

JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT



THE PRACTICE OF SCHOOL FEEDING PROGRAM (SFP) IN PRIMARY SCHOOLS OF  
MAO-KOMO SPECIAL WOREDA

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## **ACRONOMYS AND ABBREVIATIONS**

ANSFEP African Network for School Feeding Program

BGRS Benishangul Gumuz Regional State

ESDP Educational Sector Development Program

FFE Food for Education

GCNF Global Child Nutrition Foundation

HGSFP Home Grown School Feeding Program

MoE Minister of Education

NGO Non- Government Organization

REB Regional Education Bureau

SFP School Feeding Program

WEO Woreda Education Office

WFP World Food Program

## **Abstract**

*The purpose of the study was to assist agents on how to sustain the program by knowing the existing practices of SFP in Mao-Komo special woreda. The Objectives Of The Study Were to investigate the practice of School Feeding Program in primary schools of Mao-Komo special woreda. Descriptive serve design with Mixed Method with a Quantitative and Qualitative Approach Were Used to Collect Data. The Study Was Conducted In Mao-komo special woreda SFP beneficiaries' primary Schools. The target population of the study was 1664 which comprised of 1319 beneficiary students who are attending in government primary schools found in Mao-Komo special worda, 276 teachers,7 principals, 7 vice heads, 49 members of PTAs,3 educational experts who are participating in school feeding program and 3 kebele administrators are the target population of the study. The sample size drawn was 312. Out of this sample population 163 School Feeding Program beneficiary students were selected from 4 second sycle primary schools using simple random sampling techniques and included for the questionnaires purposes in the study. Questionnaire And Interview Schedule, schools documents and FGD Were Used To Collect Data. The Data Collected Through Questionnaire Was Analyzed Using Descriptive Statistics (Frequencies And Percentages, Means And Standard Deviations) And Inferential Statistics (Independent t-Test).Data Collected Using Interview Schedule, Schools documents and FGD Were Analyzed Qualitatively By Reviewing The Notes Taken, Narrating, Interpreting And Reflecting On Key Points That Are Related To The Objectives Of The Research. The results of the analyzed data have indicated the following major findings. The mean score of students' ( $X= 2.89$ ,  $SD=1.12$ ) indicates that relatively the students had positive knowhow, regarding the current status of SFP in the primary schools of Mao-komo special woreda than the teachers whom mean score was ( $X= 2.85$ ,  $SD=1.18$ ). The difference in the mean scores of the students and teachers ( $X=0.04$ ) showed significant level when it checked by the independent sample t-test,  $t(302) = -1.482$ ,  $p=0.1$ . In the process of implementing SFP, improper management and lack of independent organ at each level to run SFP were some of the serious factors identified in the practices of SFP in the primary schools in Mao-Komo special Woreda. To fill the clashes observed between the demand side and supply side of SFP, different agents were involved. Parents and school feeding focal persons were tried to mobilize the resource from the community to address the gaps. The regional government was also allocated budget to solve the ongoing challenge found in the program. However, region education, schools, community and parents coordination and involvement for the effective implementation of the school feeding program were low. It was therefore recommended that the Independent organ of SFP is needs to establish at Schools Woreda and Regional level. They need to work hand in hand with the regional concerned experts and should responsible to run the program effectively. They need to work with sectors on how to maintain the practice of the program more effective. They should also monitor and evaluate the ongoing practice of SFP. The office need also provide trainings, conduct research on the way to own the program, proper selection of items produced in the special worked, work hand in hand with parents, community and other partners. They need to plan ahead on the demand side and supply side of the program.*

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## **Chapter One: Introduction**

This chapter deals with the problem and its approach. It consists of background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and the organization of the study.

### **1.1. Background**

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

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

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

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

better when at school. This would not only help improve nutrition, but support livelihoods and education (UN, 2017).

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

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

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

Benishangul-Gumuz regional state has also piloted HGSFP in 2017 by allocating ten million ETB and requested the Ministry of Education (MoE) for technical and operational support to launch the program. The intended school feeding program has the objective of providing school meal to pre-primary and primary school children, thereby aims to enhance school participation and sustain attendance and contribute to improve educational performance in the region(RBoE, 2016/17).

Based on the predetermined criteria, 14 schools found in 7 woredas of the three zones were targeted at the initial phase where a total of 7,648 (45% female) students were benefited (RBoE,

2016/17). The proposed design aimed to link local production to school feeding through farmers' cooperative. Considering easiness to cook, cultural preference, linkage to the local production, sustainability and cost effectiveness, it is proposed to use local food like Porridge, Injera and Kita made from sorghum and maize with beans as sauce which is a common food for school children at home. Sorghum, maize and beans are food crops available in the targeted areas (Benishangul-Gumuz "HGSFP assessment report". February, 2017).

The researcher has been working in Mao ennakomo special woreda as a teacher, school principal and as an Educational expert. So that as an education expert he observed the inadequate functioning of SFP.

## **1.2. Statement of the Problem**

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

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

As one of the recent prioritized interventions, the school feeding system in Ethiopia has been deployed in some elementary schools to enhance vulnerable children. Thus, assessing the overall situation of the program helps for further scale up based on the experience gained and overall assessment of its effectiveness in terms of proactive learning and its prospects (MoE 2012).

In Benishangul-Gumuz regional state because of different factors including parent's inability to provide breakfast to their children before going to school, malpractice in the community, migration of children for search of labor market, cultural and religious factors, there is low educational achievement (RBoE, 2016/17).

In addition to that, high food insecurity problems in the respected woreda resulted in poor enrolment, high absenteeism and high drop out of students (Binshangul-Gumuz.BoES,2017). As one of the most appropriate responsive interventions in minimizing the prevalence of poor enrolment and high absenteeism and high dropout, HGSFP program was introduced in Mao ennakomo woreda by linking local production to school feeding through farmers' cooperative(Binshangul-Gumuz.BoES,2017).

The primary school age populations in Benishangul- Gumuz region in the year 2016/17 are reported 212,373 of which 49.1% are female. About 4.9% of school age children in the region are still out of school (RBoE, 2016/17).The primary level education dropout rate in the region has shown no improvement between the year 2014 and 2016. The dropout rate has been recorded as 8.59 and more in 2015. Study results conducted in the region revealed that absenteeism, dropout and repetition are high (RBoE, 2016/17).As a result, School Feeding Program (SFP) identified to be one of the positive interventions that would contribute to improvement in nutrition among school-age children in schools (MoE 2012).

As one of the most appropriate responsive interventions in minimizing the prevalence of poor enrolment and high absenteeism and high dropout, HGSFP program was introduced in the region in economically and socially marginalized woreds by linking local production to school feeding through farmers' cooperative(Binshangul-Gumuz.BoES,2017)

Of course, there are some studies in relation to school feeding practices in Ethiopia. The studies are:

Lawson (2012) found strong evidence that food for education programs (FFE) positively influence the decisions and behaviors of households to send their children to school and children's enrollment and attendance. The reviewed studies by Lawson also suggested that FFE the interventions studied by the papers included in Lawson's review show that FFE programs conclusively impact the health and nutrition of targeted children as measured by some indicators. The extent of food insecurity affects school attendance & educational attainment of adolescents in Jimma zone by Belachew, Hadley, Lindstrom, Gebremariam, Lachat&Kolsteren, (2011),examined the extent of food insecurity affects school attendance & educational attainment of adolescents in Jimma zone,

In the same topic Deressa (2011) explored the impact of SFP on class attendance, enrollment and school drop outs among primary school students by participating 102 households and 17 selected individual stakeholders in Sidama zone. Household questioner, key informant interviews and observation were the methods employed to collect data and the „within-without“ approach is used to design the research. This study has shown that there is no significant positive impact of SFP on enrolment, attendance and drop outs. However the researcher claimed that the study doesn't use large sample size and the nature of the data made difficult to determine the absolute impact of SFP on school participation indicators. The effect on academic achievement and attention is out of the scope of the author.

In this regard another researcher, Ermias (2015) evaluated the impact of SFP on primary school performance in Debrelibanos Woreda, Oromiya region and has found that there was statistically significant difference between the two groups on attendance rate but there is no significance difference in their achievement test score. The sample consists of 195 students of Kasim elementary school as an intervention group and 228 students of Sele elementary school as a control group in Debrelibanos Woreda, Oromiya region. The study used an experimental research design specifically ex-post facto analyses of students“ cases with and without the intervention program on different groups. The provision of the service in the research area had limitation of time quality. The school meal was delivering late in the day after the lesson begins so that children may leave school early in the day.

Ermias (2015) and heressa (2011) SFP impact evaluation research designs lack robust statistical analyses which can minimize the possible explanation of effect due to the groups“ previous school performance difference before the program has begun

Asmamaw (2014) also compared the difference on school class attendance, enrollment and drop out of SFP beneficiaries and non-beneficiaries of primary schools in Bishoftu town. This study employed community based comparative cross sectional study and had 428 respondents from SFP and 428 respondents from non SFP. This research found significant increase in enrollment as a result of school meals. However, it did not detect evidence for positive effect of SFP on attendance and drop outs. This study was not interested to see the groups“ difference on academic achievement and attention.

Another SFP impact evaluation is done by Fitsum (2012). The researcher evaluated the impact of SFP on student enrollment and dropout among 94 schools in Jigjiga. The two stage sampling procedure using rigorous econometric technique called PSM is employed and the Focus Group Discussion (FGD) were used in addition to other primary data and secondary data which obtained from different government and non-governmental offices. The study has found SFP increased enrollment but it doesn't bring significant difference on students' dropout. Although the research has employed one of the strongest impact assessment design-PSM, the current research themes; academic achievement, attendance rate and attention were not the scope of Fitsum's research.

In addition another research work by AbiyYohannes (2017) was conducted on evaluating the effect of School Feeding Program on the school performance of primary public school children in Arada Sub City, Addis Ababa. This study employed only qualitative research approach without including quantitative data to examine the effect of the program on students' education statically.

The Empirical studies so far have shown that, all the above researchers emphasized on the effect and impact evaluation of SFP. In addition, the works of the above researchers lack the employment of both qualitative and quantitative research approaches to investigate the problem from the different stakeholders. Hence, the current research has tried to assess the current practice of the program's using qualitative and quantitative research approaches to minimize the limitation of using

Most of these studies focused on the nutritional status and effects on students' performance with in the discipline of social work. Though the level of education (primary schools) this study was addressed makes it similar to the above studies, this particular study focuses on the current practice of school feeding by employing both qualitative and quantitative research approaches to investigate the problem from the different stakeholders. In addition, here SF intervention would be seen from the popular people centered development approach and concept of entitlement and capability. In addition, what makes this study a little different is its particular focus for actors and their configurations in terms of motives behind each actor on the SF interventions. This has not been explored by the above studies.

Moreover, what motivated the researcher to conduct his research on the area of school feeding practice was, he realized that with the exception of few Home Grown School Feeding Program

(HGSEFP) annual assessment report made by Mao enna Komo special woreda education office and Binshangul-Gumuz BoES, there were no significant studies made on the practice of school feeding program in Binishangul gumuz region in general and in Mao- Komo special woreda specifically.

Therefore, this study is the first study in Mao- Komo special woreda of Binshangul-Gumuz where people 100% have and share a similar livelihood. Focus was given on the current practice of school feeding program and identification of challenges with suggestion of subsequent remedial recommendations in the schools under consideration.

### **1.3. Research Questions**

The study attempts to answers the following basic questions:

1. What do the current status of School Feeding Program look like in the study area?
2. How the SFP do provided primary schools of Mao-Komoo special woreda effectively contribute to improve students' school attendance, attention to education and academic achievement?
3. What were the major challenges that encountered the practice of SFP in primary schools of Mao-komo special woreda?

### **1.4. Objectives of the study**

#### **1.4.1. General Objectives**

The General objectives of the study is to assess the overall practice of School Feeding Program in SFP assisted primary schools of Mao-Komo special woreda .

#### **1.4.2. Specific Objectives**

The Specific Objectives the study are to explore:

1. To identify the current status of School Feeding Program in SFP assisted primary schools in Mao-Komo special woreda.
2. To examine the level contribution of School Feeding Program in the study area.
3. To identify the major challenges that encounter the practice of School Feeding Program in primary schools of Mao-Komo special woreda special woreda

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

This study would have the following significances. These are:



1. The study would assist agents on how to sustain the program by knowing the existing practices and challenges of SFP in Mao-Komo special woreda
2. Contribute for Binshangul-Gumuz education bureau, Mao-Komo special woreda bureau and the schools what to do on the implementation and sustainability of SFP after they knew the existing demand and supply sides of SFP challenges, contributions and strategy required to sustain SFP
3. Would also help researchers to bridge the remaining gap which was not treated in this study.

### **1.6. Delimitation of the study**

In Mao-komo special woreda of Benishangul-Gumuz regional state there are 43 primary schools. Out of these schools 7 of them are HGSPF assisted schools and the rest 36 are those which are not assisted by the program. To explore the current practices of SFP such as actual input practices (human and other resources), demand side of school feeding practices (such as commitment of government and NGOs, parents and management role and management system, guideline to run home grown school based school feeding program), supply of school feeding program (parents, community, government offices, NGOs and others strong coordination and involvement to realize the program, etc), opportunities (assess the existing government structure to mobilize school feeding program) , process side of school feeding (teachers, PTA, school management, and others engagement to make effective the program) and output practices (the impact of the school feeding strategies) the study area is delimited to 7 SFP assisted primary schools (Banga, Eshago, Galidosho, Keser, Penshuba, Shenta and Yangu) in Mao -Komo special woreda.

### **1.7. Limitation of the study**

First, questionnaire was not distributed to parents due to fear of difficulty to coordinate them. However, efforts were made to include all parents of SFP members through FGD. The second limitation was shortage of books for literature review. This problem has been offset by internet sources. Third, experts and officials were busy in meeting that contact with them was a challenge. Last but not least, the research fund allocated for the study was inadequate to cover expenses of the study. Despite of all these limitations, the researcher has made an effort to complete the study and come up with this research report.

## **1.8. Operational definition of Key Terms**

**Academic achievement:** In this study it refers to the students' actual academic performance which is indexed by the overall average scores on their class roster.

**Dropout rate:** In this study it refers to the percentage of children enrolled in a given year but did not finish the school year. The Dropout Rate is thus the ratio of children who did not complete the school year to the number of children enrolled in school that year.

**Enrollment:** In this study it refers to the official figure recorded at the beginning of the school year. There is usually an enrolment period at the beginning of the school year. After the enrolment period has closed children may still enroll or leave. The official figure for the year nevertheless remains the same as recorded at the end of the enrolment period.

**Net Enrollment Rate:** In this study it refers to the number of students of official primary school age enrolled in primary education as a percentage of total children of the official school age population.

**Promotion rate:** In this study it refers to the percentage of children enrolled in given years who are promoted to the next grade at the end of the year.

**Retention:** In this study it refers to keep students continuing their education to higher level by putting in place some mechanisms of minimizing the negative factors and conditions that cause students to drop-out schools.

**School Feeding Program(SFP):** In this study it refers to school feeding Program is the provision of food to school children(WFP, 2013).

## **1.9 Organization of the study**

The main body of the paper consists five chapters with different sections and sub-sections. Chapter one deals with the general introduction of the work with special emphasis on the background of the study, statement of the problem, general and specific objectives of the study, research questions, significance of the study, scope of the study, limitation of the study, operational definitions and the organization of the study. Chapter two deals about review of related literature, Chapter three focuses on the methodology of the study, chapter four deals about data presentation and lastly chapter five deals with major findings, conclusion and recommendations.

## **Chapter Two: Review Of Related Literatures**

This chapter presents both theoretical and empirical literature reviewed in line with the objective of the study. It focuses on reviewing of School Feeding related themes and discussions done by different authorities and researchers. It portrays the view of different researchers, writers under the main head topic on historical background, countries experience in School Feeding program, conceptual themes in School Feeding practices.

### **2.1. Concept of School Feeding Program**

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 enrolment rates, reducing absenteeism, and improving food security at the household level” (Ermias Asefa,2015).

Schools have become a natural and convenient setting for the implementation of health and education interventions. School feeding is just one facet of school health initiatives, as other programs may include de-worming, HIV/AIDS prevention and education, and life and health skills education. Overall, school feeding programs have been shown to directly increase the educational and nutritional status of recipient children, and indirectly impact the economic and social lives of themselves and their family (Cameron, 2016).

Additionally, school feeding directly addresses the Millennium Development Goals (MDGs) of reducing hunger by one-half, achieving universal primary education, and achieving gender parity in education by 2015 (WFP,2016).

According to the United Nations World Food Program, 66 million primary school age children go hungry every day, with 23 million hungry children in Africa alone (WFP,2016).

1). Furthermore, 80% of these 66 million children are concentrated within just 20 countries. Additionally, 75 million school-age children (55% of them girls) do not attend school, with 47% of them living in sub-Saharan Africa (WFP,2016). Thus, the need to reduce hunger while increasing school enrolment in these children is evident, and school feeding programs have been developed to target this multifaceted problem.

WFP currently provides school feeding resources to an average of 22 million children in school, about half of whom are girls, across 70 countries. The total financial contribution for these programs is almost USD\$500 million per year. Many governments work alongside world food program (WFP) in school-feeding programs, though in countries where the government is non-functional or corrupt, it may work on its own or with other non-governmental organizations. The World Food Program has estimated that US\$3.2 billion is needed each year to feed the 66 million school-age children around the globe, an amount of US\$50 per child (MoE,2012).

As early as 1790, a combined program of teaching and feeding hungry children was begun in Munich, Germany, and in France in 1867, a school lunch program for needy children was established in about 464 areas (Ermias Asefa,2015). Netherlands became the first country to adopt national legislation specifically to provide school lunches in 1900 (Ermias Asefa,2015).

The Government of Ethiopia (GoE) has adopted an Education and Training Policy(ETP) in 1994 with a view to achieving universal primary education by the year 2015(19,5) To attain this goal, the GoE has so far been implementing three phases of multi-year Education Sector Development Programs (ESDPs). One of the main components of the ESDPs has been the school meals program (SMP), which the GoE undertakes in partnership with the United Nations World Food Program (WFP)(IFFA,2014). ESDP III has expanded school meals to remote schools in food insecure and vulnerable areas in Ethiopia. In particular, the program targets pastoralist areas and chronic food deficit highland woredas in the country.

The main objective of school meals in Ethiopia is to attract children to school in chronically food insecure areas, increase enrolment, stabilize attendance and reduce drop-out. It also pays special attention to increase in girls' enrolment in program areas with a view to bringing about gender disparity in school enrolment (Poppe, Markus Fri olichy, Getnet Haile,2017). In Ethiopia, SFP has another twin component called Children-In-Local-Development-Based Food for Education (CHILD-FFE) that was included in the World Food Program (WFP) Country Program.

UN-WFP, together with Government of Ethiopia (GoE), sponsored School Meal Program (SMP) started in Ethiopia in 1994 with an initial pilot project covering 40 primary schools in selected food insecure woredas' of four regions of the country. The pilot SMP was found to be successful in raising enrolment in primary schools in the target areas prompting the rollout of the SMP over successive years in further food insecure woredas' of the country (WFP,2011). Under this

package, each child is entitled to approximately 650 kcal (kilo calorie) per day in the form of Porridge.

The SMP also aims at alleviating short-term hunger for children by feeding them in schools which is in line with the Millennium Development Goals, which the Ethiopian Ministry of Education set to achieve Universal Primary Education by 2015. In order to reach this goal, it is essential to provide incentives for parents to send their children to school. Thus, Food for Education (FFE) is designed to promote increased enrolment and attendance and reduce dropouts in chronically food insecure districts in rural Ethiopia by providing a daily hot meal in school. FFE meals additionally make it easier for children to concentrate on their work, facilitating learning (WFP,2011).

Data on Food for education (FFE) shows that school enrolment increased by 3% in 2010, attendance rate increased from 90% in 2010, and dropout rates fell to 8% for girls and 9% for boys in FFE schools, which is lower than the national dropout rate of 14.6% for girls and 13% for boys (WFP,2011).

School feeding program in Addis Ababa is launched in October 2015. 222 government primary schools hosting 515,915 students in the same year with enrolment rate of 0.5 (Poppe, Markus Fri olichy, Getnet Haile,2017).The school meal program was intended to alleviate hunger and increase school enrolment, decrease school dropout, and absence. In order to meet this, the beneficiaries were selected carefully by the schools and wereda administration after the regional education bureau revealed the need assessment result which indicates more than 20,000 children were in need of the support.

SFPs can address some of the nutrition and health problems of school-age children. SFPs and other school-based nutrition and health programs can also motivate parents to enrollment their children in school and to see that they attend regularly. Experience shows that properly designed and effectively implemented SFPs can:

1. Alleviate short-term hunger in malnourished or otherwise well-nourished school children. This helps to increase the attention and concentration of students producing gains in cognitive function and learning (Isa Yunusa, Ahmed Muhammed, Khalid Adegbusi, Sherif Adegbusi, 2012).
2. Motivate parents to enrollment their children in school and have them attend regularly. When programs effectively reduce absenteeism and increase the duration of schooling, educational

outcomes (performance, dropout, and repetition) improve (Isa Yunusa, Ahmed Muhammed, Khalid Adegbusi, Sherif Adegbusi,2012).

3. Address specific micronutrient deficiencies in school-age children. Most important of these are iodine and iron, which directly affect cognition. Meeting the iron and iodine needs of school-age children can translate into better school performance (Isa Yunusa, Ahmed Muhammed, Khalid Adegbusi, Sherif Adegbusi, 2012).

4. Increase community involvement in schools, particularly where programs depend on the community to prepare and serve meals to children (Isa Yunusa, Ahmed Muhammed, Khalid Adegbusi, Sherif Adegbusi, 2012).

## **2.2. Definition of School Feeding Program**

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

School feeding defined by many authors, the central idea is almost similar in all definitions. “*School feeding* can be broadly defined as the availability and the provision of adequate food – in terms of quantity, quality, safety, as well as socio-cultural acceptability – for schoolchildren. (through bilateral programs) also support school feeding activities in developing countries (WFP, 2004). Commonly, school feeding refers to meals served on school premises; nevertheless, complementary modalities of feeding, such as take-home rations (THR), exist. While the concept of in-school meals implies the provision of food to pupils in school, THR are provided to the children’s families, usually conditional upon their children attending school” (WFP, EPRI, 2018).

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

### **2.3. Benefits of School Feeding Program**

In United Nation's Meeting in Dakar in 2000, it was agreed that school feeding program could be one of appropriate responses in addressing some of challenges related to eradication of hunger and attainment of universal primary. School feeding program found to has contributed to different Millennium Development Goals (MDGs) including MDG1 (to eradicate extreme poverty and hunger), MGD2 (to achieve universal primary education) and MDG3 (to promote gender equality and empower women), according to Bennet (as cited in Tomlinson, 2007).

School feeding program has various benefits in regard with education, nutrition, gender, value transfer and being platform for wider socio-economic benefit. School feeding programs help reduce vulnerability to hunger, protect and promote livelihoods by investing in human capital through better education, nutrition, and health. In doing so, school feeding can effectively and efficiently bridge emergency and recovery measures with medium- and longer-term developments.

It also provides a transfer of resources to households, encouraging families to send their children to schools and preventing negative coping strategies. School feeding programs increase access to education by serving as an incentive for parents to send children to school, thereby increased enrolment and reduced absenteeism and drop-out (Drake, et al., 2012).

School feeding programs have also been found to improve learning outcomes by increasing children's ability to concentrate and learn leading to an enhanced cognition and educational achievement. School feeding also enables access to school for disadvantaged children such as Orphans and Vulnerable Children (OVC), former child soldiers, children affected by HIV/AIDS, and the disabled.

In addition, school meals support nutrition by providing micronutrient to the child. Nutritious school meals help to combat those nutrition and health issues that mostly affect school-age children like morbidity from disease and infections, worm infections and iron deficiency anemia when fortified with micronutrients and accompanied by a de-worming solution where high prevalence of worm infestation prevails. Narrowing the gender gap, school feeding programs bring girls to school and keep them there (Drake, et al., 2012).

A study made in Ghana showed that school feeding program contributed to improving academic performance in terms of pass rates for some students, as well as thinking ability, understanding, concentration in class and discipline. The study has additionally indicated that that the program promoted enrolment, attendance and retention for students in schools (Bolton, 2016).

Furthermore, school feeding programs can also stimulate important economic benefits for local farmers, producers and economies when local agricultural commodities are utilized for school feeding programs like in the case of Home Grown School Feeding Program (HGSP). School feeding, linked to other interventions, can also serve as a platform for government and partners to introduce a broader range of health, nutrition and environmental interventions (WFP, 2011).

## **2.4. Theoretical Literature Review**

A theory of development means making better life for everyone. In contemporary world, it means better life for most people meeting basic needs, sufficient food to maintain good health, a safe and healthy; place to live, affordable service available for every one and treated with dignity and respect (Peet, 2009). Although the theory of development says the aforementioned meaning of development, in contemporary world even in the high income countries the above mentioned type of development has not been seen.

Although no doubt on the importance of education for sustainable development, education is not accessible in equal and equity manner. Todaro and Smith (2010) point out that, education and health are the basic prerequisites for development. Health is fundamental for the wellbeing of life, and education is vital for a satisfying and rewarding life. Both education and development have paramount importance to the broader notion of expanding human capabilities that lie at the core of the meaning of development.

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

### **2.4.1. Entitlement Approach**

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



avoid starvation. The entitlement theory concentrates on the ability of a person to command food through legal means.

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

#### **2.4.2. Sen Capability Approach**

Sen identifies basic capabilities as a subset of all capabilities. Basic capabilities, in his approach, are ‘a relatively small number’ of centrally important beings and doings that are crucial to well-being. The capabilities to be well nourished and well-sheltered, to escape avoidable morbidity and premature mortality, to be educated and be in good health, and to be able to participate in social interactions without shame, are all examples of basic capabilities (Terzi, 2004).

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

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

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

## **2.5. Empirical Literature Review**

As the researchers attempted to review different literatures, the impact of the program was enticed different countries to adapt the school feeding approach in their own country. Different themes were identified in different countries as serious problem for children for not to attend their education properly. The program was not only address the children education services but also attempted to enhance the student's health status in the respective countries.

As Save the Children USA (2007) mentioned, the program was targeted to address different issues such as increase enrollment and attendance, alleviate short term hunger and improve nutritional status. As Rosso (1999) mentioned, the program has provided more opportunities to increase girls enrollment and attendance in the schools. Males were given more chance to attend schools than females. With intervention of the program in the country, girls got the chance to attend the program.

The impact of the school feeding program on enrollment and attendance was witnessed in different countries. In Malawi, enrolment was increased in to 5% and attendance was improved in to 36% (WFP, 1996). The same holds true in Burkina Faso. The program assisted to increase school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates, and higher success rates on national exams, especially among girls (Moore and Kuntze, 1998).

According to the analysis by Gelli (2006), done from WFP's assisted 4,175 schools in 32 Sub-Saharan African countries which provided food to 21.7 million children in 2005, showed a 14 percentage yearly increase in school enrolment for both boys and girls . Also the United Nations reported that providing children with take-home ratios in addition to school meals increased enrolment in 32 countries and particularly beneficial for girls in the primary school (WFP, 2009). The program has also impacted on student's completion rate and improvement of achievement test (Ahmed, 2004). It was further mentioned that providing pupils' food helps them to increases attention and concentration in their learning (Madeley, 2000). Similarly, implementation of this program has brought a significant impact on children enrollment, attendance and age of entry. It also improved their achievement, test score and nutrition status (height and weight-for-age and micronutrient status) (Allen, 2001).

As it was explicated in the World Food Program's (2005) document, school feeding program has different purposes such as increase enrolment and attendance, decrease gender disparity,

alleviate short-term hunger thereby increasing learning capacity, improve nutritional status thereby increasing learning capacity and improve micronutrient status, etc. In the school, the children get high-energy biscuits or snacks (Bundy et al. 2009). This program is not only offering in the developing country but also it is given in the developed country too.

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

In a study conducted conducted in Ethiopia by Zenebe et al (2018) a significantly higher mean dietary diversity was seen among the SFP beneficiaries. The other study conducted by Desalegn Keba (2011) also claimed that school feeding increases school participation among poor and food insecure group of people. And the study conducted by Misrak Feyissa (2018) investigates the effectiveness of school feeding in relation to academic achievement, school attendance and dropout rate.

## **2.6. History of School Feeding Program**

### **2.6.1. History of School Feeding at global level**

According to FAO (as cited in Kearney, 2008) School teaching together with feeding of students started in Munich and Germany in early of 1790s and School Lunch Program intended for those children who were in need was introduced in France in 1867. Likewise, Oslo Breakfast, established same program in Norway in 1897 providing variety of food items comprised of half of pint of milk, whole meal bread, cheese, half of orange and half of an apple while from September to March additional one dose of cod-liver oil added to the provision. Other author (Guderson, as cited in Kearney, 2008) indicated that in USA the Children's Aid Society of New York launched a scheme of providing lunch to children in a vocational school in 1853, and in

Philadelphia, the Starr Center Association started providing penny lunches to students in one school in 1894.

Netherlands was the first country accepted to state and the need of serving school lunch for students in National Legislation as reported by Gudersona (as cited in Kearney, 2008). In Switzerland, lunches served by private societies to about 8% of primary school children for encouragement, particularly for those who were coming to schools from far areas and unable to go home for lunch, according to FAO and Guderson ( as cited in Kearney, 2008). Huber found that teachers appreciated the school feeding following its positive results on attendance, attention and performance of school children on scholastic tasks in students, and his recommendations brought about state funds to be authorized for this program in 1906, according to Gunderson (as cited in Kearney, 2008).

Following efforts of 365 Private Charitable Organizations, Education Provision Meals Act was passed in England in 1905. In 1910, mid-morning lunch for elementary schools was experimentally begun in Boston and Chicago where Chicago became the platform for the most intensive school lunch system in America in 1921 by giving snacks to 31000 children on a daily basis. In the same year, Los Angles had also commenced a school feeding program by providing snack at 10:00 a.m. or a lunch to needy students. Lunch was sold but freely given to needy children who could not afford to pay the cost. In 1914, about 50 Italian cities started an implementation of some sorts of school feeding programs, according to Guderson (as cited in Kearney, 2008).

National school feeding programs activities were begun in 1930s in United Kingdom (UK) and United States (US) with the intention of improving growth and development of school children. School feeding established in South Africa in early 1940s giving free milk to white colored schools. However, this scheme was stopped from all in 1960s and early 1970s except for those children that were particularly found to have been needy and this practice was a good early experience of school feeding targeting approach, (Tomlinson, 2007).

On the other hand, results of international studies have shown that breakfast provides a significant contribution to child's daily nutrient intake. Breakfast usually gives almost one-third of their daily energy and other nutritional requirements to children. It also helps children improve classroom behavior, attention and participation, according to Richer, Rose and Griessel (as cited in Kearney, 2008). In regard with this, such activities primarily intended to alleviate

short-term hunger should give priority to serving children with a breakfast or a small hot-meal in a short time after the arrival of children at schools. School feeding programs in the world successfully increased enrollment of children in schools and reduced absenteeism and dropouts by delivering nutritious meals as other author of Jamison and Leslie indicated (as cited in Kearney 2008)

### **2.6.2. History of School Feeding in Africa**

In Africa, school feeding program has a long history as it was practiced for a long time. It was in 1940 when provision of free milk was started to be given to school children in South Africa through NGO Peninsula Feeding Association which was established there in 1958 and still remained to be active in engaging school feeding programs related activities. The African Network for School Feeding Programs (ANSFEP) established in 2006 with objectives of sharing experiences and to enhance the right of African child to food and freedom from hunger. Sauri Millenniums Village was a good example of school feeding program as it has self-sustainability because of that it has been run by local community (parents, teachers and students). WFP signed a Memorandum of Understanding with New Partnership for Africa's Development (NEPAD) in 2005, which gradually lead to intruding of Home-Grown School Feeding Programs starting with 10 pilot countries till it covered 42 African countries in 2006 where 25, 103,622 children benefited, NEPAD established school feeding programs, which intended to raise local production through a purchase of locally produced food items as Home Grown School Feeding Program (HGSFP) to ensure adequate nutrition for school children through supplementation of food items with sufficient energy, protein vitamins and minerals (Bob, 2013).

In a task force established by the United Nations for fighting hunger and poverty, in 2003, the African Union agreed to implement school feeding programs as part and parcel of its aims in a manner to care and nourishes children properly. Under President Kufuor's leadership (2001-2009), Ghana was the first sub-Saharan African country launched a school feeding policy. Ultimately Ghana's school nutrition program reached and was able to serve 1.3million students, which resulted in increased enrolment as parents allowed their children to enroll. In carrying out other measures of separate policy that makes school attendance compulsory, school enrollment in Ghana jumped by 26% including girls according to GCNF (Global Child Nutrition Foundation, 2012).

School meals programs have been observed as an effective instrument in the respect of inviting and encouraging school-age children to come to schools, minimizing dropout rate, raising female enrolment, removing short term hunger to enhance attentiveness and academic performance, and promoting nutritional and micronutrient status to improve learning capacity. As of 2013, WFP State of School Feeding Worldwide Annual Report for 2013 stated that there are at least 368 million students comprising of pre-primary, primary and secondary-school children that obtain food through school feeding program around the world. These numbers represent 169 countries in the world. The largest programs are in India where 114 million children beneficiaries are assisted followed by Brazil with 47 million, then the United States with 45 million and China with 26 million school children. In addition, there are at least 43 countries with programs serving for more than one million children. The region with the largest number of beneficiaries is South Asia, followed by Latin America and the Caribbean. The above stated global number of children that benefit from school feeding programs includes those in WFP-supported programs (WFP, 2013).

### **2.6.3. History of School Feeding in Ethiopia**

Honing (2016) explored the interaction between the SFP as a planned intervention by WFP, the intervening agents and its beneficiaries on the ground by adopting an actor-oriented interface approach in 18 schools of four regions of Ethiopia. The study interviewed school directors as major informants. Beneficiary households and students were informants and the research made observation on the school compound and conducted FGD with Parent-Teachers Associations (PTA). Finally, the finding was the SFP gets low priority during emergency because provision of food in a lifesaving operation is prioritized over education. In such situations girls are disadvantaged because they are engaging in fetching water. The study finding is limited to SFP implementation in chronic poverty situation and hazard prone areas.

The effectiveness and challenges of home grown school feeding program (HGSFP) in comparison to the non HGSFP is also assessed in Ethiopia, SNNPR by Mekuanent (2015). The researcher evaluates the two programs by employing a mixed approach research methodology on 300 Beneficiary Students from 15 Sample Schools of Segen, Wolayita, Gurage and Selte zones. The result of this study shows that HGSFP is providing a more prepared diversified and fresh food than the traditional SFP. In addition to that the HGSFP reduced delivery and

commodity cost by providing culturally appropriate food. However, the effectiveness of HGSP on education was beyond the scope of the study.

WFP sponsored school meals started in Ethiopia in 1994 with an initial pilot project in war-affected zones in Tigray region. Then, the school meal has been provided in chronically food insecure districts in six of the country's nine regional states (Afar, Amhara, Oromia, SNNPR, Somali and Tigray) by World Food Program, MOE, Regional education bureaus and the community with a particular focus on districts with lower enrollment and higher gender disparity. In 2008, WFP provided food for 915 schools with 482,000 children benefited from school meals. The per child food ration consists of 150 gm. of corn-soya blend 6 gm. of fortified vegetable oil and 3 gm. of iodized salt, provided as a cooked meal on every school day (Pope et al, 2016; WFP, 2008).

The Ethiopian National School Health and Nutrition Strategy (NSHNS) discussed that good nutrition is essential to fully realize the learning potential of children and to maximize returns on educational investments alleviation of short-term hunger and helps children to concentrate on their studies and enable them to gain increased cognition and better educational outcomes. In contrary, malnutrition affects a child's attentiveness, concentration, aptitude and overall performance and has a negative impact on school attendance and enrolment. Due to this, schools shall promote good nutrition practices by integrating nutrition interventions including school feeding programs and micronutrient supplementation into school activities thereby, reaching a high proportion of children and youth (MOE, 2012).

The government of Ethiopia has launched a multiyear Education Sector Development Program (ESDP) in 1997 as part of a twenty-year education sector indicative plan which has been translated into series of national ESDPs. This ESDP has the aim of increasing access to education, while also improving equity and educational quality using different strategies. FFE is one of the major programs to implement ESDP and achieve the education needs of the country (WFP, 2008).

In Ethiopia, around 7 million school-age children live in food insecure areas. Out of this 3 million children are out of school. The School Feeding Program which starts in 1994 enlarges in scale and reaches 670,000 children and an additional 43, 000 children take part in the Home Grown School Feeding Program which began in SNNPR in ESDP IV period. Moreover, a take

home food ration is provided to families in pastoralist regions who send their girls to school. However, the program implementation had problems regards to health issue mainstreaming. Ethiopia has planned a national school feeding strategy which involves inter-ministerial body with efficient collaboration to improve the organization and scale of school feeding activities in addition to create cost-effective implementation (MoE, 2015). In response to the poor nutrition status in the country, Government of Ethiopia (GoE) has just established a National Nutrition Plan (NNP) to which the school feeding program is incorporated, considering it as one of remedial or appropriate interventions. Even though the government demonstrated substantial changes of improvements in education-associated results, still there are a number of regions with poor performance in terms of enrolment and attendance. The poorest enrolment levels that show 35% and 64% are in Afar and Somali regions respectively, lying far below the national average of 86%. Likewise, the average school attendance, at national level, indicated low as 43% with five regions keeping below average like Afar of 42%, Somali 25%, Oromiya of 40%, SNNPR of 37% and Benshangul of 42% (ATA, 2013).

The specific aims of SFP in Ethiopia include increasing enrollment, reducing dropouts, stabilizing attendance, narrowing gender gap, reducing short hunger and enhancing community participation in education sector, whereas, the major general objective of the program is to increase primary school enrollment and promote gender disparity supporting the GoE to achieve minimum two of the MDGs which are related to education such as Goal 2 and Goal 3 (Seid, 2010).

In terms of food provision, School Feeding Program does not involve in hot meals (snacks) only but it also gives take-home rations to girls whose monthly schools attendance constitute more than 18 days out of total monthly schooling days of 22. It is called Girls' Initiative Program (GIP- a sub-component of SFP). Ethiopian government encourages girls to come to school, particularly in pastoral areas where poverty is the major obstacle to girls' education. It is known that food shortage and insufficient income discourage parents to send their daughters to school; in particular, the poor parents are most affected as they do not afford to cover the cost of learning materials and, as a result, their daughters are less likely to enroll and stay in school. This event is highly experienced in chronically food insecure areas of the country such as Afar, Somali, and pastoralist parts of Oromiya and SNNPR (Seid, 2010).



It was in March 2002, when the United Nations World Food Program (UNWFP) launched girls' initiative program in partnership with Federal Ministry of Education (MOE), Regional Bureaus of Education (RBoEs), Woreda Education Offices (WEO) as well as School Communities. The main aim of the Girls' Initiative Program (GIP) was to narrow the gender disparity in education and encourage girls to enroll schools for education. In addition, the World Food Program does, in collaboration with MoE and BoEs, implement Food for Education (FFE) to alleviate short-term hunger and improve child learning attentiveness at school level. Over the past years, school feeding program has become a pathway to the implementation of other education programs (WFP, 2006).

Girls' Initiative is a kind of incentive approach to motivate parents to send their daughters to schools and it is delivered in the form of take-home ration given to girls in target schools to share with their parents. This initiative is seen as a way of transferring an income to households while it also promotes girls' enrollment and attendance in schools. The Girls' Initiative provides 8 liters of vegetable oil to all girls who have maintained at least 80 percent of school attendance per semester or 2 liters of oil per month for those score 80% and above of schooling days attendance (WFP, 2006).

GIP was intended to attract more girls to school chronically food insecure areas in which girls' enrolment is very low. The education statistics annual abstract for 2000/2001 (as cited in WFP's Pilot Initiative Document) indicated that the overall enrollment of boys was 67.3% while 47% for girls. At that time there was no special incentive for girls existed in WFP's target areas, and the gender disparity in enrollments between boys and girls was very wide (Seid, 2010).

WFP did not start GIP in all the target regions at the same time. It has been introduced in 2002 in Afar, Somali and Oromiya, while it has been established in SNNPR in 2005. Moreover, under School Feeding Program, Ethiopia delivers capacity development activities both at school and community levels with the support of UNWFP. Another sub-component of SFP called CHILD (Children In Local Development) was established and funded by UNWFP, which is a community-led planning tool jointly initiated by WFP and the Ministry of Education (MoE). Therefore, CHILD/FFE program supports access to quality primary education while developing the CHILD approach to encourage nutrition, health and environmental awareness in schools (Seid, 2010).

## **2.7. Policy Framework on Education in Ethiopia**

Understanding the essence and the weight education has in development of any society or country and trying to find out means of minimizing the wide spread poverty, Ethiopian Government formulated an Education and Training Policy (ETP) while 2015 has been set as a target for fulfilling Universal Primary Education along with the Millennium Development Goals targets. As agreed in the World Education Forum (Dakar, April 2000), the Ethiopian Government is ambitious to attain its commitment towards the goals of Education for All (EFA). For further emphasis and promotion on education sector development, government has taken and put it in the Government's Plan for Accelerate Sustainable Development to End Poverty (PASDEP) and the Food Security Strategies (WFP, 2008).

Furthermore, the government has accomplished different consecutive multi-year Education Sector Development Programs (ESDPs) to improve education status in the country. The ESDP I was in 1997/98, ESDP II in 2002 and ESDP III in 2006. The last one was instituted through PASDEP (2006-2011) in consultation with sub-national government bodies and donor community (WFP, 2008).

School Feeding program became one of the important strategies considered by the Ethiopian Ministry of Education (MoE) to achieve ESDP goals and objectives where the program has been clearly stated in ESDP II as content of the Government's Education Strategy to improve access, stabilize attendance, minimize dropout and reduce short term hunger for better learning. The program has also, similarly, been expressed in ESDP III. CHILD-based FFE responds to the PASDEP strategy of expanding school feeding and it contributes to the United Nations Development Assistance Framework (UNDAF) II Basic Social Services outcome by improving access and quality education for primary school children in food-insecure areas of country, particularly in pastoral areas which are more drought prone areas making people more vulnerable, like in Somali and Afar regions (WFP, 2008).

ESDP IV (2010/11-2014/15) intended to deliver more services and activities to further promote educational status in the country. It also strengthens various areas including tutorial programs, school feeding program, material and financial support and scholarship programs to be rendered to students and vulnerable groups (Zewdie, 2012).

## **2.8. Home Grown School Feeding Program**

The in-school feeding is defined as feeding children in school and it has two common categories that are named as Home Grown School Feeding Program (HGSFP) and Non-HGSFP. HGSFP refers to a program that provides locally produced and cooked meals. According to Espejo, Burbano & Galliano (2009), HGSFP can be defined in the broadest sense as a school feeding program that provides food produced and purchased within a country to the extent possible. The non-HGSFP is a common school feeding program run by the food sourced externally.

Alderman and Bundy highlighted the tendency of favoring the local purchase of FFE programs which is a movement towards so called home grown school feeding. This has increased focus on procurement and quality. The emphasis on food procured in the communities around the school enhances the rural economy and food quality (Adelman and Bundy, 2012). Songa (2011) also stated that the Home Grown School Feeding Program theory act as vehicle for promoting local development and fighting food and nutrition insecurity within education for the purpose of increasing enrolment, promoting regular school attendance and retention to improve children learning.

HGSFP targeted three groups; school age children, small scale farmers (food producers) and the community stakeholders (food preparation jobs opportunities, food security) across gender dimension. The principal target groups are school age children who have not access to get adequate and nutritious food at home. Thus, the major benefits of the HGSFP theory for school children are increased enrolment/ Attendance, reduced drop-out/ Absenteeism, increased attention/ performance and improved nutritional status (Bundy et al, 2009).

HGSFP can significantly contribute to the achievement of the Sustainable Development Goals (SDGs), particularly SDG 2 (on ending hunger, achieving food security and improved nutrition, and promoting sustainable agriculture) and SDG 4 (on quality education). In recognition of this, numerous governments and regional organizations, including the African Union and the community of Latin American and Caribbean States, are including these initiatives in their strategies for achieving food security and implementing the 2030 development agenda (WFP, 2015). From the African states, Mozambique has an example of a school feeding program designed on the concept and principle of „Home Grown School Feeding“ whereby food will be

directly purchased from the local farming community to foster local economic development (Lawson, 2012).

## **2.9. Challenges of School Feeding**

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

According Jomaa et.al study SF program faces many and endless challenges among the challenges contextual-specific, many of the challenges are faced by almost all developing countries. There are many factors that challenge the sustainability of school feeding. Among the factors: escalation and fluctuation of the food price, environmental and agricultural changes, and cost effectiveness of the program are challenges encountered by SFP planners and organizers.

On the other hand Vitória et.al (2017) in their study stated that the cost and cash flow shortage of SF is a major challenge for governments and other stakeholders who participate in the feeding program. Beyond the cost of the food, other expenses like food management, logistics and control create a financial burden for government and other agents who participate in school feeding. Even if the value of the benefit derived from school feeding is clear, it is hard to quantify in monetary terms, the improvement in enrolment, attendance, retention, and performing as well as reduction in hunger. Although School feeding program has significant long term social and economic development, unless the SF program addresses holistically and efficiently sustainability of the program will be in question.

The other problem that face school feeding program is food born disease (FBD). Even the country like Brazil which has long history of school feeding implementation, one of the major challenges is FBD. Although there is still unreported case in Brazil from 2007 to 2016, 121, 283 patients reported to the Ministry of Health, and ending in 111 deaths. This shows that food borne diseases are affected children unless the sanitation of SFP preparation take care in the process of preparation because children immune systems are less able to fight infection due to insufficient production of hydrochloric acid in the stomach to fight harmful bacteria (The Pew Charitable Trusts (PCT), 2014) cited in Vitória et.al (2017).

To deploy school feeding ensuring sanitary control is an indispensable concern, since FBDs is a public health problem (WFP, 2015). Therefore, the implementation of good practice school feeding needs the application of check list in order to evaluate if there is no ensure healthier food preparation process (Vitória et.al 2017).

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

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

Thus, past experience indicates that policy development that support funding is a long process, and takes several years. One of the global challenges is to provide information and guidance that accelerate the transition process. Although countries need differ widely, information from

countries which start previously may help other countries from their national programs operating experience at the beginning of the transition process (Asia - Pacific Economic Cooperation, 2012).

### **2.10. Conceptual Frame work**

Successful achievement of the education is contingent up on the fulfillment of basic needs. This will make children mentally ready to attend education without thinking about their food. Access food in the school will make the children mentally ready to attend their school; do have interest to school, sill actively engage in education and proper outlook to the outcome of the education.

The role of school feeding is not only to increase enrolment in school, address gender gap and decrease dropout, but also it has conveyed a clear message on changing community's awareness to modern education.

Though the support on food supply from donors and other agents are very relevant, the practice shall think on the way to sustain the program. Different agents such as regional education bureau, woreda education offices, schools, parents and communities need to understand and participate in the implementation of the program.

These agents are demanded to put strategies and to own the program so as to realize the access of education for all. It needs to understand the existing practices (the current status of School feeding program, contributions and challenges of the school feeding program in the study area).

Besides, the process to make the program sustainable in the schools is needed to further investigate in this study. In general, demand and supply side of the school feeding program were investigated in the study. The data that was trapped from the study on both demand and supply sides of the school feeding program would assist to guide the strategy supposed to utilize to make the school feeding program sustainable in the Mao-Komo special Woreda of Benishangul-gumuz region.

## **Chapter Three: Research Design and Methodology**

Under this chapter issues related to description of the study area, research design, sources of data, population, sample size and sampling techniques, method of data collection, procedures of data collection ,methods of data analysis, data validity and reliability and ethical consideration of the study were treated.

### **3.1. Description of the Study Area**

The Benishangul Gumuz Region is the most western and one of the nine regions of the country. Most people in the region are agrarian who work the land in traditional method. This study would be conducted to explore the practice of SFP in Mao-komo special woreda of Mao-komo zone in Benishangul Gumuz Regional State. According to Central Statistical Agency of Ethiopia in 2007, Benishangul gumuz regional state has a total population of 784,345 and with an estimated area of 4,928,946 square kilometers. The population is predominately Berta (25.41%) Gumuz (21.69%) Amharas (20.88%) Oromo 13.55%, Shinasha 7.7% and Agew 4.22%. The main languages spoken are Berta (25.55%) Amhara (22.46%) Gumuz (20.59% ) Oromo (17.69% ), Shinash (4.58% ), awngi (4.01%). About 86% of the population lives in rural areas, and are mainly agrarian. The major economic activity of the region is agriculture. The region is covered with dense forest composed of Bamboo, eucalyptus, rubber trees, incense and gum forest as well as the indigenous species.

The capital of the Mao-komo special woreda is called Tongo which is located 112 kms south of Assosa (the capital of the region).The woreda shares border with the Sudan and south Sudan to the west, with Amhara regional state to the north and north east, with Gambella regional state to the south west, with Begi woreda of Oromiya region to the east and with Asosa Zone to the north respectively. The woreda is divided into 32 administrative kebeles. According to Central Statistical Agency of Ethiopia in 2007, Mao - komo special woreda had a total population of 50,061.



**Figure 1: Map of Benishangul-Gumuz Regional State**

### **3.2. Research design**

Descriptive survey research design was employed. The survey items were administered to select samples of respondents to gather information on variables of interest that lend themselves to quantitative analysis whereas interviews were made to obtain detailed information on views and perspectives which may not come out in all their variety and detail in the survey method (McMillan & Schumacher, 1993, P.279 cited in Chireshe, 2006). Since the aim of this research was to examine the practice of school feeding program in Mao-komo primary schools and the views of a variety of stakeholders about their use fullness and effectiveness, the researcher believed that a mixed research design was the most appropriate.

### **3.3. Research Method**

Both quantitative and qualitative methods of data collection were used in this study. Because, they would help the researcher to collect and analyze data obtained from various groups of respondents. In relation this, Creswell (2012) suggested that, a mixed method research is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or series of study to understand the research problems. Also supported it blends of



quantitative and qualitative data merge the data and use the results to understand the research problems.

### **3.4. Sources of Data**

Both primary and secondary data sources were used in this study. The primary data sources include data gathered from school principals, teachers, students, home-room teachers, and SFP focal persons at school and at WEO level. Besides, professionals from teaching and learning core process from Mao-Komo special woreda were sources of first-hand information. Field observation with check list was also source of primary data.

Secondary data was gathered in the analysis of recorded data such as school Feeding program strategic plan, action plan, self-evaluation reports, from target schools' and Mao-Komo special woreda education office. Books and other legal documents were also used as of secondary data sources.

### **3.5. Population, Sample Size and Sampling Techniques**

#### **3.5.1. Target Population**

The target population of the study was 1664 which comprised of 1319 beneficiary students who are attending in government primary schools found in Mao-Komo special worda, 276 teachers,7 principals, 7 vice heads, 49 members of PTAs,3 educational exports who are participating in school feeding program and 3 kebele administrators are the target population of the study.

#### **3.5.2. Sample Size**

Sampling techniques used for this research were multi stages of simple random sampling and purposive sampling techniques at different stages during the course of research. In simple random sampling every case of the population has an equal probability of inclusion in sample (Ghauri and Gronhaug, 2005).

On the other hand purposive sampling is a strategy in which particular setting persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices (Maxwell, 1996).So that the researcher used both simple random sampling and purposive sampling techniques thinking an equal probability of population in the sample

inclusion and to collect important information from compulsory personals because of their responsibilities.

In the beginning, Mao-Komo woreda special woreda was selected using purposive sampling technique because of the existence of SFP in the woreda. In addition to that the researcher has been working in this woreda as a teacher, school principal and as an educational experts for the last 25 years. Thus, the skills he acquired enabled him to saw the practice of SFP at variety angles. In addition to that, he secured adequate cooperation from respondents because of his familiarity with them during his service in the respected woreda. Sample size of this study was determined from the primary schools in the woreda. The woreda has 43 primary schools. Out of these schools 7 of them are HGSFP assisted schools and the rest 36 are those which are not assisted by the program and the researcher took 7 of the HGSFP assisted schools namely; Banga, Eshago, Galidosho, Keser, Penshuba, Shenta and Yangu using purposive sampling technique. To determine the total sample size of respondents from the population, the simplified sampling formula of Yemane (1967)was applied as follow:

$$n = \frac{N}{1+N(e)^2}$$

Where **n** is the sample size, **N** is the population size and **e** is the level of precision. A 95 % confidence level and **e** = 0.05 are usually assumed

$$n = \frac{1351}{1+1351(0.05)^2}$$

$$n = \frac{1351}{4.3725} \quad n = 312$$

As a result, 163 School Feeding Program beneficiary students were selected from 4 second cycle primary schools (Eshago, Galidosho, Krese and Yangu using simple random sampling techniques included for the questionnaires purposes in the study. Students at this level were used because they are capable to understand the items in the questionnaire comparing to those students in the first cycle primary schools students and had an exposure to the existing practice of SFP in their schools. In addition to that the staff members from the 7 SFP benefited schools (Banga, Eshago, Galidosho, Krese, Penshuba, Shenta and Yangu) 80 teachers, 7 principals, 4 vice principals, and 49 SFP committee members) a total of 140 were selected to fill the questionnaires. Here while

the teachers were selected using simple random sampling techniques, the principals, vice principals and the SFP committee members were selected using purposive sampling techniques. Finally, the 2 SFP focal persons (1 from the WEO and the other from Benishangul–Gumuz Regional Educational Bureau) and 3 kebele chairman’s from Banga, Eshago and Shenta kebeles were selected purposively as a sample for the interview and 21 members of PTA were selected purposively from 3 first cycle primary schools ( Banga Penshuba Shenta) 7 from each schools for Focal Group Discussion (FGD) purposes.

**Table 1: respondents sample size against their respective population**

No	Instruments 0.270	Name of schools	Grade	Respondents							
				Students		Staff				SFP committee	
				Populn	Smples	Teaching staff		School principals and v/principals		Populn	Smples
						Populn	Smples	Populn	Smples		
1	Questionnaires	Banga	O-6	-	-	32	9	2	2	7	7
		Eshago	O-8	231	50	56	15	2	2	7	7
		Galidosho	O-8	127	29	48	13	2	2	7	7
		Krese	O-8	222	52	57	15	2	2	7	7
		Penshuba	O-4	-	-	28	8	1	1	7	7
		Shenta	O-4	-	-	28	8	1	1	7	7
		Yangu	O-8	136	32	47	12	2	2	7	7
<b>Total</b>			<b>7</b>	<b>716</b>	<b>163</b>	<b>296</b>	<b>80</b>	<b>12</b>	<b>12</b>	<b>49</b>	<b>49</b>
No	Instrument	Place	Office/Bureau	Responsibility	Populn	Samp	-	-	-	-	
2	Interview	Mao-Komo	WEO	SFP-focal person	1	1	-	-	-	-	
		Assossa	BGREB	SFP-focal person	1	1	-	-	-	-	
		Banga	Banga	Kebele Chair man	1	1	-	-	-	-	
		Eshago	Eshago	Kebele Chair man	1	1	-	-	-	-	
		Shenta	Shenta	Kebele Chair man	1	1	-	-	-	-	
<b>Total</b>					<b>5</b>	<b>5</b>	-	-	-	-	
No	Instrument	Schools	Kebeles	Responsibility	Populn	Sample	-	-	-	-	
3	FGD	Banga	Banga	PTA	7	7	-	-	-	-	
		Penshuba	Penshuba	PTA	7	7	-	-	-	-	
		Shenta	Shenta	PTA	7	7	-	-	-	-	
<b>Total</b>					<b>21</b>	<b>21</b>	-	-	-	-	
<b>Total</b>					<b>1664</b>	<b>312</b>	-	-	-	-	

### **3.6. Method of Data Collection**

The data collection instruments used was questionnaire, interview, review of recorded documents in the study and focal group discussion.

#### **3.6.1. Questionnaires**

The questionnaire is the preferred tool of many researchers; questionnaires would be very detailed, covering many subjects and issues. The questionnaire generally included issues with different response options to understand the respondents view on the current status of SFP, contribution of SFP on student's education, the factors affecting the SFP and strategies require to sustain the program. Questionnaires were made up of a list of different questions in close ended forms with clear instructions and spaces for answers.

The questionnaires were submitted to the advisors for comment and approval purpose. Prior to actual study field exercise questionnaires were piloted in two schools (Tulu and Zeba primary schools) that are out of targeted schools to check and ensure its reliability and validity. The questionnaires were designed for students and to members of staff (teachers, schools principals and focal persons at schools) to obtain their different respective responses for the research. For all these questionnaires, (5) strongly agree (4), Agree (3), Undecided (2), Disagree and (1), strongly dis agree options were given using the likert scale.

#### **3.6.2. Interview**

A short semi-structured interview is one of the data collection instruments used, as an additional value-adding to the study. It is a useful way of getting in-depth amounts of data quickly where immediate follow-ups and clarifications are possible. Different interview guide items were developed to address the intention of the research objectives.

Different objectives of the research such as the current status of SFP, contributions of SFP, factors that affect the SFP, and strategies required to sustain the program and other related issues asked for 2 SFP focal persons (1from woreda Education Office, and the othr from Benishangul-Gumuz Region Education Bureau, 3 administrators from Banga Eshago and Shenta kebeles and a total of 5 were participated in the interview to obtain further ideas for triangulation purposes. The results of their responses were narratively incorporated to the results of the research.

### **3.6.3. Focus group discussion**

A Focus Group Discussion is a good way to gather people from similar backgrounds or experiences to discuss a specific topic of interest. This data collection method helps to generate data on a topic determined by the researcher through the interaction of a purposefully formed small group of people, often ranging from 6 to 10 people (Marshall and Rossman, 1995) or it was realized that " ... an important goal of the focus group process is to get a sense of the diversity of experience and perception, rather than to get a representative sample response (Fowler,1995).

To obtain in-depth information on concepts, perceptions, and ideas of the groups; the researcher organized group of 7 PTA members of various experience with careful supervision to keep them on track of what is need to be the study. As a result, in this research, three focus group discussions were conducted in three primary schools (Banga, Galidosho and Yangu) with 21 PTA members in the study area, i.e. 7 PTA in each school were involved in the group discussion.

### **3.6.4. Review of documents**

A secondary data, documents from target schools, worda education office, Zone office of Education and Benisngul-Gumuz Education Bureau were revised. This helped the researcher to compare results of data collected from school with that of schools, worda, zonal and regional levels' reference documents to ensure proper balance in overall information and changes in children' school attendance, attention to education and academic achievement in respected schools.

To have adequate information for analysis, the study was reviewed the last 3 years (2016/17), (2017/2018) and 2018/2019) documented data recorded data(School Feeding program strategic plan, action plan, self-evaluation reports) from target schools' and Mao-Komo special worda education office to show the existing practice of SFP in the schools under consideration.

### **3.7. Methods of Data Analysis**

The data collection process was classified in to quantitative and qualitative approaches. The quantitative data was collected from closed-ended questions, whereas qualitative data was collected through interview. The quantitative data that was gather from students and teachers through closed-ended questions were analyzed using descriptive statistics (frequencies and

percentages, means and standard deviations and inferential statistics (independent t-test) to analysis the views of students' and teachers' about the status of SFP provided in the primary schools of Mao-komo special woreda. Moreover, weighted mean were interpreted by categorizing the value of 2.95 and above respondents' agreement with the major issues. \* indicates presence of significant difference at  $p > 0.05$  among the group. NB the weighted mean values were interpreted as 2.25-2.95 low, 2.96-3.65 moderate and 3.66-4.35 high. 'X' stands for mean, 'SD' stands for standard deviation and 'WM' stands for weighted mean.

On the other hand, the qualitative data that were gathered through interview from focal person from Mao-Komo special woreda Education Office SFP focal person and parents were presented and analyzed qualitatively by narrating, interpreting and reflecting on key points that are related to the objectives of the research. Research questions were answered through cross-checking and analyzing of data from multiple sources in order to increase reliability and validity of data. That is, through triangulation analysis (O'Donoghue and Punch, 2003). Finally, the results obtained were summarized, concluded and recommended depending on the data that was analyzed and interpreted.

### **3.8. Data Validity and Reliability**

Data validity and reliability concepts, applied to ensure whether an instrument provides credible and accurate information or not or attempted to measure what intended to measure (Colton and Covert, 2007). This was tested by giving the instruments for the researcher's advisor who has knowledge on the area. Comments and suggestions of the advisor were properly considered.

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data Ayalew, (as cited in Getachew, 2014). In order to insure the validity of the instruments, pilot test was also carried out For the piloted test the researcher prepared questionnaire and administered for 25 teachers. All the questionnaires were fully collected and entered into SPSS Version twenty (SPSS 20.0 Statistics Software) was used.

Besides, independent t-test) was applied to test the existence of significant difference of the validation in the responses of informants at 0.05 significance levels or 95 percent confidence levels and a high internal consistency of 0.95 was also obtained. Similarly, the pilot test of the current research has got 0.79 level of internal consistency.

### **3.9. Ethical Consideration of the Study**

Approval and permission from the Jimma University was considered before carrying out this study and research clearance is found in appendix. Other research ethical issues of getting permission to carry out the study involved permission from Mao –komo special woreda and their permission letters is found in appendix respectively who allowed the researcher to collect data from the target place. Also the study was carried out in accordance with the ethical requirements of scientific practices and of the law. The researcher allowing the participants to participate into the study by their own voluntary informed consent (Burns and Grove, 1995).

Lastly, the issue of privacy, confidentiality and anonymity was considered from different participants who were involved in this study. The identity of the participant was not revealed in any way and also each participant received uniform and fair treatment during the study to avoid discomfort and harm (Burns and Grove, 1995).

## **Chapter Four: Data Presentation, Analysis and Interpretation**

In this section, the data collected are presented, tallied and interpreted. Once the research data have been collected using different types of data collection procedures as described in the previous chapter, the next step was to analyze those data.

The quantitative data that was gather from student and members of staff (teachers, Principals and SFP committees at schools 'level) through closed-ended questions were analyzed using descriptive statistics (frequencies and percentages, means and standard deviations) and inferential statistics (independent t-test) to analysis the views of students' and teachers' about the status of SFP provided in the primary schools of Mao-komo special woreda.

The qualitative data that were gathered through interview from SFP focal persons and 3 kebeles chairmen, reviewed documents and Focal Group Discussion with the members of PTAs were presented and analyzed qualitatively by reviewing the notes taken, narrating, interpreting and reflecting on key points that were related to the objectives of the research.

Moreover, in this study \* indicates presence of significant difference at  $p > 0.05$  among the group. NB the weighted mean values were interpreted as 2.25-2.95 low, 2.96-3.65 moderate and 3.66-4.35 high.'X' stands for mean 'SD' stands for standard deviation and 'WM' stands for weighted mean

### **4.1. Participants' demographical characteristics**

While the demographic data on student participants was broken down by age, sex and grade level, data on teaching staff (teachers, principals and vice principal and SFP committee) are classified according to age, grade level they taught and length of experience as teachers, as a principal/vice principal and as a SFP committee.

The demographic data on SFP focal persons both at the Woreda and Regional level took their current position and length of experience in to account. On the other hand the demographic data on PTA and Kebele administrators broken down by age, sex, and their education status



**Table 3.1:Demographic characteristics of respondents**

No	Variables	Description of variables	Students				Staff			
			N	P	Teachers N	Teachers P	principals N	principals P	SFP committee N	SFP committee P
1	Sex	Male	98	60.1	48	60	10	83.3	42	85.7
		Female	65	39.9	32	40	2	16.7	7	14.3
		Total	163	100	80	100	12	100	49	100
2	Age of studentst	<15	9	5.6	0	0	0	0	0	0
		15-16	84	52.2	0	0	0	0	0	0
		17-20	68	42.2	0	0	0	0	0	0
		Total	161	100	0	0	0	0	0	0
Age of Staff	21-25	0	0	16	20	0	0	0	0	
	26-30	0	0	22	27.5	2	16.7	14	28.6	
	31-35	0	0	19	23.7	8	66.6	21	42.9	
	36-40	0	0	14	17.5	2	16.7	10	20.4	
	41-45	0	0	5	6.3	0	0	4	8.2	
	>46 years	0	0	4	5	0	0	0	0	
	Total	0	0	80	100	12	100	49	100	
	Work Experience /on the area/	1-5 years	0	0	20	25	0	0	49	100
6-10 years	0	0	26	32.5	2	16.7	0	0		
	11-15 years	0	0	18	22.5	8	66.6	0	0	
	> 16 years	0	0	16	20	2	16.7	0	0	
	Total	0	0	80	100	12	100	49	100	
Grade Level for student respondents and SFP com.	Grade 5	0	0	0	0	0	0	0	0	
	Grade 6	0	0	0	0	0	0	12	24.4	
	Grade 7	81	49.7	0	0	0	0	16	32.7	
	Grade 8	82	50.3	0	0	0	0	7	14.3	
	Total	163	100	0	0	0	0			
Qualification for staff respondents	Facilitator	0	0	14	17.5	0	0	0	0	
	Certificate	0	0	2	2.5	0	0	0	0	
	Diploma	0	0	64	80	5	41.7	7	14.3	
	BA/BSc/BED	0	0	0	0	7	58.3	7	14.3	
	MA/MSc/MED	0	0	0	0	0	0	0	0	
	Total	0	0	80	100	12	100	49	100	

Based on personal detail shown in Table 3.1. Above, student respondents consisted of 163(53.6%) of the total respondents (male 60.1and 31.9% female).This implying that a gender gap

among the primary schools in Mao-Komo primary schools. It also evidenced low participation of female students in teaching-learning process in SFP benefited primary schools of the woreda. Similarly, staff respondents consisted of 141(46.3%) of the total sample respondents involved in this study. Among these amount of respondents 100 (70.9%) of them were male and while only 41(29.1%) of them were female. This shows a gender gap in Mao-Komo special word primary schools. It also indicated low participation of female in teaching and leadership position in primary schools of the woreda.

Regarding respondents age, as shown in Table 3.1, 5.6% of students were under 15 years age, 52.2% were in the age range of 15-16 years and 42.2% of them were between 17- 20 years. This shows that most of the student respondents were found above the official net involvement age limit of second cycle primary education (11-14) years and they were easily understood the items and filled the questionnaires.

As far as the age of staff (teacher, principals and SFP committee) respondents is concerned, 11.3% of the staff members were found between 20 -25, 27% of them were in the age range of 26- 30years, 34% them were found between 31-35 years, 18.4 % found between 36 and 40, 6.4% of them were in the range of 41-45 years and 2.8% of them were found within the age limits of  $\geq$  46. This shows that all of the respondents were within productive age to carry out the activities of SFP.

Regarding the grade level of students respondents, while 49.7% of them were from grade 7,the remained 50.3% of them were selected from grade 8. This employing that student's respondent has relatively sufficient experience to execute SFP duties. Beside it helped the researcher to manage the distribution of the questionnaires proportionally to the sample students, schools and grade levels.

With respect to the qualification of teaching staff in SFP benefited primary schools, large proportion of the teachers (80%), 41.7% of the principals and 14.3 % of the SFP committee were diploma holders. While 41.7% Of the principals, and 14.3% of the SFP committee and none of the teachers were BA/BSC/BED holders, 17.% of the teachers were facilitators(directly joined the profession after completing grade 10), the remained 2.5% teachers and 64.1% of the SFP committee were Certificate holders and under grade 8 respectively.

This indicating that, in the respected woreda above average (80%) of the teachers were able to meet the criteria set by MOE - to teach at primary level teachers should have at least Diploma,

but, only (41.7%) of the principals were meet the minimum slandered (BA/ B SC/ BED in EdPM or in other relative fields to lead at primary level schools.

With respect to the service/experience on the area/ of the staff (teachers, principals, and SFP committee), while, 48.9% of them had an experience that range 1-5 years, the remained 34.7%,18.4% and 12.8% of them had 6-10 years, 11-15 and  $\geq$  16 years' experience on the area respectively.

#### 4.2. Staff and students view on the current status of School Feeding Program in Mao-komo special woreda

**Table 4.1.The current status of School Feeding Program in Mao-komo special woreda**

No	Items	Respondents				WM	SD
		Students (N=163)		Staff N(141)			
		X	SD	X	SD		
1	SFP services were available in the schools under consideration	3.88	0.79	4.08	0.94	4.04	0.902
2	Program supply plan and the demand of the school were matched	2.86	1.26	2.41	1.16	2.65	1.21
3	There was proper distribution of the food allocated for the students	2.74	1.14	2.49	1.04	2.36	1.01
4	Parents and communities are involvd in the program	2.41	1.16	2.33	0.91	2.37	1.04
5	In case of some challenges happened in the schools, the communities were involved to address it.	2.54	1.14	2.86	1.26	2.8	1.23
6	The food service supply, demand of the food and mobilizing of the community to support the program were done by School Feeding Committee	3.29	0.99	3.4	0.95	3.35	0.81
7	School feeding program has got support from policy and strategy	3.4	0.95	3.33	0.91	3.45	0.93
8	The government was involved and allocated a budget for the program	2.74	1.14	2.49	1.04	2.65	1.09
9	The food was prepared based on the standard	2.74	1.14	2.86	1.26	2.8	1.03
10	The existed Unions are involving to support SFP	2.86	1.26	2.78	1.19	2.84	1.24
11	The existing structure like small-scale enterprise are involving to support SFP	2.41	1.16	2.45	1.27	2.43	1.24
12	There are Independent organ responsible for the implementation of school feeding	2.86	1.26	2.74	1.14	2.82	1.84
	<b>Aggregated mean</b>	<b>2.89</b>	<b>1.12</b>	<b>2.85</b>	<b>1.18</b>	<b>2.87</b>	<b>1.18</b>

As it indicated in item 1 of table 4.1, teaching staff in the respected primary schools under consideration think that SFP services are available in the schools ( $M=4.08$ ;  $SD=0.94$ ). The same table shows that over all students in the schools under study have the same view that SFP services are available in the schools( $M=3.88$ ;  $SD=0.79$ ). Even though there seems to be different in the aggregated mean score of teaching staffs' and students 'response on the availability of the service, the two means show that the SFP services are available in the study area( $M=4.04$ ;  $SD=0.90$ )

As it depicted in item 2, in general, teaching staff in the respected schools agreed that Program supply plan and the demand of the school on SFP is found miss matched ( $X=2.41$ , $SD=1.16$ ).The same item shows that over all students in the schools under study did the same( $X=2.86$ , $SD=1.26$ ). The mean score of teaching staffs' and students also verified that the Program supply plan and the demand of the school was found mismatched ( $X=2.65$ , $SD=1.21$ ).

As indicated in item 3, the overall teachers in the schools under study shows that the status of the program in distributing of the food allocated for the students is low ( $X=2.49$ ,  $SD=1.04$ ). The same item shows that student respondents in the schools under study verified that the status of program in distributing of the food allocated for the students is low ( $X=2.74$ ,  $SD=1.14$ ). And the aggregated mean show that the status of the program in distributing of the food allocated for the students is low( $X=2.36$ ,  $SD=1.01$ ).

As it shown in item 4, the teachers respondents in the schools under study depicts that the Parents and communities are less involved in the program ( $X=2.33$ , $SD=0.91$ ). The same item shows that student respondents did the same ( $X=2.41$ ,  $SD=1.16$ ). And the two means also showed that Parents and communities are less involved in the program ( $X=2.37$ ,  $SD=1.04$ ).

Item5 in the same table above depicts whether the communities were involved to address in when some challenges happened in the schools. Accordingly the result ( $X=2.86$ ,  $SD=1.26$ ) of teaching staff indicates in case of some challenges happened in the schools, the communities were less involved to address it. The same item shows that response of over all students in the schools under study indicated the same ( $X=2.54$ ,  $SD=1.26$ ). And the two means show that the

communities were less involved to address when some challenges happened in the schools ( $X=2.28$ ,  $SD=0.63$ ).

As depicted in item 6, in general above average of the teaching staff believes that the food service supply, demand of the food and mobilizing of the community to support the program were done by School Feeding Committee ( $X=3.4$ ,  $SD=0.95$ ). The overall students response indicate that the status of the program in using School Feeding Committee to coordinate, and organize the food service supply, demand of the food and mobilize community to support is moderate ( $X=3.29$ ,  $SD=0.9$ ). And the mean score of teaching staffs' and students 'response on the status of the program in using School Feeding Committee to coordinate, and organize the food service supply, demand of the food and mobilize community to support is moderate is found moderate ( $X=3.35$ ,  $SD=0.81$ ).

On the other hand Item 7 depicts the extent to which School feeding program has got support from policy and strategy. Accordingly the teachers response ( $X=3.33$ ,  $SD=0.91$ ) indicates that the extent to which School feeding program has got support from policy and strategy is moderate while the overall students respondents did the same ( $X=3.4$ ,  $SD=0.95$ ). And the two means show that the extent to which School feeding program has got support from policy and strategy is moderate ( $X=3.45$ ,  $SD=0.93$ ).

As illustrated in item 8, teachers in the schools under study asked to indicate whether the government was involved and allocated a budget for the program. Accordingly they indicate the government was not involved and allocated a budget for the program ( $X=2.49$ ,  $SD=1.04$ ). The same item shows that student respondents in the schools under study verified that the indicate the government was not involved and allocated a budget for the program ( $X=2.74$ ,  $SD=1.14$ ). And the aggregated mean show that the government was not involved and allocated a budget for the program ( $X=2.65$ ,  $SD=1.09$ ).

As it shown in item 9, the teachers respondents in the schools under study less agreed that the food was prepared based on the standard ( $X=2.86$ ,  $SD=1.26$ ). The same item shows that below average student respondents did the same ( $X=2.74$ ,  $SD=1.14$ ). And below average of the two means also showed that that the food was prepared based on the standard ( $X=2.8$ ,  $SD=1.03$ ).

As illustrated in item 10, the two groups of respondents were asked to indicate whether the existed unions are involving to support SFP. Accordingly while teachers respondents confirm that the involvement of the existed unions to support SFP is low( $X=2.78$ ,  $SD=1.19$ ),the student respondents also did the same ( $X=2.86$ ,  $SD=1.26$ ).And the aggregated mean show that the involvement of the unions to support SFP is low( $X=2.84$ ,  $SD=1.24$ )

As it depicted in item 11, in general, teaching staff in the respected schools agreed that the existing structure like small-scale enterprise are less involving to support SFP ( $X=2.45$ , $SD=1.27$ ).The same item shows that over all students in the schools under study did the same( $X=2.41$ , $SD=1.16$ ). The mean score of teaching staffs' and students also verified that the small-scale enterprise are less involving to support SFP ( $X=2.43$ , $SD=1.24$ ).

As indicated in item 12, below average teachers respondents in the schools under study shows that the availability of independent organ responsible for the implementation of school feeding ( $X=2.74$ ,  $SD=1.14$ ). The same item shows that student respondents in the schools under study did the ( $X=2.86$ ,  $SD=1.26$ ). And the aggregated mean( $X=2.82$ ,  $SD=1.84$ )the availability of independent organ responsible for the implementation of school feeding program

From the above point of view, it is therefore safe to conclude that the current status of SFP in Mao-komo special woreda is found low with the aggregated mean value of ( $X= 2.87$ ,  $SD=1.18$ ). However, the mean score of students' ( $X= 2.89$ ,  $SD=1.12$ ) indicates that relatively the students had positive knowhow, regarding the current status of SFP in the primary schools of Mao-komo special woreda than the teachers whom mean score was ( $X= 2.85$ ,  $SD=1.18$ ).

#### 4.2. Independent Sample t-test of views on the status of SFP in Mao-komo special woreda

**Table 4.2: Independent Sample t-test on current status of SFP in Mao-komo special woreda**

Variable	Group	Mean	SD	t-value	Df	Sig. (2-tailed)
Status of School Feeding Program	Teachers	<b>2.85</b>	<b>1.18</b>			
	Students	<b>2.89</b>	<b>1.12</b>	-1.482	302	0.1

*\*Significant @ 0.05 level*

As it indicated in table 4.2 above, the result of the independent sample t-test showed that there are statistically significant differences between the students and the teachers in their response towards the status of SFP in Mao-komo primary schools. The mean score of students' was 2.89 with a standard deviation of 1.12 and that of the teachers was 2.85 with a standard deviation of 1.18. Similarly, the difference in the mean scores of the students and teachers ( $X=0.04$ ) showed significant level when it checked by the independent sample t-test,  $t(302) = -1.482$ ,  $p=0.1$ . Therefore, it is safe to conclude that there is statistically difference between the students and the teacher with regard to their response towards the status of SFP in those schools.

### **Qualitative data result on the current status of SFP in primary schools of Mao-Komo special Woreda**

The above quantitative data finding was found to be supported by qualitative result indicated by focus group discussion and interview result as follow. The status of the school feeding program was qualitatively expressed in terms of the issues stated below.

#### **Availability of SFP services**

Interview result revealed that SFP services are available in the schools and students use those services. The interviewee discussed the availability of the program in the following way:

*"School Feeding Program is working to support the needy children in our locality. The beneficiary of school feeding is the community. These demands are for our children. The present School Feeding has to continue and should improve. If the service discontinued, there is no education. We have high demand and our student also have high interest. The teachers' also like it and are serving as committee in school feeding which is highly protect their moral and the community moral too. The program is interrelated and should have to continue (Kebele chirman interviewee from Eshago kebele).*

#### **Support from Policy**

In the interview held with SIP focal persons at WEO level, they were asked to mention whether the School feeding program has support from the policy or not. And one of the focal person reported the following points by reading the policy manual in his hand :

*"School Feeding programr became one of the important strategies considered by the Ethiopian Ministry of Education (MoE) to achieve ESDP goals and objectives where the program has been clearly stated in ESDP II as content of the Government's Education Strategy to improve access,*

*stabilize attendance, minimize dropout and reduce short term hunger for better learning. The program has also, similarly, been expressed in ESDP III as a basic Social Services that improving access and quality education for primary school children in food-insecure areas of country”( SFP focal person from Mao-Komo WEO).*

### **Role of School Feeding Committee**

The interviewee mentioned that:” *The food service supply, demand of the food program and mobilizing of the community to support the program were done by SFP committee. They were also responsible and enact the proper distribution of food, standard of the food item delivered for students. They were also supporting the school to bring students who didn’t attend their education in the schools”(Administrator of Eshago kebele) .*

### **Parents and communities involvement**

The focus group discussion and interview results were also confirmed the above finding. During Focus Group Discussion it was reflected that, parents do have the awareness on the role of school feeding program for student’s education. In case of some challenges happened in the schools, the communities were involved to address it. They were eager to support the school on this program but they luck commitment were not satisfactory in terms of finding way to sustain SFP.

Let see focus group discussion reflection on how the parents were supporting the program.

*“As a parent and member of the community, we support in terms of giving soap and water. we also wash food utensils coming here. We bring wood. We give feeding materials School feeding had contributed lot in mobilizing them. We participate in cooking food, we bring fire wood, water, salt, sugar and things like that. However our involvement and commitment were not satisfactory in terms of finding way to sustain it (PTA member from Banga primary school).*

### **Involvement of the the existed unions**

FGD held with PTA revealed that: Unions in our woreda involved to the practice of SFP by supplying of consumable goods especially edible oil, sugar and flour. The participants further discribe ” *in most cases the unions supplies 14 qt sugar every 45 days; 200 litter oil and 20 qt flour every month).* The participants in FGD added that the unions provide such services not only to SFP benefited schools, but also to the entire community in the woreda.They indicated that the unions also have been playing social responsibility by constructing primary schools to



*the community". However these all efforts made by them are temporary support still they were not participated in assigning permanent budget to sustain the program(Shenta PTA members during FGD").*

### **Distribution of the food**

With the respect to the distribution of the food items, during focus group discussion mixed response was captured from the respondents. Some of the respondents mentioned that *"There was improper distribution of the food allocated for the schools in our woreda. This was happened when students which were not involved in the program were get the food service as well as it was attributed to mismanagement of the program. hey said this was directly affected the target of the program. On the other hand , some of them explained that the distribution was run as per the planned one. This group added, the committee had consulted the guideline to properly distribute the food items "FGD With PTA members from Banga primary school).*

### **Government Involvement:**

As the interviewee mentioned, *"It was the Benishangul-Gumuz Regional Government who allocated a budget for the program in the study area. Beni Shangul Regional government was responsible for all services required in the schools though other participants didn't agree with it. In case of emergency, the role of the government was high .They were responsible to cover the expected budget in the place where the stakeholders didn't involve in it. It was further reported that the government was committed to support the program with the budget they have. During Emergency time the government organizes emergency food which is mixed with local food to exit from abroad food( SFP focal person from BGREB education office).*

### **Standard of the food**

The Focus Group Discussion held with members of PTA in Penshuba primary school members mentioned that *the food preparation is based on standard. They further elaborated as follow,"We have food items. We put spoon. We make them line up and wash their hand and the teachers make them return to their seats. We serve the students based on the program. There are four food cookers who cook food for the students. The school feeding is done right. It is on the right truck. The gram has its own rule. There is a gram called 120 grams. So, it is based on this standard that the food is prepared. The oil is also according to the guidance or rule. It is not done out of the rule. There is no resource wastage(PTA from Penshuba school ).*

## **Involvement of Independent organ responsible for the implementation of school feeding Program**

As the interviewee respondents further indicated, there were no other independent organs to properly run the program. This was affected the proper implementation of the school feeding program. SFP focal person from the Region Education Bureau indicated that *”lack of structure at all implementing offices affected the proper utilization of the program as well as unable to have strategy to make the program sustainable for the future. He added, structure was expected to evaluate the proper implementations and identify hurdles existed within the program itself but this was not done. This was also affected the plan of the feeding program”*(SFP Focal person from BGREB).

## **Involvement of small-scale enterprise to support SFP**

As the FGD with PTA members in Banga primary school indicated that *“there were no proper involvements of small-scale enterprise to properly support the program. They said this was one challenge problem that affected the proper implementation of the school feeding program”*( PTA members from Banga primary school during FGD).

## **Item Program supply plan and the demand of the school**

Regarding the item Program supply plan and the demand of the school, research participants during the interview stated that the demand for the food is increased from time to time. This was more witnessed in those schools who are getting food in their schools and others which were not involved in the program. The exact plan of the schools didn't much with what is actually reality happening on the actual ground. This was affected the proper utilization of the food allocated for the schools.

As the interview participants further mentioned, *”Mostly the unexpected demand was happened when a child in another school traveled from one school to another. They added, we have the strategy to include a child in another school when he/she traveled from one school to another. The other school is expected to give service for the students though food supply for the school was very limited. Thus, a migration of children from one school to another is unexpected demand in the Mao–Komo special woreda which has an impact on the sustainability of the school feeding program. However, to address this demand, the Benishangul-Gumuz-Region is committed to support it”*( Mao-Komo kebele Administrator interviewee).

From the above data it is safe to infer that ,the overall practice of School Feeding Program in the School feeding Program beneficiaries primary schools was found at its low status. It is worth noting that SFP services might be available in the schools and students may also have used of it, but still the best is yet not come to bridge the gap between the program supply plan and the demand of the school

**Table 4.3.contribution of SFP in the study area**

Statements	Respondents				WM	Sig
	Students		Staff			
	(N=163)		N(141)			
	X	SD	X	SD		
SFP Contribute for children to attend in schools	3.69	0.991	3.6 5	0.984	3.67	0.991
SFP Contribute to decrease the drop out of children	3.62	1. 064	3.3 8	1. 20 1	3.61	1. 064
SFP Contribute to increasing student's achievement	3. 94	0.912	3. 28	1. 065	3.61	1. 065
SFP Contribute to enhance student's motivation to learning	3.83	0.99	3.76	0.806	3.8	0.97
SFP Contribute lot for children to be attentive in their education	3.58	1.103	3.03	0.99	3.32	1.285
SFP Contribute to shape parents attitude towards education	3.3	1.284	3.3 1	0.956	3.33	1.283
SFP Contribute to increase children enrollment	3.83	1.009	3.69	1.021	3.76	1.033
SFP Contribute to increase students concentration in education	3. 10	1.195	3.85	0.721	3.49	0.884
SFP Contribute to increase regular or daily attendance in schools	3.58	1.103	3.4 1	1.001	3.41	1.027
SFP Contribute to increase students retention in their class	3.57	1.031	3.29	1.024	3.43	1.027
SFP Contribute to improve of students performance in bothcurriculum and extra-curricular activities in classes	3. 12	0.900	3.3 1	1.285	3.22	1.284
SFP Contribute to improve students' performance in exams	3. 10	1.195	3.5 5	0.982	3.34	1.295
<b>Aggregated mean</b>	<b>3.52</b>	<b>1.07</b>	<b>3.46</b>	<b>1.00</b>	<b>3.49</b>	<b>1.04</b>

Regarding SFP contribution as depicted in table 4.2.above, ' the extent to which SFP Contribute to enhance student's motivation to learning, SFP Contribute to increase children enrollment and SFP Contribute for children to attend in schools, rated 'high' with weighted mean of (X=3.8,SD=0.97),( X=3.76,SD=1.03) and (X=3.67,SD=0.99) respectively.

The rest of the items including 'the extent of SFP Contribute to decrease the drop out of children (X=3.61,SD=1.07), SFP Contribute to increasing student's achievement (X=3.61,SD=1.07), SFP Contribute to increase students concentration in education, (X=3.49,SD=0.88),SFP contribute to increase students retention (X=3.43,SD=0.88), SFP contribute to increase regular or daily attendance in schools (X=3.41,SD=1.03), SFP Contribute to improve students' performance (X=3.34,SD=1.29), ,SFP Contribute to shape parents attitude towards learning (X=3.33,SD=1.28), SFP Contribute lot for children to be attentive in their education (X=3.32,SD=1.28), and SFP Contribute to improve of students performance in both curriculum and extra-curricular activities in classes (X=3.32,SD=1.28), rated as 'moderate'. The aggregated mean for SFP contribution (X=3.49,SD=1.04) indicating that the overall SFP contribution to the community in the study area was 'moderate'.

The above quantitative data finding was found to be supported by qualitative result indicated by focus group discussion and interview result as follow. The contribution of the school feeding program was qualitatively expressed in terms of the issues stated below.

### **Contribution of SFP**

#### **SFP increase students Moral to education**

During interviewee and FGD the respondent kindly mentioned that food service in the school assisted them to have strong moral to attend their education. It was also supported them to have a vision on education. They were planning to reach somewhere after the completion of their education. This was entrenched with the existence of the school feeding program. *“I think it is to keep public, student and teacher moral. We are talking about student moral improvement. So, if we need our students be visionary and take future leading role, we need to focus on the feeding ( SFP focal person interviewee from BGREB)*

In addition, interviewee and FGD participants pointed out that SFP the program had contributed not only for quality of education in the woreda, but also contributed in addressing the issue of student's *enrollment and drop out* in the respected woreda. The interviewee from WEO elaborated that *“drop out was very high in the schools before the feeding program was started but decreased after the implementation of school feeding program in the woreda. Particularly the issue of enrollment and dropout were the serious problems in our woreda. This was addressed since the onset of the food service program launched in the woreda. They further*

*missioned that, female students interest towards education, their attendance and enrolment were also increased due to school feeding program”(SFP focal person interviewee from WEO).*

This was consistent with other studies too. As Adelman, Gilligan & Lehrer (2008) explicated, school feeding program contributed lot in decreasing students’ repetition and dropout. Briggs (2008) further reported that school meals programs are seen as an effective tool for attracting pupils to school, reducing dropout rate, increasing female enrolment, alleviating short term hunger.

### **Enhance Students Active Engagement in their Learning:**

*As the respondents discussed in the FGD and interview session, ”before the school feeding was started in our woreda, our children were not interested to actively participate in their learning. They were hungry and not motivated to give more attention to their education. The process of learning and active engagement was changed after the school feeding program was launched in the SFP benefited schools of our woreda”(PTA members from Banga primary school) .*

This was supported by the Action Based Annual reported (2008) which was studied in Afar, Amhara, Oromia, SNNPR, Somali and Tigray. Teachers were reported that active participation and concentration of students were increased after the implementation of SFP in the schools.

From the above data, it is safe to judge that there has been a good contribution of SFP that granted food service in the school and assisted the needy students to have strong moral to attend their education and to have vision on education.

**Respondents View of Challenges of School Feeding Program in the study area**

**Table 4.4. Challenges of School Feeding Program in the study area**

No	Statements	Respondents				WM	SD
		Students (N=163)		Staff (N=141)			
		X	SD	X	SD		
1	Lack of support from policy and strategy side of the country	2.9	1.12	2.92	1.12	2.91	1.12
2	Problem of design and implementation of the program	3.96	0.806	3.32	1.136	3.64	1.015
3	Lack of financial support from the government to sustain the program	4.04	0.69	3.31	1.239	3.68	3.311
4	Lack of institutional capacity to properly utilize and sustain the program at different levels	3.81	0.936	3.88	0.84	3.85	0.903
5	Lack of formal structure at all levels	4.08	0.717	4.26	.7 10	4.23	0.276
6	Lack of sectorial engagement in the Program	4.01	1.062	3.81	0.936	3.8'1	0.37
7	Lack of proper distribution of food for students	4.04	0.69	3.58	0.972	3.83	0.901
8	Lack of continuous mobilization of resource to sustain SFP in the schools	3.88	.6 12	3.76	0.853	3.78	0.533
9	Mismach of Supply Vs Demand in the schools	4.21	0.658	4.26	0.591	4.25	0.708
10	Lack of proper utilization of the resource supplied for the school affected the sustainability of the program	4. 17	0.761	3.58	1.112	3.69	0.015
11	Lack of financial support from the existed Unions Problem of attaching the program with the existing structure like small-scale enterprise	4.26	0.591	4.07	0.8 16	4.17	0.706
12	Lack of Community Commitment to Support the program	3.58	1.112	2.92	1.12	3.26	1.121
13	Lack of parents Commitment to Support the program	3.58	1.112	2.92	1.12	3.26	1.121
14	Lack of prepared farm land	3.76	0.853	3.58	1.112	3.66	1,015
15	Lack of Home Grown Food Item Supply in the Schools:	2.92	1.12	3.94	0.89	3.45	1.001
16	lack of continuous monitoring and evaluation	4.26	.7 10	4.08	0.717	4.23	0.276

In Table above, the expected challenges that had been impeded School Feeding Program were listed. Accordingly, based on the opinion of the respondents, the major problem that impeded the effective implementation of SFP in the study area were ' Mismach of Supply plan Vs Demand in the schools (X=4.25,SD=0.71), lack of continuous monitoring and evaluation(X=4.23,SD=0.28), (X=4.23,SD=0.28), lack of formal structure at all levels (X=4.23,SD=0.28)),lack of financial

support from the existed unions ( $X=4.17,SD=0.71$ ),shortage of financial resources ( $X=3.68,SD=0.28$ ), lack of institutional capacity to properly utilize lack of financial support from the government to sustain the program ( $X=3.68,SD=0.28$ ),lack of proper distribution of food for students( $X=3.83,SD=0.90$ ), lack of sectorial engagement in the Program ( $X=3.81,SD=0.37$ ), lack of continuous mobilization of resource to sustain SFP in the schools ( $X=3.78,SD=0.53$ ),lack of proper utilization of the resource supplied for the school affected the sustainability of the program ( $X=3.69,SD=0.02$ ), and lack of prepared farm land ( $X=3.66,SD=1.02$ ), rated the highest weighted mean score

Majority of the items including, lack of Home Grown Food Item Supply in the Schools( $X=3.45,SD=1.00$ ) , lack of Community Commitment to Support the program ( $X=3.26,SD=1.12$ ), and lack of parents Commitment to Support the program ( $X=3.26,SD=1.12$ ) moderately affected the practice of SFP. On the other side, lack of support from policy and strategy side of the country rated the lowest score with the weighted mean of ( $X=2.91,SD=1.12$ ),

Moreover, the challenges quantitative identified were similar with the qualitative result. Different challenges were captured from the study which has a potential impact on the sustainability of the school feeding program (both challenges currently affecting and the future potential factors were identified). The factors affecting the program were listed below and all of the points were complementing to the quantitative data stated above.

#### **Lack of Community Commitment to Support the program:**

In the FGD one PTA member from Peshuba said that further discussed that *“the community has a desire to support the program. They have the awareness on the role of the school feeding program for their children education though they were not committed to support it. This was found to be challenging though it was expected to devise a way to engage them to support the program. The government commitment is another challenge though there is willingness to support the program. The community commitment is not up to our expectation”* (PTA Member from Peshuba).

#### **Lack of Formal Structure at All Levels:**

In the FGD discussion and interviewee sessions, SFP focal person from the WEO missioned”*lack of structure at all implementing offices affected the proper utilization of the program as well as unable to have strategy to make the program sustainable for the future. The*

*structure was expected to evaluate the proper implementations and identify hurdles existed within the program itself but this was not done. This was also affected the plan of the feeding program. Lack of institutional capacity affected the effectiveness of the school feeding program. This was another serious challenge identified by research respondents”*(SFP focal person interviewee from WEO) .

**Problem of School Feeding Design:**

The design of the program was another challenge identified in this research. It was not able to clearly integrate the role of different sectors in this program. ” *Different sectors to have greater role in sustaining the program was not integrated. Lack of structure affected on how to organize and operate tasks expected in the program was found to be a challenge one. In the design, it was supposed to identify potential sectors to support the program but not possible to have a long term impact”*( SFP focal person interviewee from BGREB).

**Lack of Proper Distribution:**

This was another challenge identified in this research. Supply and proper use of resources were a serious problem noted in this research. The study revealed resource management was a serious factor that affects the proper utilization of SFP. As it was witnessed in the interviewee with the woreda Education office SFP focal person “*even some times the food items were supplied to the schools after it’s expire date is approaching and often prone to throw the supplied food items without achieving its target”* ”(SFP focal person interviewee from WEO) .

**Challenges of Supply Vs Demand in the sustainability**

As the interview participants further mentioned, “*Mostly the unexpected demand was happened when a child in another school traveled from one school to another. They added, we have the strategy to include a child in another school when he/she traveled from one school to another. The other school is expected to give service for the students though food supply for the school was very limited. Thus, a migration of children from one school to another is unexpected demand in the Mao–Komo special woreda which has an impact on the sustainability of the school feeding program”*( Mao-Komo kebele Administrator interviewee).



## **Chapter Five: Summary Of Finding, Conclusions & Recommendations**

This chapter summarizes the major findings of the study and draws conclusion on the basis of the findings. Then, feasible recommendations that are thought to be helpful to address the problems are forwarded.

### **5.1. Major Finding**

In this part of the study, an attempt was made to provide a summary of the major findings that would answer the basic questions raised in chapter one of the thesis. The purposes of this study was to assess the practice of SFP in government SFP benefited primary schools of Mao-Komo special woreda of Benishangul-Gumuz region.

In order to serve this purpose and achieve the objectives, the following basic questions were formulated and answered.

1. What do the current status of School Feeding Program look like in the study area?
2. How the SFP do provided primary schools of Mao-Komoo special woreda effectively contribute to improve students' school attendance, attention to education and academic achievement?
3. What was the major challenges that encountered the practice of SFP in primary schools of Mao-komo special woreda?

Descriptive survey research design was employed in this study. The research method used in this study was a mixed method for a reason it paves procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or series of study to understand the research problems. As instrument of data collection; questionnaire, interview, focus group discussion, document analysis and observation were employed. The data were gathered from seven SFP benefited primary schools of Mao-komo special woreda in Benishangul-Gumuz Region.

The total number of respondents participated in this study were 304 of which 163 were Students and 141 of them were staff members in those schools (teachers, principals ,vice principals and SFP committee) in filling questionnaires for quantitative data.

Besides a total of 26 respondents were participated in the interview and FGD for obtaining qualitative data. The information gathered through these instruments

analysis were presented , analyzed and interpreted using statistical tools like percentage, rank, weighted mean and one way ANOVA. Based on the analysis and interpretation of data, the findings were summarized as follows .

### **5.1.1.The Current status of SFP in primary schools of Mao-Komo Special Woreda**

From the result of discussion in item 1-12 of table 4.1 it was found that ,

- Teaching staff and the respected students' respondents in the respected primary schools under consideration think that SFP services are available in the schools with the aggregate mean value of (M=4.04; SD=0.90)
- The mean score of teaching staffs' and students verified that the Program supply plan and the demand of the school was found mismatched (X=2.65,SD=1.21). In item 3 the aggregated mean of the two group of respondents show that the status of the program in distributing of the food allocated for the students is low(X=2.36, SD=1.01).
- Parents and communities are less involved in the program with the aggregated mean of (X=2.37, SD=1.04). In Item5of the same table above the two means show that the communities were less involved to address when some challenges happened in the schools (X=2.28, SD=0.63).
- The food service supply, demand of the food and mobilizing of the community to support the program were done by School Feeding Committee (X=3.35, SD=0.81). Item 7 depicts the extent to which School feeding program has got support from policy and strategy. Accordingly the two means show that the extent to which School feeding program has got support from policy and strategy is moderate(X=3.45, SD=0.93).
- The government was not involved and allocated a budget for the program (X=2.65, SD=1.09).
- The food was prepared based on the standard (X=2.8, SD=1.03).
- The aggregated mean show that the involvement of the unions to support SFP is low(X=2.84, SD=1.24)
- The existing structure like small-scale enterprise are less involving to support SFP with the aggregate means of (X=2.43,SD=1.24).
- The independent organ responsible for the implementation of school feeding are available with aggregate means of (X=2.82, SD=1.84).

- The result of the independent sample t-test indicates that relatively the students had positive knowhow, regarding the current status of SFP in the primary schools of Mao-komo special woreda. Similarly, the difference in the mean scores of the students and teachers ( $X=0.04$ ) showed significant level when it checked by the independent sample t-test,  $t(302) = -1.482$ ,  $p=0.1$ . Therefore, it is safe to conclude that there is statistically difference between the students and the teacher with regard to their response towards the status of SFP in those schools.

### **5.1.2. The contribution of SIP to the community in the study area**

- It was found that, the extent to which SFP Contribute to enhance student's motivation to learnig, SFP Contribution to increase children enrollment and SFP Contribution for children to attend in schools, rated 'high' with weighted mean of ( $X=3.80$ ,  $SD=0.97$ ), and ( $X=3.67$ ,  $SD=0.99$ ) respectively.
- The rest of the items including ' the extent of SFP Contribute to decrease the drop out of children, SFP Contribute to increasing student's achievement, the extent o which SFP contribute to increase students concentration in education, the degree to which SFP contribute to increase students retention, SFP contribution to increase regular or daily attendance in schools, SFP contribution to improve students' performance, SFP contribution to shape parents attitude towards learning, SFP contribute lot for children to be attentive in their education, and the degree to which SFP contribute to improve of students performance in both curriculum and extra-curricular activities in classes rated as 'moderate' with a weighted mean value ranging from ( $X=3.22$ ,  $SD=1.284$ ), ( $X=3.61$ ,  $SD=1.07$ ).
- In general, the over all students in the schools under study verified that contribution of SFP in the study area is modest ( $X=3.52$ ,  $SD=1.03$ ). In the same table it has shown that the highest mean is ( $X=3.94$ ,  $SD=0.912$ ) and the lowest is ( $X=3.10$ ,  $SD=1.195$ ).
- The over all staff in the schools under study verified that the SFP contribution to the community in the study area is found moderate ( $X=3.46$ ,  $SD=1.003$ ). The table also shows that the highest mean is ( $X=3.85$ ,  $SD=0.721$ ) and the lowest is ( $X=3.03$ ,  $SD=0.99$ ). And the two means ( $2.96 \leq 3.50 < 3.66$ ) indicating that the overall SFP contribution to the community in the study area is 'modest'.

- During interviewee and FGD the respondent kindly mentioned that food service in the school assisted their students to have strong moral to attend their education. It was also supported them to have a vision on education. They were planning to reach somewhere after the completion of their education.

### **5.1.3. Major challenges affecting the practices of SFP in primary schools of Mao-Komo Special Woreda**

It was found that the major challenges that impeded the effective implementation of SFP in the study area were

- Mismatch of Supply plan Vs Demand in the schools 'lack of continuous monitoring and evaluation, lack of formal structure at all levels, lack of financial support from the existed Unions shortage of financial resources, Lack of institutional capacity to properly utilize lack of financial support from the government to sustain the program, lack of proper distribution of food for students, lack of sectorial engagement in the Program, lack of continuous mobilization of resource to sustain SFP in the schools, lack of proper utilization of the resource supplied for the school affected the sustainability of the program and lack of prepared farm land rated the highest weighted mean score ranging from (X=3.66,SD=1.02)- (X=4.25,SD=0.71)
- Lack of Home Grown Food Item Supply in the Schools, lack of Community Commitment to Support the program and lack of parents Commitment to Support the program moderately affected the practice of SFP with weighted mean score ranging from (X=3.26,SD=1.12) - (X=3.45,SD=1.00). On the other side, lack of support from policy and strategy side of the country rated the lowest score with the weighted mean (X=2.91,SD=1.12).
- Similarly, interviewee and FGD participants as they reported there was a problem in relation to item Program supply plan and the demand of the school, the demand for the food is increased from time to time. This was more witnessed in those schools who are getting food in their schools and others which were not involved in the program. Mostly the unexpected demand was happened when a child in another school traveled from one school to another. The exact plan of the schools didn't much with what is actually reality happening on the actual ground. This was affected the proper utilization of the food allocated for the schools.

## 5.2. Conclusions

This section presents the conclusions that the researcher reached:

From the findings, it can be concluded that primary schools in Mao-Komo special Woreda provide some form of School Feeding Program services to students and that the little School Feeding Program services provided by the schools have significant contribution on students' learning.

1. The status of the SFP in the primary schools in Mao-Komo special Woreda showed that the demand side of SFP was increased from time to time. There was clash between demand of the food program and the supply side of the SFP. The imbalance was emerged due to lack of continuous mobilization of resource, lack of home grown food item supply in the schools, lack of government support in terms of financial resources improper distribution of the food item allocated for each school among others. In the process of implementing SFP, improper management and lack of independent organ at each level to run SFP were some of the serious factors identified in the practices of SFP in the primary schools in Mao-Komo special Woreda. To fill the clashes observed between the demand side and supply side of SFP, different agents were involved. Parents and school feeding focal persons were tried to mobilize the resource from the community to address the gaps. The regional government was also allocated budget to solve the ongoing challenge found in the program. However, region education, schools, community and parents coordination and involvement for the effective implementation of the school feeding program were low.

From the above point of view, it is therefore safe to conclude that the current status of SFP in Mao-komo special woreda is found low with the aggregated mean value of ( $X= 2.87$ ,  $SD=1.18$ ). The result found statistical difference between the students and the teacher with regard to their response towards the status of SFP in those schools. The mean score of students' ( $X= 2.89$ ,  $SD=1.12$ ) indicates that relatively the students had positive knowhow, regarding the current status of SFP in the primary schools of Mao-komo special woreda than the teachers whom mean score was ( $X= 2.85$ ,  $SD=1.18$ ). Similarly, the difference in the mean scores of the students and teachers ( $X=0.04$ ) showed significant level when it checked by the independent sample t-test,  $t(302) = -1.482$ ,  $p=0.1$ . Therefore, it is safe to conclude that there is statistically difference between the students and the teacher with regard to their response towards the status of SFP in those schools.

2. With respect to the contributions of SFP, the result signified that that through SFP, students make good school attendance, attention to education and academic achievement that ensure their effective use of time. It was further indicated that the school feeding program has contributed a lot in keeping students to be attentive in their education, increase children enrollment, increasing students concentration in education, it also have positive effecting increasing students retention in their class, enhancing student's moral and to have clear vision in education, increase female students number in school and their interest in education, enhance parents awareness and value to education, and in general it enhance quality of education.

From the above data it is safe to infer that, it is worth noting that SFP services might be available in the schools and students may also have used of it, but still the best is yet not come to bridge the gap that existed between the program supply plan and the demand of the school.

3. In the practice of SFP, different challenges were identified in the study area . These challenges would significantly and negatively affect the implementation of SFP in primary schools of Mao-Komo special woreda. The challenges are: the existed clash between demand and supply in the schools, problem of continuous resource mobilization, lack of home grown food item supply in the schools, inappropriate financial support from the government, and lack of independent structure to assess, evaluate and suggest future strategy for SFP, lack of effective monitoring and evaluation and improper utilization of the allocated food. There was no system that has linked small scale enterprise with the schools to generate alternative food for the school, lack of financial and institutional capacity was the challenges identified in the research.

There was also a problem of designing and implementing of SFP in the schools. In the design of SFP, it was not able to clearly indicate on how to engage different stakeholders in the program to support and run effectively the program. Independent structure that would supervise and bring solutions for the challenges identified in the program was not integrated in the process of designing the program.

In addition, increasing number students in the respected woreda, lack of sectorial engagement in the schools, and lack of commitment, immediate and long term plan from the side of the woreda education office and schools to address the challenges and lack of prepared farm land, are detected as factors that affect the effective opration of of the school feeding program in the in SFP assisted primary schools of Mao-komo special woreda.

### 5.3. Recommendations

On the basis of the findings and conclusion of the research the researcher forward the following recommendations

1. Independent organ of SFP is needed to establish at Schools Woreda and Regional level. They are expected to work hand in hand with the regional concerned experts and are responsible to run the program effectively. They need to work with sectors on how to maintain the practice of the program more effective. They need also monitor and evaluate the ongoing practice of SIP and identify challenges hampering its existing practices. They need also provide trainings, conduct research on the way to own the program, proper selection of items produced in the special woreda, work hand in hand with parents, community and other partners.
2. The School Feeding Committee by integrating with the WEO shall design strategy that will guide the proper function of the unions and enterprise in implementing SFP. They need to work with the management of the schools, community and other concerned bodies on the effective implementation of SFP.
3. The School Feeding Committee by collaborating with the WEO Mao-Komo Special Woreda education Office shall coordinate different sectors such as health, agriculture, water and energy, unions and those offices working on small scale enterprise to contribute for the program. The special woreda education Office shall have designed plan that would engage different sectors in this program. The role of each sector need to be specified clearly and work together to assess and evaluate as well as discuss on how to create effective SFP.
4. The School Feeding Committee and the WEO shall closely work with the special woreda administrators on identifying enough land and other resources for the program. The School Feeding Committee by integrating with the WEO need to plan ahead on the demand side and supply side of the program. They will not accumulate problems in the program but they shall bring immediate solutions happened in the very implementation of the program.. The schools shall also properly manage the food items offered for them. Training shall be arranged for them and other individuals working in this program. The raining will be dealing with the food service proper management, distributions and countering challenges facing during implementation of it.

5. System Should be created by the Sf committee to engage community in this program. The community products can be supplied for the schools if they engage them in this program. If they know their products will be purchased by the schools, they will produce more items which are localized or home grown ones. They also feel responsible for the program and demand to devise a way to sustain the program. They will generate solutions for the problems expected to affect the effectiveness of the program. In this regard Mao-Komo special woreda shall arrange a way for the community to connect with the unions and small scale enterprise. Their product could be offered to unions and the small scale enterprise and the unions and enterprise shall continuously work with them on how to effectively address the need of the schools. Parents and community shall be engaged in the design and monitoring process of the SFP so as to evaluate the proper distributions of the food service and discuss the way to make effective the management of the program for the future.



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## **Appendixes**

### **Appendix i**

**Jimma University**

**School of graduate studies**

**College of Education and Behavioral Sciences**

**Department of EdPM**

**Program: M.A. in Educational Leadership**

Questionnaire to be filled by Staff members ( principals, teachers, SFP focal person at school level)

#### **Dear respondent**

This is an MA research. The purpose is to study the Practice of School Feeding Program (SFP) of Mao-komo special woreda of Mao-komo zone in Benishangul-Gumuz Regional State and to recommend on how the practices may be improved. This questionnaire is designed to obtain your perceptions and views on various aspects of SFP practices of your school. The information provided in the questionnaire will be handled confidentially and used for academic purpose only. Hence, your genuine contribution will be enabling the research project to be a Successful one. Please, give your response after reading the instruction carefully for each section and answer every question. Note that no need of writing your name anywhere. Thank you in advance for your genuine opinion!

**A. Staff (School Principals, teachers, SFP focal person) at school level Survey  
Questionnaires**

**Section-1- General information**

1. Name of the school\_\_\_\_\_

Make a circle from the given alternatives each question

2. Age:

a. 16-25 years      c. 36---45 years    e.  $\geq$  56 years

b. 26---35 years    d. 46---55 year

3. Sex:    a. Male                  b. Female

4. Your current position:    a. Principal    b. Home room teachers    c. SFP focal person from Woreda  
Education

5. Total years of service under Benishangul-Gumuz Education Bureau or Ministry of Education:

a.  $\leq$  5 years      b. 6---10 years      c. 11—15 years    d.  $\geq$  16 years

6. Academic qualification

a. 12 + 2      b. 10 + 3      c. BA/BSc/BED    e. 1\_\_8

7. Field of study

a. Educational Administration      d. Physical Education

b. Social Science                      e. Language

c. Natural Science                      f. Others

## Section-2-Practices of School Feeding Program(SFP)

The following are statements about **Practices of School Feeding Program(SFP)** in your school. Please rate each statement from strongly agree to strongly disagree and tick (√) the numbers which most closely represent your opinion using the following 5 point scale.

SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree) and SD (Strongly Disagree)

### 1.Practices of School Feeding Program(SFP) in the study area

#### 1. 1. Questions related to the current status of SFP in primary schools of Mao- Komo special woreda

NO.	Items	Extent of practices				
		SA	A	U	D	SD
1	SFP has available in this school in this school					
2	There has been match between program supply plan and the demand in this school					
3	There has been proper distribution of the food allocated for the students in this school					
4	In case of some challenges in the school, the communities has been involved to address it					
5	The food service supply, demand of the food and mobilizing of the community to support the program has been the duties of school feeding committee in this school					
6	School feeding program has got support from policy and strategy in this school					
7	The government has been involve and allocated budget for the program in this school					
8	The food is prepared based on the standard in this school					
9	The existed unions have been involved to support SFP in this school					
10	The existed structure like small-scale enterprise have been involved to support SFP in this school					
11	There is Independent organ responsible for the implementation of school feeding in this school					

1. 2. Questions related to the contributio of School Feeding Program in primary schools of Mao- Komo special woreda

NO.	Items	Extent of practices				
		SA	A	U	D	SD
1	SFP Contribute for children to attend in schools					
2	SFP Contribute to decrease the drop out of children					
3	SFP Contribute to increasing student's achievement					
4	SFP Contribute to enhance student's motivation to learning					
5	SFP Contribute lot for children to be attentive in their education					
6	SFP Contribute to shape parents attitude towards education					
7	SFP Contribute to increase children enrollment					
8	SFP Contribute to increase students concentration in education					
9	SFP Contribute to increase regular or daily attendance in schools					
10	SFP Contribute to increase students retention in their class					
11	SFP Contribute to improve of students performance in both curriculum and extra-curricular activities in classes					
12	SFP Contribute to improve students' performance in exams					

1.3. Questions related to Major factors affecting the practice of SFP in primary schools of Mao- Komo special woreda

NO.	Items	Extent of practices				
		SA	A	U	D	SD
1	Lack of support from policy and strategy side of the country affected the practice of SFP in this school					
2	Problem of design and implementation of SFP affected the practice of SFP in this school					
3	Lack of financial support from the government were also seen as one of the major factors affecting the operation of SFP in my school					
4	Lack of institutional capacity may affect the proper utilization of the program					
5	Lack of formal structure at all levels affected the practice of SFP in my school					
6	Lack of sectorial engagement in the Program hinder the utilization of the program					
7	Lack of proper distribution of food for students affected the practice of SFP in this school					
8	Absent of continuous mobilization of resource affected the operation of SFP in this school					
9	The existed clash between Supply Vs Demand in the schools is challenging problem that affect the practice of SFP					
10	Lack of proper utilization of the resource supplied for the school affected the operation of the program					
11	Lack of financial support from the existed Unions is one of the factors that hinders the utilization of the program					
12	Problem of attaching the program with the existing structure like small-scale enterprise affect the staus of the program					
13	Reluctant of of the Community to Support the program also an other factor that affect the practice of SFP					
14	Poor parents Commitment to Support the program is an other factor that affect the practice of SFP					
15	Lack of prepared farm land is supposed to be a challenge that affect the practice of SFP					
16	Lack of home grown food Item supply in the School affected the utilization of the program in this school					
17	lack of continuous monitoring and evaluation largely affected the proper function of SFP in my school					



**Appendix II**  
**Jimma university**  
**School of graduate studies**  
**College of Education and Behavioral Sciences**  
**Department of EdPM**  
**Program: M.A. in Educational Leadership**

**Questionnaire to be filled by Students' Respondents**

**Dear respondent.** The purpose is to study the Practice of School Feeding Program (SFP) of Mao-komo special woreda of Mao-komo zone in Benishangul-Gumuz Regional State and to recommend on how the practices may be improved. This questionnaire is designed to obtain your perceptions and views on varies aspects of SFP practices of your school. The information provided in the questionnaire will be handled confidentially and used for academic purpose only. Hence,your genuine contribution will be enabling the research project to be a Successful one. Please, give your response after reading the instruction carefully for each section and answer every question. Note that no need of writing your name anywhere.

Thank you in advance for your genuine opinion.

**Section-1- General information**

1.Name of the school\_\_\_\_\_

Make a circle from the given alternatives each question

2. Age     a.. 11---15 years   b, 16-20   3. Sex:   a. Male            b. Female

4. Academic issues

- Grade 1\_4.....
- Grade1-6.....
- 1-8

## Section-2

The following are statements about **Practices of School Feeding Program(SFP)** in your school. Please rate each statement from strongly agree to strongly disagree and tick (✓) the numbers which most closely represent your opinion using the following 5 point scale.

SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree) and SD (Strongly Disagree)

### 1. Practices of School Feeding Program(SFP) in the study area

#### 1. 1. Questions related to the current status of SFP in primary schools of Mao- Komo special woreda

NO.	Items	Extent of practices				
		SA	A	U	D	SD
1	SFP has available in this school in this school					
2	There has been match between program supply plan and the demand in this school					
3	There has been proper distribution of the food allocated for the students in this school					
4	In case of some challenges in the school, the communities has been involved to address it					
5	The food service supply, demand of the food and mobilizing of the community to support the program has been the duties of school feeding committee in this school					
6	School feeding program has got support from policy and strategy in this school					
7	The government has been involve and allocated budget for the program in this school					
8	The food is prepare d based on the standard in this school					
9	The existed unions have been involved to support SFP in this school					
10	The existed structure like small-scale enterprise have been involved to support SFP in this school					
11	There is Independent organ responsible for the implementation of school feeding in this school					

1. 2. Questions related to the contributio of School Feeding Program in primary schools of Mao- Komo special woreda

NO.	Items	Extent of practices				
		SA	A	U	D	SD
1	This school has got benefit from SFP					
2	SFP has brought improvement on children attendance in this school					
3	SFP has brought improvement in decreasing the drop out of children in this school					
4	SFP has brought improvement on student's achievement in this school					
5	SFP has brought improvement in shaping parents attitude towards education in this school					
6	SFP has brought improvement to enhance student's motivation to learning in this school					
7	SFP has contributed a lot for children to be attentive in their education					
8	SFP has contributed a lot in increasing children enrollment					
9	SFP has contributed a lot in increasing students concentration in education					
10	SFP has contributed a lot in increasing students retention in their class					

1.3. Questions related to Major factors affecting the practice of SFP in primary schools of Mao- Komo special woreda

NO.	Items	Extent of practices				
		SA	A	U	D	SD
1	Lack of support from policy and strategy side of the country affected the practice of SFP in this school					
2	Problem of design and implementation of SFP affected the practice of SFP in this school					
3	Lack of financial support from the government were also seen as one of the major factors affecting the operation of SFP in my school					
4	Lack of institutional capacity may affect the proper utilization of the program					
5	Lack of formal structure at all levels affected the practice of SFP in my school					
6	Lack of sectorial engagement in the Program hinder the utilization of the program					
7	Lack of proper distribution of food for students affected the practice of SFP in this school					
8	Absent of continuous mobilization of resource affected the operation of SFP in this school					
9	The existed clash between Supply Vs Demand in the schools is challenging problem that affect the practice of SFP					
10	Lack of proper utilization of the resource supplied for the school affected the operation of the program					
11	Lack of financial support from the existed Unions is one of the factors that hinders the utilization of the program					
12	Problem of attaching the program with the existing structure like small-scale enterprise affect the status of the program					
13	Reluctant of of the Community to Support the program also an other factor that affect the practice of SFP					
14	Poor parents Commitment to Support the program is an other factor that affect the practice of SFP					
15	Lack of prepared farm land is supposed to be a challenge that affect the practice of SFP					
16	Lack of home grown food Item supply in the School affected the utilization of the program in this school					
17	lack of continuous monitoring and evaluation largely affected the proper function of SFP in my school					

## **Appendix B: Interview Guide Questions SFP focal persons at Woreda and Regional level**

**Jmmaa University**

**Postgraduate Program Directorate**

### **Practice Of School Feeding Program in Mao-Komo Special Woreda of Benishangul-Gumuz Regional State**

#### **Interview questions used to guide teachers interview**

This interview intended for some randomly selected teachers (1 from each of selected SFP schools) from study schools to find out additional ideas and perception of teachers towards the program while responding to the four basic research questions. The basic research questions used as basic interview guide questions to obtain additional ideas and responses. The responses given according to these four questions were added to Thesis in a narrative manner. Questions were:

1. How the SFP is practicing in your respected school?

- What types of food are in use for SFP in Your school?
- How is the relation between demand and supply of food for SFP? Is that clashing or matched?
- What the Parents/Community involvement/support for School Feeding Program looks like in your school?
- What the government involvement/support for School Feeding Program looks like in your school?
- Is there independent organ carry out the program?
- What the Government Involvement /support/ for School Feeding Program looks like in your school?
- Is there Independent organ involvement for the implementation of school feeding Program in your school?
- Do the very important Stakeholders like school directors, education officials, at woreda, zonal, regional level involved in developing new strategy to sustain the school feeding program?

2. What is the contribution School Feeding Program in your school?

3. What are the major challenges affect implementation of School Feeding Program in your respective school?

4. What do you suggest that can be done to minimize the identified challenges that affect implementation of school feeding program in study area?