpose incorporated.

1.1. Background of the study

School Feeding program (SFP) is a popular and a long standing developmental oriented program in over 72 countries worldwide. SFP is implemented by the World Food Program (WFP) in the low and medium economic countries (WFP 2013). It is offered by the government in collaboration with the Non-Governmental Organizations (NGOs) (Bennet, 2003). This implies that special attention should be paid to the limited inputs in the SFP.

Globally the objectives of establishing school feeding program differ from one country to the other. Jomaa, McDonnell and Probert (2011), found out that the service delivery and the nutritional content of food provided and implementation are diverse. In high-income countries, the aim of SFP is to combat rising levels of overweight and obesity as they exemplify healthier life style habits. In low-income countries, the aim of SFP is to improve food accessibility. Owing to the differences, there exists a gap in terms of nutrition standards and menu composition.

In many poor households, hunger has been a barrier to school participation. A hunger-stricken child is not only unable to enroll in school at the right age but also cannot attend properly even if enrolled. Besides, such children are also likely to quit school because they have to deal with their immediate subsistence needs before they get ready for schooling. Thus, low school enrollment, low class attendance and high student drop-outs are recurring problems in child education among poor households especially in areas of high food insecurity. Due to these reasons the level of education attainment has also been low in many developing countries although both private and social returns to education are recognized to be high (Adelman, Gilligan and Lehrer, 2008). However, there is no doubt that other manifestation of poverty than hunger also affects school participation among poor households (MOE, 2012).

In Africa most of the countries are experiencing challenges as they try to overcome poverty and hunger. Examples of such countries are Congo, Burundi and Kenya (USDAP 2013). School feeding in Ethiopia began in 1994, targeting food insecure areas and by providing one hot meal composed of corn soya blend, vegetable oil, and salt. The intervention later added a take-home ration for girls in the pastoralist area. Until the introduction of the Home-Grown School Feeding (HGSF) in 2012, WFP Ethiopia has been implementing the school feeding program through the traditional method of providing porridge made from CSB mostly secured from the in-kind donation. WFP has been the largest provider of school feeding in the country until 2014, when some actors including the Government started to emerge in the provision of school feeding.

A study conducted by Olubayo (2015) in Emuhaya focused on the factors influencing implementation of school feeding program and found out that managerial incompetency, funding, accountability and lack of adequate planning were the major constraints that inhibited the implementation of SFP in the area. He further outlined lack of community participation, monitoring and evaluation systems that affected the implementation of feeding program. Olubayo recommended further research on the effects of community participation, monitoring and evaluation in the implementation of feeding program. Munuhe (2014) in her study on challenges facing SFP in Kajiado County found out that, poor management, funding, lack of political will and harsh climatic conditions influenced the implementation of SFP. The literature reviewed indicated that SFP faces challenges ranging from planning, funding, and monitoring to management challenges. The findings of the study on SFP indicate that the main challenges to student nutrition implementation are: inconvenience in the dining area, inconvenience of cooking facilities, and poor management of school management in food management. The main focus of this study was to assess the impact of the school feeding program on the schools where the diet was implemented.

1.2. Statement of the Problem

School feeding is defined as a targeted social safety net that provides both education and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at household level (Bundy et al., 2018).

Various studies on the school feeding program have been conducted in our country and in other parts of the world. Most of the studies focused on student participation. When we look at studies Impact of school feeding programs on educational, nutritional, and agricultural development goals: A systematic review of literature by (Lawson, 2012); 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, 2018); Effectiveness and Challenges of Feeding School Children with Locally Produced and Purchased Food: The Case of School Feeding Program 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).

The topic of this study was the effect of the school feeding program on school participation. I have noticed that there is a lack of research on this topic in the schools where this research has been conducted. Therefore, the research was to assess the tangible effect of school feeding program.

1.3. Research questions

This study looks at the effects of the school feeding program. The research answers the following basic questions.

- What effect does the school feeding program have on student enrollment?
- What are the benefits of school feeding program for student attendance?
- What is the role of school feeding program in student dropouts?
- What are the challenges of School Feeding Program in selected primary schools?

1.4. Objective of the Research

1.4.1. General Objective

The general objective of this study was to assess the effect of school feeding program on school participation in selected government primary schools in kirkos sub city, Addis Ababa.

1.4.2. Specific Objectives

- To assess the effect of school feeding program on student enrollment.
- To describe the benefits of school feeding program on student class attendance.
- To assess the role of school feeding program on student dropouts.
- To identify the challenges of school feeding program in selected primary schools.

1.5. Significance of the study

The significance of the study is a part of the introduction of research. It should determine who benefits from the study and how that specific audience will benefit from its findings (Draven C, 2017). The significance of this research provides feedback to policy makers and stakeholders on its implementation, and it serves as an answer to the question of what real changes have taken place in the education sector. And also, the research would be beneficial to the future researcher because they can get some information that might be needed in their research and some of their question may possibly be answered by this research. This research also helps for the benefits and challenges of feeding schools and suggests ways to take further corrective action.

1.6. Scope of the study

According to Simon and Goes (2013), the scope of the study refers to the parameters under which the study will be operating. This means specifying the domain of the research and clearly stating what the researcher is studying including the factors that are within the accepted range of the research (Simon and Goes, 2013).

The research was to assess the effect of School Feeding Program among selected government primary schools. In addition, the study was conducted in government primary schools. According to the Ethiopian Education and Training Policy, primary education is a level of education that ranges from grade 1 through grade 8. Although the effect of SFP are studied in

various ways such as the impacts on nutrition, cognitive development, learning achievement, agricultural production, and so on, yet these aspects were beyond the scope of this research and hence were not covered in this research. In terms of geography, to keep the study manageable, it was delimited to only government primary schools in kirkos sub city, Addis Ababa

In the study, data collection was delimited to principals, home room teachers, PTSA and Feeding Officers. The study also delimited with the following methodological aspects, study design, sampling techniques and data analysis tools. It was carried out using a mixed method and descriptive survey research design was used.

The study was delimited to purposive sampling of non-probability sampling method because it is appropriate for researcher choosing members of population to participate in the study to obtain a representative sample by using personal engagement that needs to be used to choose cases that help answer research questions or achieve research objectives, and in saving time and money. And it was delimited to simple random sampling of probability sampling method because it is applicable when population is homogeneous and readily available as to choose each member by chance.

As far as the data collection instruments are concerned, questionnaire, interview and documents (reports, and student enrollment and dropout document) were used. Statistically, it is delimited to descriptive statistics (percentage, mean and standard deviation). The main reason for limit the scope in this study is to make the study more relevant in the light of time and the expected results.

1.7. Limitation of the study

One of the main shortcomings of this research was the fact that the principals who participated in the research response were busy with committee work and holding meetings during the time of the interview. This not only creates additional costs for the researcher but also creates time constraints. Another limitation of the research was the low document management system in most of the surveyed schools.

1.8. Operational definitions of key terms

School attendance refers to a measure of children who attend school and amount of time they are present (Mulumebet D, 2020)

Community - It involves interaction among people with common interests who live in a particular area and it could also involve a collection of people with common social, economic, political, or other interests regardless of residency (Phillips & Pittman, 2008).

Enrolment: Refers to the number of children registered in a school (Lucy M, 2010)

School feeding programs: have been defined by the World Bank as "targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level"(WFP& FAO, 2013)

Nutrients: Components of food that are needed by the body in adequate amount in order to grow reproduce and lead a normal life.

Malnutrition occurs when an individual gets too few or too many nutrients, resulting in health problems. Specifically, it is "a deficiency, excess, or imbalance of energy, protein and other nutrients" which adversely affects the body's tissues and form (Hickson, M. and Smith, S., 2018).

Retention: The ability of pupils being able to remain and progress in school until they complete their primary education cycle (Beatrice W; 2014)

1.9. 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, Research Questions, Objective of the Study, Significance of the study, Scope of the study, limitation of the study and Operational definition of key terms. Chapter two gives an insight to theoretical, empirical and conceptual, literatures reviewed inline with the objectives of the study. Chapter three details the research methodology that the study used which includes the description of the study area, research design, research approach, data source and type, sample technique and sample size, data collection method data analysis and ethical consideration. Chapter four discusses the research results while chapter five presents' summary, conclusions, and recommendations based on the research results.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter covers a variety of issues that are important to school feeding. The studies are often presented in a way that is conducive to the study and the effects of school feeding program in terms of theoretical explanations, empirical applications, and, conceptual frame work.

2.1. A brief history of School Feeding Program

According to State of School Feeding Worldwide 2020, School feeding has a rich history; even the earliest schools would have had to consider how children might be fed during the school day. Modern thinking on school-based health and nutrition goes beyond that simple concept and recognizes school meals as programs with specific broader benefits for children and their communities. In the early 1900s, programs such as those launched by the United Kingdom government, gave a greater focus to social protection, targeting schools in the poorest communities. By the 1940s, this approach was often combined with a vision of school feeding as a stimulus for agricultural production, as occurred in the United States of America (United States). School feeding is increasingly viewed as a human right: India has led the way in declaring meals at school a legal obligation of those providing education; Brazil and Mexico have incorporated school feeding into social safety nets and community development; and Nelson Mandela's first 100 days of planning in South Africa viewed school meals for the poor as key to catch-up on lost opportunities and to invest in the next generation.

In 2009, the World Bank (WB) and WFP, in collaboration with the Partnership for Child Development (PCD), published an analysis called *Rethinking School Feeding* (Bundy et al., 2009). The analysis was sparked by the food, fuel and financial crises of 2008, during which governments recognized that school feeding programs offered multiple benefits to the most vulnerable: in-kind income support to families; learning and access to education; and maintaining health and well-being. As a result, governments increasingly viewed school feeding as an attractive, long-term social protection investment, as well as a short-term safety net. There were calls for greater rigour in the analysis of policy issues (Alderman and Bundy, 2012) and of the scale and quality of evaluations and trial design (Kristjansson et al., 2007). It became clear that governments invest in school feeding not

because it delivers on one goal, but because it delivers on many.

School feeding is the largest and most widespread social safety net in the world, benefitting 388 million children globally. Data from 163 countries show that 99 percent of these countries deliver school feeding programs. Globally, one in every two schoolchildren, or 388 million children, now receives a school meal, although there are wide disparities between countries. The expansion and institutionalization of these programs was greatest in low-income countries, improving the sustainability of efforts (SFW, 2020)

2.2. School feeding program in Ethiopia

School feeding was introduced to Ethiopia in 1994 with hot meals provided by the World Food Program (WFP) Oromia, Afar and Somali regions. This was expanded to SNNPR and Oromia applying Home Grown School Feeding (HGSCF) approach. The government introduced Emergency School Feeding (ESF) in 2015 in response to the drought. The emergency school feeding program mirrored the Home-Grown School Feeding (HGSF) program. Additionally, there were some NGOs, including Save the Children, Development Foundation, World Vision, etc. that operated in various regions and provided school feeding. The effort of these various organizations has not been centrally coordinated. In 2019/2020, the government allocated no funds for school feeding due to scarcity of resources. Except for school feeding programs run by Addis Ababa city administration for about 300,000 children, there have not been consistent and impactful school feeding programs across the country.

There are so many factors that affect learning. Children's overall concentration may be improved if they are not coming to school hungry and learning on an empty stomach. According to World Food Program (2017) School Feeding Investment Cost-Benefit Analysis Ethiopia Report, School Feeding has strong effects on access to education and can, when supported with other interventions, improve learning outcomes. School meals have a positive effect on enrolment (+8pp and +6pp for boys and girls respectively), attendance (+3pp and +0pp for boys and girls respectively) and dropout rates (-5pp and -6pp for boys and girls respectively). Similarly, a Save the Children Ethiopia (2019) baseline/end-line evaluation of an Education Integrated with Food Security Program in Tigray region (where households are supported to generate income by rearing animals, beekeeping, engaging in horticulture) demonstrated that when parents were enabled to provide school meals and learning supplies to their school children, Math test mean

scores improved from 48% to 70% for boys and girls. Primary school children retention rate among income generation scheme beneficiaries has increased from 77% to 100%. According to the assessment, there was no significant difference for boys and girls in terms of academic performance in enrolment implying gender related variation will be eliminated. The qualitative information gathered from stakeholders further indicates that education integrated with food security helped the target household develop new skills of generating income that beneficiaries were also better able to better support the livelihoods of their families, specifically of their children in terms of their education, nutrition, and health status.

2.3. School feeding program in Addis Ababa

As described in the Tefera Darge Delbiso et al., (2021) article on the title of Effects of COVID-19 imposed school closure on school feeding program in Addis Ababa, Ethiopia “In many of the government schools in Addis Ababa city (the capital of Ethiopia), a good sum of school children does not get basic food while at school as their parents are unable to pack meals. According to a survey conducted in public primary schools in Addis Ababa, about 27% of students eat only once a day while about 16% confirmed that there are times where they do not eat the whole day (BoE & BoWCA, 2015). In such situations, children could not follow their lessons effectively and their health and academic conditions deteriorated due to lack of food (FAO, 2019; WFP, 2020b)”.

To tackle these problems, teachers, individual volunteers, and some Non-governmental Organizations (NGOs) have been trying to support those who were identified as needy by schools. For example, ‘Yenat Weg’, a charitable association supported by local donors, fed about 20,135 schoolchildren twice-a-day (breakfast and lunch) in two pilot sub-cities of Addis Ababa – Arada and Kirkos sub-cities (BoE, 2020). However, the psychosocial effect of being labelled as needy has been a challenge; students who were adamantly in need of the school feeding but were running away in fear of the discrimination. Therefore, such small scale and individually started initiatives to provide meals for needy students in some schools were not able to address the full scale of the problems and could not reach those who did not disclose their problems. As a result, students’ absenteeism and dropout were common challenges in the schools (Abiy, 2017; School Feeding Agency, 2019).

As of the 2019–20 academic year, the Addis Ababa city administration has taken the issue seriously and engaged in the school feeding program to make education accessible and equitable to all children in the city. The program aimed to tackle the challenges of previous ad-hoc initiatives by making the program not need based rather a right to have food. In this approach, anyone attending government primary schools (Kindergarten to Grade 8) has the right to have meals at school. Accordingly, about 360,000 children have been fed in all primary schools of the city twice-a-day (School Feeding Agency, 2019). It is currently expanding the program, benefiting about 668,000 students in all government primary schools in the city. (Addis Ababa plan commission report, 2022)

2.4. Theoretical framework

This study is situated within David Romer's (2001) Solow Effect Theory. The theory assumes that school attendance is one of the major determinants of institutional performance (Burke and Beegle, 2004). According to Orazem and Gunnarsson (2003), the Solow Effect shows the relationship between school attendance, academic performance and social productivity. Bhattarai (2017) supports this idea by arguing that social productivity depends on physical capital, labor, human capital and knowledge that ultimately impacts innovation and growth. Todd and Wolpin (2003) add that the purpose of schools is to develop human capital and knowledge to support the social productivity role of citizens. Ramirez and Boli (1987) also argue that a positive relationship between human capital per worker and the output per worker determines the social productivity function. Klenow and Rodriguez-Claire (1997) contemplate that the academic achievement variable can be used to measure human capital per worker. According to Rana et al. (2015), academic achievement is measured by the number of school years and the intellectual performance registered. There is conventional wisdom that when a society educates its workers, they will add quality to the stock of human capital produced (Bils and Klenow, 2000; Todaro and Smith, 2015). Finally, school access and regular attendance, satisfactory progress and completion are variables that make a significant impact on educational achievement (Thapa, 2013) and human capital attainment (Dubow et al., 2009). The Solow Effect Theory was selected for this study because it indicates the significance of educational attainment, school attendance and academic achievement. Academic achievement is the basis for developing a robust human capital that supports social productivity and development.

2.5. Empirical Studies on effect of School Feeding Programs

2.5.1. School Feeding Program and School Participation

Having examined the conceptual relationships between school meals and school participation, this section discusses some of the relevant empirical studies. The majority of the literatures analyzed for this study reveal that SFP have indeed positive impact on school participation as measured by school enrollment, class attendance, and student drop-out status (Ahmed et al, 2004). However, most of these findings are based on empirical data obtained from schools where the program was popular and has been relatively effectively implemented. (Vermeersch and Kremer, 2004) conducted a field-study in Western Kenyan preschools between 2000 and 2002 to evaluate the impacts of School Feeding Program on school participation and achievement. Preschoolers, in this context, are defined as children between ages of 4 and 6 who lived within walking distance of school. They found that children in the treatment group participated 35.9 percent of the time compared to 27.4 percent in the comparison (control) group and this difference was statistically significant. The program increased participation of both children who were previously enrolled (what they call intensive margin) and children who would have gone to school in absence of the program (extensive margin). But they emphasize that any increase in school participation in the absence of qualified teaching falls short of better educational achievement since there are strong complementarities between teacher characteristics and school meals. Nevertheless, their study was on preschools and hence this may not have much relevance for primary school children. Besides, preschoolers are early-age children and may not have family obligations like many primary school age children might have in poor areas. Thus, preschoolers are relatively free of duties that could keep them away from school.

Another study conducted in Jimma, 2011 shows that school meals indeed improve education of beneficiaries. They found that school performance indicators (enrollment, attendance, and drop-out rate, repetition of grades, school attainment levels, cognitive function, and class-room behavior) have all improved in response to school feeding. This is because the provision of school meals reduces the parents' cost of sending children to school thereby promoting early enrollment and improving attendance. The more time children spend on learning in response to school meals, the more they will learn and the less they repeat school or drop-out (Belachew et al. 2011).

To the contrary, certain other studies are critical to school meals and they doubt if they have any positive impact on school participation whatsoever. Patrick J. Mc Ewan (2010) for instance found that children that consume additional calories and nutrients in treated schools, it is still plausible that learning does not increase. In the following subsections, some of the literatures in relation to the three aspects of school participation (school enrollment, class attendance and student drop-out) will be discussed.

2.5.2. School Feeding Program and School Enrollment

As was discussed previously, the availability of subsidized in-school meals will increase school enrollment if the program changes the household's schooling decision for some children who would not have been enrolled in school otherwise. And for these households to enroll their children, they need to be convinced that the net benefits of participating in the program exceed the gap between direct and opportunity cost of schooling and the expected benefit of schooling (Adelman, et al. 2008). In other words, households usually compare the size of the transfer relative to the size of the cost-benefit gap and these comparisons ultimately determine the magnitude of the increase in enrollment rates.

Another important point is about the roles that school meals play in encouraging early enrollment. Even though in-school meals are believed to affect age at entry through an income effect, i.e., by increasing household income and raising the benefit of attending school, yet this income effect should be large enough to make households send their children to school (Adelman et al, 2008).

Adelman, Gilligan et al. (2008) also shows that school meals affect the age at entry in different ways. First, the provision of food offsets the cost of educating children by making available additional income for households, and consequently raising the benefits of attending school. This is called an income effect of school feeding. When this income effect is large, it can cause households to send their children to school at a relatively younger age thereby minimizing the possibility of late entry. Secondly, the neighborhood effect resulting from School Feeding Program may also influence the age at entry. That means the act of households to send their children to school earlier with the commencement of School Feeding Program would create a social pressure and prompt similar action on the part of those who haven't enrolled their children yet. School feeding programs positively impact educational attainment by increasing enrolment

and attendance, reducing absenteeism due to illness and decreasing dropout. In many countries, school feeding programs are one of the key incentives to encourage children, especially girls and the poorest and most vulnerable children to attend school (Powell *et al.* 2006). In December 2009, WFP reported that a boy who graduated from a primary school in Cameroon where the WFP provided free daily lunches to students stated, “At home we usually eat millet. But at my primary school we got to eat rice and beans, so all the children in my area wanted to go” (WFP, 2009).

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

Another study on 32 Sub-Sahara African countries shows that providing food in school under the Food for Education (FFE) scheme contributed to increasing absolute enrollment in WFP assisted schools by 28% for girls and 22% for boys in just one year (Gelli, A et al, 2007). After the first year, however, enrollment pattern showed variation depending on the type of FFE program; i.e., whether the provision of food in school was combined with take home rations or was served alone. In those places where onsite feeding and take-home rations were offered together, girls’ absolute enrollment kept on increasing by 30% subsequent to the first year. Meanwhile, schools that provided only on-site feeding have just recorded increase in an absolute enrollment that was same as before the feeding program was implemented. Along with enhancing enrollment, School Feeding Programs also help to adjust the age at entry by attracting children during their right age. In poor countries like Ethiopia, children may begin primary education much later than the recommended age for various reasons. For instance, factors such as lack of funds, lack of

childcare and little awareness about the benefit of enrolling children during the recommended age are some of the causes for late entry (Adelman et al, 2008).

School meal program in Ethiopia aims to improve access to education by reducing short term hunger and enables children to concentrate in their study. In 2012, the program reached 649,188 children with annual growth rate of 6.2% while the national annual growth rate shows 4.5%. Comparing with non-program schools whereby the enrolment growth rate showing 1.5%, there a significant difference as compared to intervention schools (WFP, 2012). Although not a school feeding program in the traditional sense, school-based food distribution has also been used successfully to improve enrollment and attendance among school-age children, particularly girls. In Bangladesh, a program of school-based food distribution increased enrollment by 20% versus a 2% decline in non-participating schools (Ahmed and Billah, 1994 p34). In Pakistan, a program provides an income transfer in the form of one or two tins of oil to families whose girls attend school for 20 days per month.

2.5.3. School Feeding Program and Class Attendance

The second indicator of school participation analyzed in this study is class attendance. It is believed that school meals can be effective at increasing class attendance because children receive the meal only when they attend school. As discussed earlier the opportunity cost of allowing a child to attend school varies across school days and seasons and this cost could even be higher than the expected benefit. For instance, in places where child labor forms the integral part of agricultural work during a particular day/season of a year, class attendance could be low. In such cases, school meals may or may not encourage attendance depending on how the beneficiaries value them. Thus, the value of the meal relative to the difference between the cost and expected benefit of schooling also determines attendance (Adelman, Gilligan et al, 2008).

Adelman, Gilligan et al. (2008) show three aspects of nutrition can influence class attendance. First school meals alleviate short term hunger of school children during the school day by providing more nutrients to the child, providing the child with a meal when he or she would have not otherwise have had one, or replacing a meal that would have been received after school with one during school hours. Thus, this aspect of nutrition targets for short term impact and enables a child concentrate and learn more. A review of different researches from published studies on the association between nutrition among school aged children and their performance in school shows

that overcoming school hours hunger leads to better concentration and learning (Howard T, 2005). Second, school meals may also generate nutritional improvements for a child over long run. The improved nutritional status as a result of school meals will in turn enhance a child's physiological capacity for learning thereby increasing the benefits of schooling and the child's desire to attend school. Third, school meals can also reduce morbidity through improved nutrition and consequently enhance attendance. Morbidity is a cause of absence in many developing countries and school meals help children overcome this problem and learn longer. In this regard school feeding increases micronutrients intake and hence will strengthen children's immunity and avoid infectious diseases among children (Adelman et al, 2008). Ahmed (2004) evaluated the impact of school feeding on attendance in Bangladesh and found that the SFP has a statistically significant positive impact. The program increased class attendance of participating students by 1.34 days per month. However, class attendance from school registers showed attendance increased in both program and control schools during this period, and that the increase was 1.1 percentage points higher in program schools.

School meal program in Ethiopia is believed to improve attendance and lower absenteeism of children through provision of hot meal and take-home rations. In 2012, the program result showed 99% of attendance rate as set on the target. Compared to 2011 where the attendance rate was 95%; the result was found positive. Analysis of sampled schools showed high absenteeism was observed in February, April and May (WFP, 2012).

Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Mooch and Leslie, 1986). In Ghana, malnourished children entered school at a later age and completed fewer years of school than better nourished children (Glewwe and Jacoby, 1994). The number of days that a child attends school is related to cognition and performance. SFPs can have a positive effect on rates of enrollment and attendance. A recent evaluation of an on-going school feeding program in Burkina Faso found that school canteens were associated with increased school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Moore, 1994). A small pilot school feeding program in Malawi was evaluated for its effect on enrolment and attendance. Over a

three-month period, there was a 5% increase in enrollment and up to 36% improvement in attendance/absenteeism compared to control schools over the same period (WFP, 1996).

2.5.4. School Feeding Program and Student Drop-out

Adelman, Gilligan et al. (2008) present the interplay between school meals on one hand and grade repetition, learning achievement, and school performance on the other. They show that this effect works in two mechanisms. First, because school meals improve class attendance, children will spend more time learning in school. So, the more time children spend in school, the better they learn and these interplays ultimately result in improved school performance, which thus minimizes the probabilities of drop-out. This is however dependent on other factors such as school quality, availability of learning materials and teacher quality. Thus, unless properly implemented, school feeding has rather the potential to worsen drop-outs. Second, improved nutrition may also enhance school retention and performance in the short and over long run. In the short run, school meals could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence drop-out is minimized. In the long run, school meals could enhance learning provided that school meals improve the nutritional status of children and if nutritional status also affects learning (Adelman, Gilligan et al. (2008). Ahmed's (2004) study in Bangladesh; School Feeding Program has a statistically significant negative impact on student drop-out. This study reveals that the primary school drop-out rate in the program rural area was 29 percent and that the overall completion rate in this area is 6 percentage points higher than control rural areas. Controlling for child and household characteristics, he found that school meals reduce the probability of dropping out of school by 7.5 percent.

Empirical studies also reveal that School Feeding Programs indeed have significant positive impact on school participation. Such studies suggest SFPs are effective in encouraging school enrollment, enhancing class attendances, and lowering student drop-outs (WFP, 2009). A study done in southwest Ethiopia shows that food insecure adolescents and adolescents who were members of severely food insecure households were more likely to be absent from school and have a lower educational attainment in terms of the highest grade completed (Belachew et al. 2011). WFP 2012 food for education performance report also indicates that there is a significant increase in attendance and enrollment among intervention school than others (WFP, 2012). To

the contrary, study from Chile reveals that there is no observable impact of School Feeding Program on school participation (Patrick J, 2010). On the other side School Feeding Program, no significant positive impacts on drop-out rates. This is because school meals neither significantly contribute to nutritional statuses of school children (nor hence cannot avoid hunger related cause of drop-outs) nor do they compensate for the opportunity cost of school participation. The independent test of sample Absence Rates also shows no significant difference between the two groups of households/schools in terms of drop-out rates. (Dessalegn K, 2010).

2.6. Challenges to Implementing School Feeding Programs

2.6.1. Financial Burden of Running the SFP

According to the State of School Feeding Worldwide 2020 The data on sources of funding for school feeding programs in 2013 are based on the WFP survey of that year, and the 2020 results are based on the USDA-sponsored, global school feeding survey carried out by GCNF in 2019-2020. These estimates include three types of funding, in declining order of scale: domestic funding from national budgets; national-level donors and the private sector; and external donor funds channeled through United Nations agencies, including WFP, and non-state actors. Domestic budgets are the main source of funds for school feeding programs in all countries, except low-income countries. National budgets were the major sources of program support in both 2013 and 2020, and programs in high and middle-income countries were almost exclusively financed by domestic resources. In lower middle-income countries domestic funds also dominate, with 5 percent of funds coming from external donors. In low-income countries, in 2013, 83 percent of funds were from external donors. In 2020, this figure had fallen to 71 percent and low-income countries had significantly increased their share of domestic funding from 17 percent to 28 percent. There was also an emerging trend for new funding from local donors and the private sector. This suggests that nations are increasing their self-reliance and reducing their dependence on external sources of support. This increase has occurred at the same time as a 36 percent increase in the number of children fed, suggesting a growing prioritization of school feeding by low-income governments.

Some countries even fully implement the school feeding program for free for their primary school students. The Government of Timor-Leste's school feeding program provides a meal or snack to all students in preschools and basic education (Grades 1-9) throughout the country. In

full implementation, this represents providing mostly cooked meals to about one quarter of the population. The nationwide School Feeding Program was established by the Government of Timor-Leste (GOTL) in 2005 and has been through several phases of implementation. (HATUTAN – Midline Evaluation report, 2019)

The Addis Ababa City Administration has launched the 2019/2020 academic year school feeding program in all government primary schools, benefiting 360,000 school children. The administration is currently benefiting 668,000 students from the city administration and is supporting the program with a budget of 2 billion birr. (Addis Ababa plan commission report, 2022).

2.6.2. Stakeholders' Involvement in Running the SFP

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.

According to World Bank report 2016 Community involvement crucial for the success of school the, the strongest and most sustainable programs are those that respond to a community need, are locally-owned and incorporate some form of parental or community involvement. In Namibia, communities are expected to provide fuel, cooking utensils and storerooms. In Mali, school feeding programs have put schools at the heart of local development by promoting locally-owned meal programs. In Ghana, the government uses a digital school meals planner to develop nutritionally balanced school meals using local ingredients

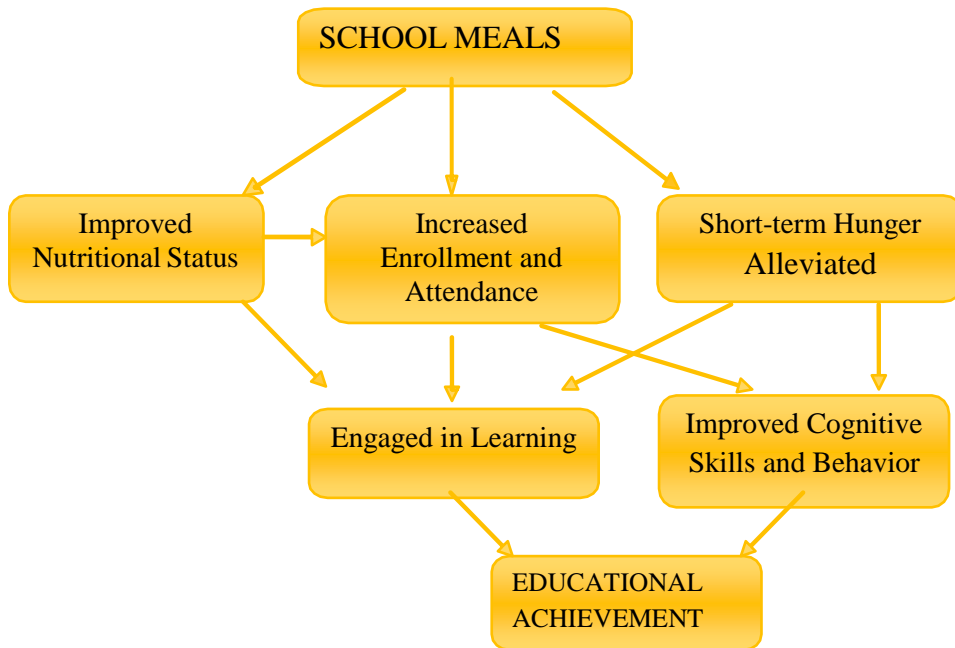
The school feeding program is positively perceived and considered as a very useful intervention to improve student's attendance, participation, concentration and health, and it has also lifted

parents' burden. However, there are challenges that need to be addressed, including lack of variety of the food, lack of kitchens on school premises, lack of dining rooms, shortage of clean water, and electricity interruptions. (Messay et al, 2020).

2.7. Conceptual Framework

The theoretical framework guiding the study was adopted from (Grantham et al, 1998) and (Jacoby et al, 1998). It was adopted because the model titled framework on school feeding program (Fig. 1) clearly analyzed the relationships between school feeding programs and school enrolment and attendance. The adoption was also deemed fit because some of the variables espoused in the framework (Fig. 1) involving short-term hunger alleviation, engaging in learning, improving children nutritional status, improving cognitive skills and behavior and educational achievement, though were viewed unrelated to the current study objectives were considered as prerequisites for students' enrolment and attendance which were the foci of this investigation. According to the model (Fig. 1), the potential impact goal of targeting children through Food for Education programs is to increase their educational achievement so as to improve their potential future productivity and earnings. However, improvement in educational achievement due to serving food in SFPs is thought to occur through three pathways as demonstrated in Fig. 1. First, FFE programs increase school attendance by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education (Grantham et al, 1998). This leads to more time spent in school and more time spent towards learning. The second is through the alleviation of short-term hunger which improves children's cognitive functioning and attention span. The third path is through the improved nutritional status of children by providing them calories and nutrients in addition to their regular diet. This leads to better health and better resistance to infectious diseases and illnesses that would keep children attending school. Thus, better nutrition indirectly improves educational achievement by increasing school attendance by children (Buttenheim AM et al, 2011).

Figure 1. Conceptual framework on school feeding program



Source: Adapted from Grantham-McGregor et al. (1998) and Jacoby et al. (1998).

CHAPTER THREE: RESEARCH METHODOLOGY

Research methodology is a systematic theoretical analysis of the methods applied to any field of the study. This chapter aim to point out methodology that was used in the study ranging from research design to target population and sampling. It also highlights data collection methods, approaches and instruments.

3.1. Description of the study area

The research was conducted in Kirkos sub-city, one of the 11 sub-cities of Addis Ababa City Administration. Kirkos is the inner sub-city bordered by Nifas Silk Lafto, Lideta, Arada, Yeka and Bole sub-cities and has various international, continental and national institutions. These include the National Palace, the National Stadium, Meskel Square, the Organization of African Union, and the European Commission for Africa. 221,234 (M 103,500 F 117,734) people live in Kirkos sub city and it is one of the most commercially vibrant sub-city that covers 1464.72 hectares and have an average density of 90.6 people per hectare (CSA Ethiopia 2007). At present, the sub city is divided in to 10 woredas and 586 blocks. There are 21 kindergartens, 18 primary and 4 secondary government schools in the sub-city. This study was conducted in 5 government primary schools in 3 of the 10 woredas.

Table 1: Number of schools in Kirkos sub-city

No.	Type of school	Level and number of schools			Total
		Kindergarten	Primary	Secondary	
1.	Government	21	18	4	43
2.	Private	18	21	5	44
3.	Public	0	1	1	2
4.	NGO/International/Other	2	3	2	7
	Total	41	43	12	96

Source: *Kirkos Sub-City Education Office (2021/2022)*

3.2. Research design

Burns and Grove (2003:195) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Parahoo (1997:142) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed”. Polit et al (2001:167) define a research design as “the researcher’s overall for answering the research question or testing the research hypothesis”.

The study followed a descriptive research design to collect a qualitative and quantitative data on effects of SFP on school participation.

3.3. Research Approach

Mixed research approach was preferred for this research. Because it is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem. The rationale for choosing a mixed method was that it gives a chance to use multiple methods, different views and assumptions, as well as different forms of data collection and analysis technique (Creswell JW; 2013).

3.4. Data sources and types

Both primary data and secondary data were used in this study.

3.4.1. Primary Data

Primary research refers to research that has involved the collection of original data specific to a particular research project (Gratton & Jones, 2010). When doing primary research, the researcher gathers information first-hand rather than relying on available information in databases and other publications. The primary data were obtained through structured questionnaire and semi structured in-depth interview. Home room teachers participated in the questionnaire and principals, parent-teacher student unions members, and feeding officers were also participated in the interview.

3.4.2. Secondary Data

Secondary data refers to information gathered from existing sources (Sekaran; 2003). Secondary data were data collected before by another researcher (Kothari; 2004). In other words, these are data which are already collected, analyzed and stored for public use including reports, journals,

research papers and other relevant data relating to the subject at hand. Secondary data were sourced from relevant report and documents from the sampled schools to complement the primary data. The retrieved data were analyzed using simple descriptive statistics in the form of simple percentages and reported using the triangulatory process.

3.5. Sampling technique and sample size

Sampling technique Kothari (2004) defines sampling as the process of selecting a sample from a population. Researchers select a sample due to various limitations that may not allow researching the whole population (Mugenda & Mugenda, 2003). In sampling, a section of the population that is selected represents the entire population.

The study used both probability and non-probability sampling design to obtain the desired number of respondents. The researcher used purposive sampling method to select 27% of the 18 target schools, and that produced a sample of five (5) primary schools. The sample of 27% of the schools was deemed adequate for the purposes of generalization (Mugenda and Mugenda, 2003). Principals were selected in purposive method and PTSU members, feeding officers and home room teachers were selected in simple random sampling method. Respondents were represented by 5 (100%) principals, 58(81.6%) home room teachers, 13(33%) members of the Parent Teacher Student Union and 3 (100%) feeding officials. A total of 79 (65.2%) respondents participated in questionnaire and interview.

Table 2: Sample Size Determination

No	Description	Target Population			Sample size			Sample in %		
		M	F	T	M	F	T	M	F	T
1.	Principals	4	1	5	4	1	5	100	100	100
2.	Home room Teachers	38	33	71	30	28	58	78.9	84.8	81.6
3.	PTSU	18	24	42	6	7	13	33.3	29.1	33
4.	SFP officers	2	1	3	2	1	3	100	100	100
	Total	62	59	121	42	37	79	67.7	62.7	65.2

3.6. Data Collection Tools

The task of data collection begins after a research problem has been defined and research design/ plan chalked out. While deciding about the method of data collection to be used for the

In this research, the researcher used both primary and secondary data sources. As primary data source the researcher uses Questionnaire and interview as a data collection instrument and document analysis was used by the researcher as secondary data source. Both data were prepared by the researcher and criticized by experts in the field. The English-language version interview guiding questions were translated into Amharic. This is because during the interview, it was important for the respondents to easily understand what the researcher wanted to say. To strengthen primary data, the researcher used document analysis as an additional source of data.

3.7. Data analysis methods

The data collected was analyzed using descriptive techniques of data analysis. The study generated both qualitative and quantitative data. Descriptive statistics meant to be used to analyze the data obtained. Qualitative analysis considered the inferences that are made from the opinions of the respondents. The findings were discussed and presentation made on graphs and tables. Statistical Package for Social Sciences (SPSS) was used by the researcher to analyze the data where the frequencies, percentages, means and standard deviations obtained and used to answer the research questions. The data was then interpreted and generalization done.

3.8. Ethical considerations

Research ethics are the codes of behavior adopted by a group suggesting what member of a group thought to do under a given circumstance (Zikmund, 2000) and the researcher tried to ensure confidentiality of the information that was provided by the respondents by respecting their rights and privacy through the process and was ensure that the study will be used for academic purpose and not for other purpose. The respondent did not write their names in the questionnaire and confidentiality was observed. In addition to that, researcher in adhering with ethical issues guaranteed anonymity and acknowledge all the works of others used in this study and the respondent questionnaire are still kept under the researcher custody.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

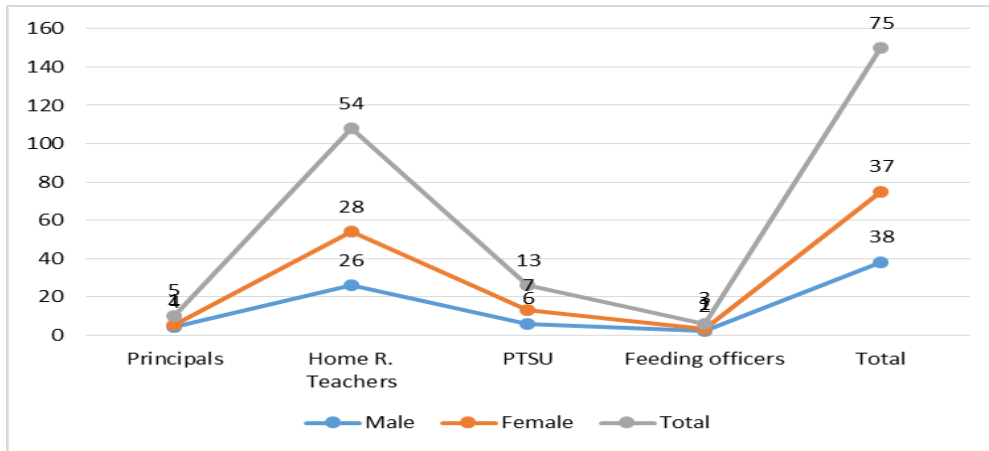
This chapter deals with presentation, analysis and interpretation of the data gathered through questionnaire, document analysis and semi-structured interview. The chapter was organized mainly in five sections. The first section deals with the background of the respondents whilst the other sections deal with the analysis of the finding of the study in relation to the basic research questions. The summary of the quantitative data has been presented using tables and graphs that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen the quantitative one.

Thus, a total of 58 questionnaires for home room teachers were distributed. Among these 54 questionnaires were returned. This represents 93.1%, which was considered significant enough to provide a basis for valid and reliable analysis to explore the practice of school participation. Interview was conducted among 5 principals, 13 PTSU member and 3 feeding officers were selected from schools. These were instrumental in generating the necessary information on the issue under investigation. In general, 75(94.3%) of respondents participated in the study and presented the necessary information on the under discussion through questionnaire and semi-structured interview. Therefore, the researcher concluded that the total response rate was sufficient and safe to analyze and interpret the data.

4.2. Socio-demographic Characteristics of the Respondents

Fig 2 presents the study participants using difference variables. Regarding sex, 37 (49.3%) females participated in this study among this 1 principal, 28 home room teachers, 7 PTSU members and 1 from feeding officers. Whereas 38 (50.7%) were male, among these 4 were principals, 28 home room teachers, 6 PTSU members and 2 from feeding officials. Teachers in schools were relatively large. This is because female teachers are closer to the mothers who cook in the schools and can provide more information.

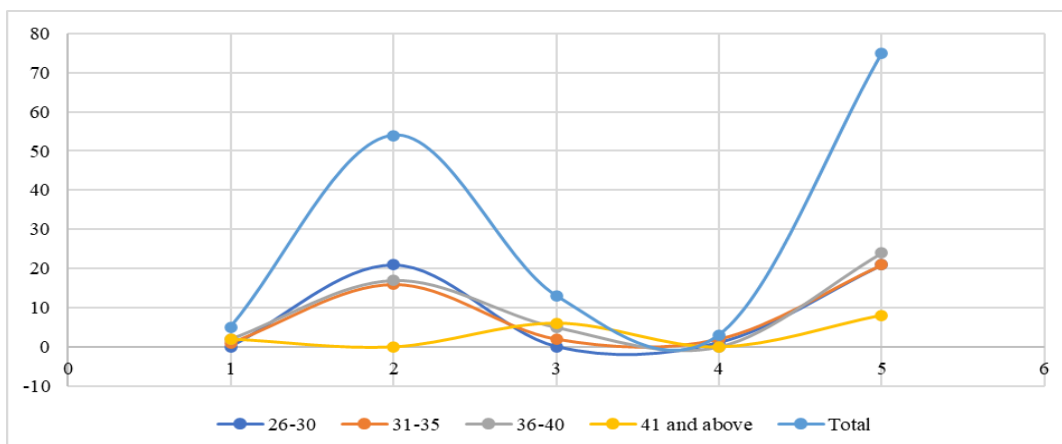
Fig 2: Respondents in terms of Sex



Source: From field survey, 2022

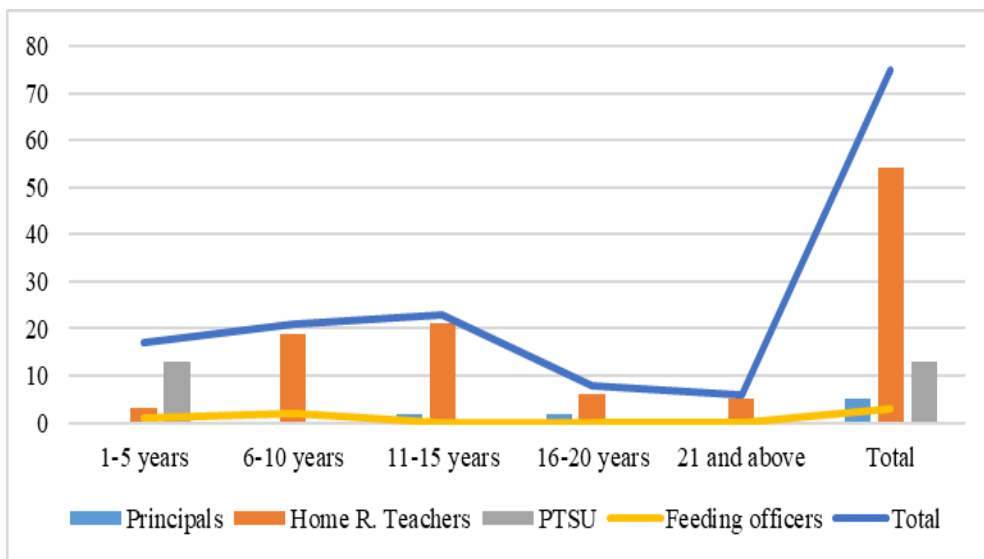
As indicated in Fig 3 below, related to age of the participants, 21 (28%) of home room teachers and 1 (33.3%) feeding officers were the age from 26-30 years old. 1 (20%) of principals, 16(21.3%) of home room teachers, 2 (15.3%) PTSU members and 2 (66.7%) feeding officers ages were between 31-35 years old. 2 (40%) of principals, 17(22.6%) of home room teachers, 5 (38.4%) PTSU members' ages were 31-36 years old. On the other hand, 2 (40%) of principals and 6 (46.1) PTSU members have 41 and above years old. The findings show that the majority 24 (30.4%) of participants were ages between 36-40 years. This implies that the respondents are in the best position to give credible information concerning the program since they are directly involved in the program

Fig 3: Respondents Age



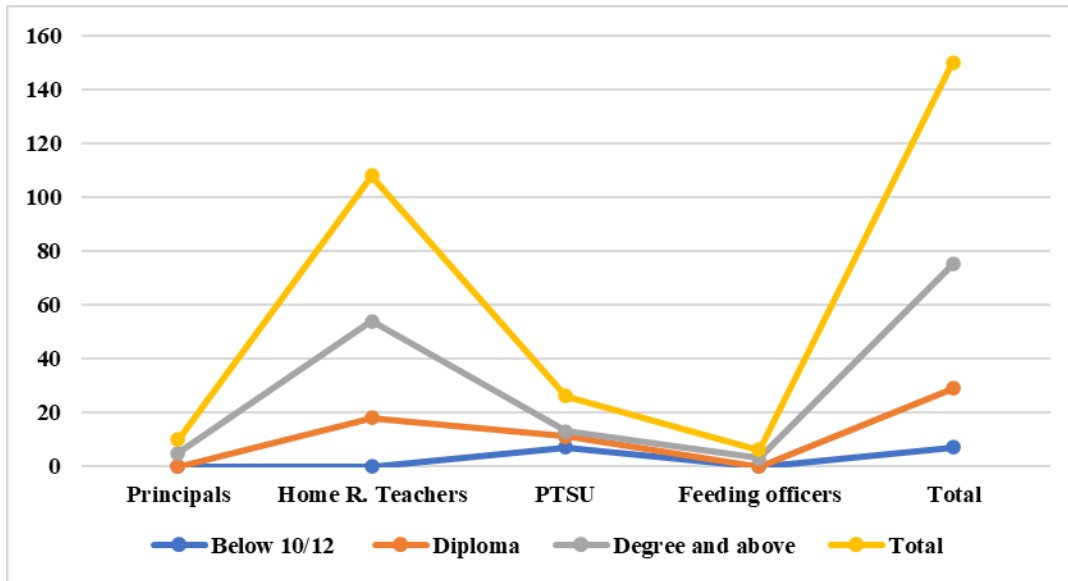
In terms of experience, in Fig 3, 3(5.6%) of home room teachers, 13(100%) PTSU members and 1(33.3%) have 1-5-year experience. 19 (35.1%) home room teachers and 2 (66.7) feeding officers with 6-10-year experience and 2 (40%) principals and 21 (38.9) home room teachers have 11-15 years of experience. 2 (40%) principals and 6 (11.1) home room teachers have 16-20 years of experience. On the other hand, 1 (20%) of principals and 5(9.3%) home room teachers have 21 and above years of experience. Respondents with a maximum of 23 (30.6%) accounted for 11-15 years of work experience. This therefore implies that most of the respondents have been in their respective positions for a sizeable period and have garnered sufficient experience that could enable them to give reliable information relating to the study.

Fig 4: Respondents Experience



In Fig 5 below, related to level of education, 7 (53.8%) of PTSU members have below grade 10/12, 18(33.3%) home room teachers and 4(30.7%) PTSU members have diploma. On the other hand, 5 (100%) principals, 36 (66.7%) home room teachers, 2 (15.3%) PTSU members and 3 feeding officials have first degree and above. Of the total respondents, 46 (61.3) had a bachelor's degree or higher. This is evidently shown in this result as most of the respondents are seen to be well educated

Fig 5: Respondents level of Education



4.3. Effect of school feeding program on school participation

Most research findings indicate that school meals have a positive effect on school participation as measured by school enrollment, class attendance, student drop-out status and academic achievement. (Meng & Ryan, 2003; Ahmed & DelNinno, 2004; Vermeersch & Kremer, 2004). In this section, the data on effects of SFP were analyzed regard to enrollment, attendance and drop-out analyzed using the frequency, percentile, mean and standard deviation.

The Likert scale used represented **5** = Strongly Agree, **4** = Agree, **3** = Undecided, **2** = Disagree and **1** = Strongly Disagree. To analyze this data the researchers merged strongly agree and agree = “Agree”, disagree and strongly disagree = “disagree”. Thus, the mean range of **1.00–2.59** categorized as “Disagree” and **3.4–5.00** as “Agree”. Besides, the qualitative data have also been put together for broader understanding.

4.3.1. Teachers’ response regarding school enrollment

One of the four objectives of the research was to assess the effect of the school feeding program on student enrollment. To test their perceptions towards the contributions of the school feeding programs in addressing students’ enrollment in the schools, questions were forwarded to home room teachers to rate the extent of SFP to this objective. In Table 3 of item 1, regarding to

enrollment has increased due to food availability, the mean ($M = 3.9$) which felt under agree scale. This shows that school feeding has positive impact on student enrollment.

Table 3: Teacher’s response on enrollment

No	Items	Scales										M	SD
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
1.	Enrollment has increased due to food availability	19	35.1	24	44.4	2	3.7	9	16.7	0	0	3.9	1.03
2.	The feeding contributed to the enrollment of children at school age	17	31.5	27	50	3	5.6	7	12.9	0	0	4.0	0.95
3.	It has caused children who have dropped out of school to return to school	13	20.0	39	72.2	2	3.7	0	0	0	0	4.2	0.49

Similarly, in Table 3 of item 2, the scored mean ($M = 4.0$) which felt under agree scale. This confirmed by home room teachers as school feeding has significant effect on enrollment of children at school age. Moreover, in item 3 of the same table, the scored mean ($M = 4.2$) indicates that most of home room teachers believed that the impact of dropping out students back to school was significant.

In connection with this question, they were interviewed by principals, PTSU and feeding Officers. In the interview all the respondents were in agreement that the SFPs have resulted to increased enrollment. When asked to give reasons for their responses, the principals 1 from school X stated that school feeding had motivated the majority of parents to enroll their children. *“Parents enroll because they know that their children will have meals while at school instead of staying home hungry,”*, *“there is negative attitude of parents and the community at large towards the education of their children.”* The SFP officers-in-charge also had similar opinions. *“As feeding officers 2 sub city education office, we used to appeal to the parents to enroll their children but since the introduction of school feeding program, parents enroll their children without being persuaded by the school authority,”* said one home room teacher. During the interview with the PTSU representatives 7 from school Y, School feeding was mentioned as a reason for increase in enrolment. In addition, a representative of PTSU from school 5 stated in the interview that a *“student who dropped out of school due to a problem was able to come to school due to the implementation of the school feeding program. In my opinion, the program has*

a significant impact on student enrollment”.

The school V, principal 3 who participated in the interview describes that the program was a great relief as some low-income parents could not afford to send food to school for their children. Principal from school Y also stated that the program is important in terms of enabling school-age children to come to school and for students who have dropped out of school due to various problems. Additionally, principals revealed the benefit of school feeding program influence on the whole school, the family and the community. However, it was also noted that while school feeding program has led to an increase in enrolment and attendance, this increases the likelihood that educational quality will be compromised if the number of learners exceeds available resources such as desks, text books and teachers.

Principal from school W said that:

“Of course, in terms of student enrollment, there has been no significant increase in the number of students in our school over the past four years, partly because of the redevelopment of the area around our school.” School Z principal. This response was similar with the author finding.

.....no significant increase in enrollment as a result of school meals (Dessaiegn K, 2011)

Table 4: Number of students enrolled in schools “between” 2010-2013 E.C

School Name	Academic Years (E.C)											
	2010			2011			2012			2013		
	M	F	T	M	F	T	M	F	T	M	F	T
Atse Tewodros	380	383	763	371	395	766	377	396	773	364	397	761
Urael	113	289	402	143	173	316	113	160	273	140	220	360
Ewket Minch	293	348	641	259	309	568	273	317	590	284	307	591
Meserete Ethiopia	455	605	1060	450	594	1044	482	570	1052	545	604	1149
Wondimamach	189	302	491	182	207	389	186	211	397	184	205	389

Source: *Kirkos sub city Education office (2021/2022)*

4.3.2. Effects of SFP on class attendance

Class attendance, measured by absence rate, is also analyzed to determine if the School Feeding Program has significant positive impact. To this end questions were forwarded to participant home room teachers and their response were presented.

In Table 5 of item 1, related to students stay at home until food is available at school for them to come the teachers scored mean ($M = 3.70$) which felt under agree scale. This reflects home room teachers believed that many students stay at home until food is available at school for them to come. Similarly, in item 2 of Table 5, the scored mean ($M = 4.80$) indicates that most of home room teachers agree on SFP has contributed to students' regular attendance of school.

Moreover, for item 3 of the same table, means scored ($M = 4.2$) indicates that home room teachers agree on SFP increase in students' retention in school because of provision of meals. In item 4 table 5, means scored ($M = 3.9$). This indicates that student attendance has changed during the school meal program. In item 5 of Table 5, the scored mean ($M = 3.6$) indicates that most of home room teachers agree on the school meals enhance children's class attendance.

Table 5: Teacher's response on class attendance

No	Items	Scales										M	SD
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
1.	Many students stay at home until food is available at school for them to come.	13	24.0	24	44.4	8	14.8	6	11.1	3	5.6	3.7	1.1
2.	SFP has contributed to students' regular attendance of school	31	57.4	18	33.3	5	9.25	0	0	0	0	4.8	0.7
3.	There is an increase in students' retention in school because of provision of meals	20	37.0	26	48.1	6	11.1	2	3.7	0	0	4.2	0.8
4.	There is change of rate in student classroom participation during the period of no food.	16	29.6	25	46.3	8	14.8	5	9.2	0	0	3.9	0.9
5.	School meals enhance children's attendance in school.	14	25.9	26	48.1	7	12.9	7	12.9	0	0	3.6	1.3

Source: From field survey (2022)

These findings reflect the responses given by home room teachers when they were asked to respond on a Likert scaled statement that required them to show the level of their agreement that school feeding program has positive effect on class attendance.

In the interview, the principal W commented on the program's contribution to the classroom attendance, she said:

“There is no question. In the context of our school, I think the program is important for students to attend school regularly. In the afternoon, when the feeding program did not begin, the students did not want to stay in school and most of the classrooms were empty. But now that is not the case.” (Interview, March 15, 2022).

Similarly, PTSU members from school W member often stated that:

“The program has helped us greatly reduce the burden on our parents. This is because before the start of school, most students go out of school and are exposed to a variety of addictions. But now that the diet is being implemented at school, there has been an improvement in student attendance.” (Interview, March 18, 2022).

The findings from the interview with principals revealed that, school feeding attracted more children to be enrolled and motivated many learners to be attending classes regularly, and that their friends who go to other schools where this program was not implemented were seeking transfers to move to schools where the program was implemented.

The school feeding program has a significant impact on student attendance. This discovery (Adelman et al., 2008) when he strengthens it, SFP can also be an effective way of increasing school attendance rate because pupils receive the meal only when they are present in school. Similarly, Dheressa (2011) stated that school feeding increase class attendance because children receive the meal only when they attend school.

4.3.3. Effect of SFP on dropout

The findings of most studies show that school feeding program has a positive effect on reducing dropout rates. SFP had an impact on reducing school drop-out rate among beneficiaries of school meals (Mahama, 2017; Oduro-Ofori and Tagoe, 2018). To this end, questions were forwarded to participant home room teachers to rate their view and presented in Table 6 as follow.

Table 6: Teacher’s response on dropout

N o.	Items	Scales										M	SD
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
1.	When the SFP is on progress the dropout rate decreases in the school.	14	25.9	24	44.4	4	7.4	10	18.5	2	3.7	3.7	1.1
2.	Termination of SFP increases dropout rates.	13	24.0	21	38.8	9	16.6	11	20.3	0	0	3.6	1.0
3.	There is significant influence of SFP on dropout rates.	19	35.1	29	53.7	6	11.1	0	0	0	0	4.2	0.6

Source: From field survey (2022)

In Table 6 of item 1, the scored mean ($M = 3.7$) which felt under agree scale. This confirmed by teachers as when the school feeding program was on progress the dropout rate decrease. Similarly, in item 2 of Table 6, the scored mean ($M = 3.6$) indicates that most of teachers believed that the termination of SFP will increases dropout rates. Moreover, in item 3 of the same table, the scored mean ($M = 4.2$) indicates that most of teachers believed as there was significant influence of SFP on dropout rates.

During the interview, the respondents’ opinions differed from one group to the other. In their response to the study, parents had the opinion that, the school-feeding program contributes to addressing students’ dropout in selected primary schools. Principals from school X who responded to this point were 5 and out of that, 80 percent of them expressed their opinion that school feeding helped to reduce students’ dropout rates in their school. During the interview with principals had to say:

“The effect of the school feeding program on student dropouts is significant. Especially at our school, the program brought a great deal of relief. Some of the low-income students at our school became ill and did not even eat breakfast, which led to their dropping out. But now they are eating at their school, and the problem is almost solved.” (Interview, (Interview, March 20, 2022).

Principal 3 from school Y, who had different opinion, had the opinion that the reduction of students’ dropout was not due to the presence of food at schools alone. They had the opinion that

the removal of the school fees, supply of learning materials including school uniforms in all government primary schools contributed to the decrease of students' drop out.

In an interview with PTSU members, it was mentioned that the program has resulted in improved collaboration and participation between school administration and the community, for instance, some parents were volunteering to prepare meals, collect water and even collect foods stuff for the program to continue.

PTSU member 6 from school Z had this to say:

“School feeding program provides us with an opportunity to participate in the education of our children and always available to work with the school management when need arises.”

The findings from the focus group discussions with learners revealed that, school feeding attracted more children to be enrolled and motivated many learners to be attending classes regularly, and that their friends who go to other schools where this program was not implemented were seeking transfers to move to schools where the program was implemented.

In an interview with the PTSU member 4 from school Z, he described the positive aspects of the program being implemented at his school.

“The meaning of the school feeding program is very important to us parents. We can get our children to go to school early in the year, but we are not able to meet the needs of our children to complete the school year. As a result, the program not only relieved parental pressure but also prevented our children from dropping out of school. In addition, I think the government's displacement projects increase the student dropouts, so the displacement should be done in a planned and timely manner.” (Interview, March 21, 2022).

Another member of the parent committee reinforces the suggestion

“The benefits of a school meal plan are enormous. Because we have so many mothers who cannot afford to feed our children and send them to school. In fact, despite the fact that our children are enrolled at the beginning of the year, parents are often left out of school to help and support the family because of low income. It was the program that freed us from all this pressure.” (Interview, March 23, 2012).

The feeding officers 2 also shared their thoughts

“The school feeding program can be said to play a key role in preventing students from dropping out of school. The main reason I say this is that during the years when the program was not implemented, some students came to school without eating and could not even stand at the flag-raising ceremony.” (Interview, March 24, 2022)

Although most of the participants in the interview shared similar views on the importance of students’ dropout in school feeding programs, some commentators noted that loneliness is not the only way to reduce dropouts for students. This finding also shared ... SFP has no significant positive impacts on drop-out rates. This is because school meals neither significantly contribute to nutritional statuses of school children (nor hence cannot avoid hunger related cause of drop-outs) nor do they compensate for the opportunity cost of school participation (Dessalegn, 2011).

The table below confirmed that the dropout rate may not be so significant at the start of the program.

Table 7: Number of students drop out in schools “between” 2010-2013 E.C

School Name	Academic Years (E.C)											
	2010			2011			2012			2013		
	M	F	T	M	F	T	M	F	T	M	F	T
Atse Tewodros	0	0	0	0	0	0	0	0	0	0	0	0
Urael	3	8	11	7	10	17	1	4	5	0	0	0
Ewket Minch	8	14	22	6	5	11	0	0	0	1	9	10
Meserete Ethiopia	6	4	10	2	9	11	0	0	0	18	16	34
Wondimamach	3	2	5	0	2	2	1	1	2	2	0	2

Source: *Kirkos sub city Education office (2021/2022)*

4.4. Challenges of School Feeding Program.

Schools face a variety of challenges in implementing school feeding programs at the required level. Related to this researcher put their finding. The major challenges to implement proper school feeding programs were; shortage of water, food insecurity, inaccessibility, insecurity and harsh climatic conditions It was recommended that the government and all the stakeholders should develop possible measures to deal with finances and cost options. (Oduya Ann & Margaret Mwangi; 2019)

In an interview with principals and feeding officers and questionnaire for home room teachers to find out what the challenges are in implementing the school feeding program, they selected the following list from the list of actual challenges in their schools. Respondents in the questionnaire confirmed that all the challenges presented were seen in their schools, but they weighed the challenges accordingly.

As the table 8 below shows, 51(94%) of the challenges mentioned by home room teachers were high cost of ingredients. Related to this, principals say in an interview that the biggest challenge in school nutrition is the rising cost of food in our school. The government's budget is not commensurate with current food prices. Similarly, the feeding officer explained that current market prices have had a significant impact on student nutrition. The prices of agricultural and industrial food products are increasing dramatically; He also said that food prices are the main challenge. Similarly, 46 (85.1%) of the home room teachers say the shortage of water caused them a challenge for the program implementation. In response, 4 from 5 principals agreed that the biggest obstacle to implementing the school feeding program was water shortages. He also said that the water shortage has caused serious problems in food preparation and kitchen cleaning.

Similarly, the feeding officer 3 describes:

“Water is known to be useful for many activities. But in my opinion, water scarcity is the biggest challenge next to rising cost of living. Occasionally, food supplies are delayed due to a lack of water”.

Another challenge posed by teachers were Shortage of fuel/electricity for cooking. About 45 (83.3%) home room teachers agree. In response to an interview with principals and feeding officers, they stated that the challenge of implementing a school feeding program is shortage of fuel/electricity for cooking. They noted that power outages in schools have had a negative impact on food preparation and have cost schools more.

Lack of community Engagement is seen as a challenge in the implementation of the school feeding program. Asked what the community's participation in the program was, 41 (75.9%) teachers said there was a lack of community participation. The principals explained that although the community's participation in the implementation of the program was great, the participation in the schools was very low. Similarly, the feeding officer 1 emphasized this point, saying that

there is a lack of participation in the feeding program as the community participates in other activities at the school.

Table 8: Challenges of school feeding program

No.	SFP challenges	N	Respondents in %	Rank
1.	High cost of ingredients	51	94.4	1
2.	Lack of community Engagement	41	75.9	5
3.	Shortage of SFP ingredients	48	88.9	2
4.	Inadequate size of Dining area	32	59.2	8
5.	Shortage of Water	46	85.1	3

Another mentioned challenge is the inadequate size of Dining area. In this regard, 32 (59.2) home room teachers stated that the inadequate size of dining area is a challenge. Similarly, when principals share their views in the interview, most agree that although the program is well implemented, the students' dining environment is not ideal.

In support of this idea, the Feeding Officer 2 explains that:

“The implementation of the program in schools has improved school participation. But there is inadequate size of Dining area”.

Although the program is facing the challenges outlined in the table, we can see from the findings that High cost of ingredients, Shortage of SFP ingredients, Shortage of water, Shortage of fuel/electricity for cooking, and Lack of community Engagement take a major part. The result is closely related to this finding. The school feeding program is positively perceived and considered as a very useful intervention to improve student’s attendance, participation, concentration and health, and it has also lifted parents' burden. However, there are challenges that need to be addressed, including lack of variety of the food, lack of kitchens on school premises, lack of dining rooms, shortage of clean water, and electricity interruptions. (Messay G. et al; 2020).

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of major findings of the study and draws some important conclusions from the empirical results of study. Moreover, based on the conclusions, some recommendations regarding the study entitled “effect of school feeding program on school participation” are formulated. In addition, directions for future research are also discussed. This thesis has examined the effect of SFP on student’s enrollment, class attendance and school dropout. Finally, it identified the challenges SFP faced.

5.1. Summary of the Findings

The first objective of the study, which is “assessing the effect of school feeding program on student enrollment”. The results revealed that school enrollment has increased due to food availability in schools. The study also found that school-age children were more likely to attend school at the appropriate age. The study findings again show that students who dropped out of school were able to return to school and start school.

The second objective of this study, which is “describe the benefits of school feeding program on student class attendance”, was also achieved through descriptive analysis of the variables under study. The finding revealed that many students stay at home until food is available at school for them to come. Similarly, the study result indicates that SFP has contributed to students’ regular attendance of school and increase in students’ retention in school because of provision of meals. The result also shows that student attendance has changed during the school meal program. When School meal properly available in schools, enhance children’s class attendance.

The third objective of this study was “assessing the role of school feeding program on student dropouts.” The study finding shows that when the school feeding program was on progress the students dropout rate decrease. Similarly, the result shows that the termination of SFP will increases the students’ dropout rates. The finding of the study also revealed that there was significant influence of SFP on dropout rates.

The fourth objective of the study was “identify the challenges of school feeding program in selected primary schools”. The study finding shows that none of the sampled schools had

initiated alternative income generating activities at the school to supplement what the government was providing. And all sampled school confirmed that no alternative sources of financing to supplement what the government provided.

5.2. Conclusion

With the significant findings of this study, the following conclusions were drawn.

The findings of the study suggest that the school feeding program is significant in improving student enrollment. This is reflected in the fact that students come to school after school meals, students who have dropped out of school are enrolled to start school, and school-age children are enrolled to start school at an early age. It can be concluded that the school feeding program plays an important role in improving student enrollment.

The second purpose of the study is to show that many students stay home from school until food is available, that students attend school regularly and that students' stay at school is improved due to the supply of food. The findings tell us that the school feeding program is well implemented, that students' regular attendance at school will increase, their stay at school will improve, and they will stay home from school when food is not available. From this, it can be concluded that the school feeding program has a positive impact on the ability of students to attend school regularly.

The study finding confirmed that the implementation of school meal on progress the student dropout rates decreased, on the opposite while students' dropout rates increased when food was terminated or discontinued. It can be concluded that the school feeding program has a significant role to play in reducing student dropout rates and that the link is very high.

Although efforts are being made to implement the school feeding program to the desired level, the study indicates that there are various challenges associated with its implementation. Based on the findings it can be concluded that, high cost of ingredients, shortage of SFP ingredients, shortage of water, shortage of fuel / electricity for cooking, and Lack of community Engagement are some of the major challenges to be implemented.

5.3. Recommendations

Based on the conclusions drawn from the significant findings and conclusions of the study, the following recommendations are offered:

For education Bureau

The results of the study indicate that there are various challenges to the implementation of the program. These challenges are often the result of a lack of coordination between the main actors of the program and the stakeholders. For example, in order to solve the problem of electricity and water shortages, it is impossible to reach an agreement with the relevant authorities about the problem and the consequences. This means that the Addis Ababa Education Bureau and the Food Agency could work together to solve the problem of collaboration and develop a joint plan establishing a steering committee which works together and evaluate the program in a formative manner and take constrictive action accordingly.

For the school principals and woreda education office

The study revealed that, the program has brought about tremendous increases regular school attendance in the study area. This means that if program is well maintained, students will be willing to come to school and attend school. But this can only happen if more governmental support is directed at increasing more funding and other resources to the SFP. Beyond this, the study further recommends that school community members should be educated on the importance of the program so as to encourage their full support for the program operation. For instance, parents and the general community members could support the program with labor, food items and others so as to supplement the efforts government is already making. This is needed because of increasing food prices following the country's instability and the financial difficulties facing the nation lately, it is practically for next difficult for the state alone to continue to shoulder the burden of feeding children at the desired level.

Woreda education office

The study found that school feeding programs have a significant positive effect on reducing dropout rates. Given the potential impact of the program on student dropouts, it is important to

provide opportunities for the community to participate in any activities around the program and to use indigenous values as part of the program. That is better to coordinate and create awareness about SFP and its impact on students drop out for prominent and influential people in the village, “Idir”, “mahiber” and the like.

Principals

The school feeding program is being implemented in the government primary schools where the study was conducted. The study found that the program had a positive effect on improving enrollment, enabling students to attend school regularly, and it is not only allowing school-age children to attend school, but also allows students who have dropped out of school to start school. Therefore, if the government's support to improve the quality and sustainability of the program is adapted to the current living conditions, and schools could also use an alternative fund-raising mechanism such as working with microfinance institutions to use alternative strategies for schools to generate their own income, work to support the program by implementing urban agriculture in schools.

5.4. Suggestions for Further Studies

This study suggests the following areas for further research: -

- a) In order to improve school participation in their education in government primary schools, this research can be replicated in other parts of the country especially the urban poor. This is because the sample size of study may not be representative enough to reflect areas with a different social, economic and environmental background in other parts of the country.
- b) A study can be done on alternative sources of funds for the School Feeding Program to assist schools supplement government funds hence avoid disruption of the feeding programmers when the funds are not provided or delayed.
- c) A study can be carried out on the need assessment of all primary schools receiving funds from the government for the School Feeding Programs.

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APPENDICES

Appendix-A:

Questionnaire to be filled by Home Room Teachers

First of all, I would like to express my sincere respect gratitude for your willingness to be part of the interview. The purpose of this interview is to collect data for my master's thesis about the effect of School Feeding Program on school participation among government primary school children in kirkos sub city selected school. 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. You may refuse to answer any question and choose.

Thank you in advance

Part I: Demographic information

1. School name _____
2. Sex:
 - A. Male
 - B. Female
3. Age:
 - A. 26-30
 - B. 36-40
 - C. 41 -45
 - D. 41 and above
4. Level of education?
 - A. Diploma
 - B. First Degree
 - B. MA and above
5. How long have you been on this school?
 - A. 1-5 years
 - B. 6-10 years
 - C. 11 and above year

Part II: Related with effect of school feeding program on students participation

The following questions are to identify the level of agreement on the effect of school participation

Put a “tick” (√) in the most appropriate box.

Keys: 5= strongly agree, 4= Agree, (3) =Undecided, 2= Disagree, 1= strongly disagree

No	Items	5	4	3	2	1
1.	Enrollment					
1.1.	Students benefited from school feeding program.					
1.2.	School feeding encourages punctuality					
1.3.	Many students are enrolled in class one due to food Availability					
1.4.	Many students disappear when there is no school food.					
2.	Attendance					
2.1.	Many students stay at home until food is available at school for them to come.					
2.2.	SFP has contributed to students’ regular attendance of school					
2.3.	There is an increase in students’ retention in school because of provision of meals					
2.4.	There is change of rate in student classroom participation during the period of no food.					
2.5.	School meals enhance children’s attendance in school.					
3.	Drop-out					
3.1.	When the School Feeding Program is on progress the dropout rate decreases in the school.					
3.2.	Termination of SFP increases dropout rates.					
3.3.	There is significant influence of SFP on dropout rates.					

Part III: Challenges of SFPs

1. Have you initiated any income generating activities at the school to supplement what the government provide? A. Yes B. No
2. Do you have alternative sources of financing to supplement what the government provide? A. Yes B. No
3. According to your own opinion, what are the major challenges facing the effective implementation of the SFP in your school?

No.	SFP challenges	N	Respondents in %	Rank
1.	High cost of ingredients	51	94.4	1
2.	Lack of community Engagement	41	75.9	4
3.	Shortage of fuel/electricity	45	83.3	3
4.	Inadequate size of Dining area	32	59.2	5
5.	Shortage of Water	46	85.1	2

4. What recommendations can you suggest for improving the implementation of the SFP under your sponsorship?

Appendix-B

Interview with Principals

First of all, I would like to express my sincere respect gratitude for your willingness to be part of the interview. The purpose of this interview is to collect data for my master's thesis about the effect of School Feeding Program on school participation among government primary school children in Kirkos sub city selected school. 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.

Thank you in advance

Part I: Demographic information

1. School Name _____
2. Sex: A. Male B. Female
3. Age: A. 26-30 B. 36-40 C. 41 -45 D. 41 and above
4. Qualification? A. Diploma B. Degree and above
5. How long have you been on this position?
A. 1-5 years B. 6-10 years C. 11- 15 years D. 16 and above years

Part II: Guiding questions

- 6 What are the intended goals of the program?
- 7 When did the School Feeding Program start at your school?
- 8 Which bodies/organizations support the program in your school?
- 9 What is the role of your school in the implementation of the school feeding program?
- 10 Who is closely monitoring the feeding process?
- 11 How do you describe the effect of the program on school participation?
 - Do you think school feeding program helps in improve students' enrollment?
 - Do you think school feeding program helps in improve students' attendance?
 - Do you think school feeding program helps in reducing students' dropout?
12. According to your own opinion, what are the major challenges facing the effective implementation of the SFP in your school?

No.	SFP challenges	N	Respondents in %	Rank
a)	High cost of ingredients	51	94.4	1
b)	Lack of community Engagement	41	75.9	4
c)	Shortage of fuel/electricity	45	83.3	3
d)	Inadequate size of Dining area	32	59.2	5
e)	Shortage of Water	46	85.1	2

13. What recommendations can you suggest for improving the implementation of the SFP under your sponsorship?

አባሪ - ሀ፡

ከወላጅ መምህራን ተማሪዎች ህብረት ተወካዮች ጋር የተደረገ ቃለ ምልልስ

በመጀመሪያ ለጥያቄዎች ምላሽ ለመስጠት ፈቃደኛ በመሆንዎ በጣም አመሰግናለሁ። የዚህ ቃለ መጠይቅ አላማ በቂርቆስ ክፍለ ከተማ በተመረጡ የመንግስት የመጀመሪያ ደረጃ ትምህርት ቤት ተማሪዎች ላይ የትምህርት ቤት ምገባ መርሃ ግብር በት/ቤት ተሳትፎ ላይ ስላለው ፋይዳ ለማስተርስ ጥናታዊ ፅሁፍ የሚሆን መረጃ መሰብሰብ ነው። በዚህ ቃለ መጠይቅ የተሰበሰበው መረጃ ለአካዳሚክ ዓላማዎች ብቻ ጥቅም ላይ የሚውል ከመሆኑም ሌላ ሚስጥራዊነቱም የተጠበቀ ነው። የእርስዎ ተሳትፎ በፈቃደኝነት ብቻ የሚወሰን ነው። ማንኛውንም ጥያቄ ለመመለስ እና ለመምረጥ ካልፈለጉ ጥያቄውን መተው ወይም መዝለል ይችላሉ።

ለቀና ትብብርዎ በቅድሚያ አመሰግናለሁ

ክፍል አንድ፡ አጠቃላይ መረጃ

1. ጾታ ሀ. ወንድ ለ. ሴት

2. ዕድሜ፡-

ሀ. 20-25 ለ. 26-30 ሐ. 31-40 መ. 41 በላይ

3. የትምህርት ደረጃ

ሀ. ከ10-12ኛ ክፍል ለ. ዲፕሎማ ሐ. ዲግሪ

ክፍል II፡ ከተማሪዎች የትምህርት ተሳትፎ ጋር የተያያዙ ጥያቄዎች

1. በትምህርት ቤት የምገባ መርሃ ግብር ትግበራ የእርስዎ ሚና ምንድን ነው?

2. የትምህርት ቤት ምገባ መርሃ ግብር የተማሪዎች ቅበላ መጠንን አሻሽሏል ብለው ያስባሉ? እንዴት?

3. የትምህርት ቤት ምገባ መርሃ ግብር ተማሪዎች ከትምህርት ቤት እንዳይቀሩ ምክንያት ሆኗል ብለው ያስባሉ? እንዴት?

4. የትምህርት ቤት ምገባ መርሃ ግብር የተማሪዎች መጠነ ማቋረጥን የቀነሰ ይመስልዎታል? እንዴት?

5. የትምህርት ቤት ምገባ መርሃ ግብር የተማሪዎች ውጤታማነትን ያሻሽላል ብለው ያስባሉ? እንዴት?

6. የተማሪዎች ቅበላ ላይ ተጽእኖ የሚያሳድሩ ሌሎች ነገሮች ምክንያቶች ምንድን ናቸው ብለው ያስባሉ?

7. በትምህርት ቤት መገኘት/ መቆየት ላይ ተጽእኖ የሚያሳድሩ ሌሎች ነገሮች ምንድን ናቸው?

8. ተማሪዎች ከትምህርታቸው እንዲያቋርጡ የሚያደርጉ ሌሎች ምክንያቶች ምንድን ናቸው?

9. የትምህርት ቤት ምገባ ትግበራ ላይ ህብረተሰቡን አስተዋጽኦ እንዴት ይገልጻል?

10. የትምህርት ቤት ምገባ መርሃ ግብርን ከመተግበር አኳያ ያሉትን ተግዳሮቶች ቢገልጹ

11. በእርስዎ አስተያየት የትምህርት ቤት ምገባ ፕሮግራምን ለማሻሻል ምን መደረግ አለበት?

አባራ-ለ፡

ከትምህርት ቤት ምገባ አስተባባሪዎች ጋር የተደረገ ቃለ ምልልስ

በመጀመሪያ ለጥያቄዎች ምላሽ ለመስጠት ፈቃደኛ በመሆንዎ በጣም አመሰግናለሁ። የዚህ ቃለ መጠይቅ አላማ በቂርቆስ ክፍለ ከተማ በተመረጡ የመንግስት የመጀመሪያ ደረጃ ትምህርት ቤት ተማሪዎች ላይ የትምህርት ቤት ምገባ መርሃ ግብር በት/ቤት ተሳትፎ ላይ ስላለው ፋይዳ ለማስተርስ ጥናታዊ ፅሁፍ የሚሆን መረጃ መሰብሰብ ነው። በዚህ ቃለ መጠይቅ የተሰበሰበው መረጃ ለአካዳሚክ ዓላማዎች ብቻ ጥቅም ላይ የሚውል ከመሆኑም ሌላ ሚስጥራዊነቱም የተጠበቀ ነው። የእርስዎ ተሳትፎ በፈቃደኝነት ብቻ የሚወሰን ነው። ማንኛውንም ጥያቄ ለመመለስ እና ለመምረጥ ካልፈለጉ ጥያቄውን መተው ወይም መዝለል ይችላሉ።

ለቀና ትብብርዎ በቅድሚያ አመሰግናለሁ

ክፍል አንድ፡ አጠቃላይ መረጃ

1. ጾታ U. ወንድ ለ. ሴት
2. ዕድሜ፡- U. 20-25 ለ.26-30 ሐ.31-40 መ. 41-50
3. የትምህርት ደረጃ U. ከ10-12ኛ ክፍል ለ.ዲፕሎማ ሐ. ዲግሪ መ.ማስተርስ

ክፍል II፡ ከትምህርት ቤት ምገባ ጋር በተያያዙ ለቃለ መጠይቅ መነሻ የሚሆኑ ነጥቦች

1. ትምህርት ቤት ምገባ ከጀመረ ምን ያክል ጊዜ ይሆነዋል?
2. በትምህር ቤት ምገባ መርሃ ግብር ትግበራ ውስጥ የእርስዎ ሚና ምንድን ነው?
3. የትምህርት ቤት ምገባ መርሃ ግብር ዓላማ አድርጎ የተነሳው ምንድን ነው?
4. የትምህርት ቤት ምገባ መርሃ ግብርን በበጀት የሚደግፈው አካል የትኛው ነው?
5. የትምህርት ቤት ምገባ ፕሮግራምን ለመከታተል እና ለመደገፍ ምን ስርዓት ተዘርግቷል?
6. መርሃ ግብሩ ለተጠቃሚዎች ምን ጠቀሜታ ይኖረዋል ብለው ያስባሉ?
 - ከተማሪዎች ቅበላ፣ ቆይታና መጠነ ማቋረጥ አኳያ
7. በእርስዎ አስተያየት በትምህርት ቤት ምገባ መርሃ ውጤታማ ትግበራ ላይ የሚያጋጥሙ ዋና ዋና ተግዳሮቶች ምንድን ናቸው?
 1. የምግብ ንጥረነገሮች ዋጋ መወደድ
 2. የማህበረሰብ ተሳትፎ ማነስ
 3. የነዳጅ/የኤሌክትሪክ እጥረት

- 4. የመመገቢያ ቦታ በቂ አለመሆን
 - 5. የውሃ እጥረት
2. ምን ተጨማሪ ስራ ቢሰራ የትምህርት ቤት ምገባ መርሃ ግብርን በተሻለ ሁኔታ ማከናወን ይቻላል?

Number of students Enrolled in selected school; 2010-2013 E.C

School Name	Academic Years (E.C)											
	2010			2011			2012			2013		
	M	F	T	M	F	T	M	F	T	M	F	T

Atse Tewodros												
Urael												
Ewket Minch												
Meserete Ethiopia												
Wondimamach												

Number of drop out students selected school; 2010-2013 E.C

School Name	Academic Years (E.C)											
	2010			2011			2012			2013		
	M	F	T	M	F	T	M	F	T	M	F	T
Atse Tewodros												
Urael												
Ewket Minch												
Meserete Ethiopia												
Wondimamach												

