



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**ASSESSMENT OF THE ROLE OF SCHOOL FEEDING
PROGRAM ON STUDENTS' ENROLLMENT AND ACADEMIC
PERFORMANCE: THE CASE OF KOLFE KERANYO SUB-CITY
IN ADDIS ABABA.**

BY:

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JUNE, 2021

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SCHOOL of GRADUATE STUDIES
FACULTY of BUSINESS

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Melaku Girma (PhD). All sources of materials used for this thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

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JUNE, 2021

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ACRONYMS

AU.....	African Union
CSA.....	Central Statistical Authority
EPRI.....	Economic Policy Research Institute
ESDP IV.....	Educational Sector Development Program Four
ESDP V.....	Educational Sector Development Program Five
FBD.....	Food Born Disease
FFE.....	Food for Education
HCE.....	Household Consumption – Expenditure
HGSFP.....	Home Grown School Feeding Program
MDG.....	Millennium Development Goal
MoE.....	Ministry of Education
NGO.....	None Governmental Organization
PCD.....	Partnership for Child Development
RDA.....	Recommended Dietary Allowance
SDG.....	Sustainable Development Goal
SF.....	School Feeding
SFP.....	School Feeding Program
SHN	School Health Nutrition
SPSS.....	Statistical Package for Social Science
THR.....	Take Home Rations
UN.....	United Nations
UNHTF.....	United Nations Hunger Task Force
UNICEF.....	United Nations Children’s Emergency Fund
WB.....	The World Bank
WFP.....	World Food Program

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ABSTRACT

The objective of this study is to assess the role of school feeding program on students' enrollment and academic performance in the case of kolfe keranyo sub-city government primary schools from (2020-2021). This study mainly employed quantitative data. To address the research objective 335 sampled respondents were selected. A non-probability sampling technique in the form of judgmental sampling technique is employed in selecting the four schools. For the selection of sample teachers and school parents' non-probability purposive sampling technique was used to get persons from different schools that can better provide information about school feeding. For the purpose of this research, 117 teachers were considered to be the representative samples. The other samples for the research were school parents. Accordingly, 175 parents were selected purposely with the intention of obtaining the persons that can provide more information about school feeding. 335 questioners were distributed; from which 292(87.2%) sample respondents replied appropriately to the questionnaire. Data gathered were analyzed based on these 292 responses with the help of SPSS 24 software package. Descriptive statistics research design was employed. All outputs were reported using frequency, percentage and mean results. From the analysis of this data, 28 key variables were identified and defined across four categories: assessment of Ethiopian school feeding program, levels of enrolment before and after the commencement of the SFPs, the effects of SFP on students' academic performance and challenges of school feeding programs. The main finding of the study is that school feeding program has positive effect on students' academic achievement. The findings of the study also showed that an increase in school enrolment and academic performance have achieved due to SFPs. The study recommended that the government through MoE should expand and improve school infrastructure and encouraged parents to build the culture of contributing for proper implementation of the SFPs. The study also recommends that all stakeholders working on School Feeding Program need to work cooperatively to enhance the program effectiveness.

Key words: school feeding, food security, enrollment, performance

CHAPTER ONE

INTRODUCTION

This chapter shows the background of the study, statement of the problem, research questions, and objectives of study, significance of the study, scope of the study and organization of the study.

1.1 Background of the Study

SFP is a crucial ingredient in the human's body growth and cognitive development. Children need a reliable food supply to meet the metabolic supplies of body growth and brain development (Akanbi, 2013). Setting priority to school feeding program is fundamental involvement in reducing the short-term hunger, providing learner's cognitive function by and enhancing the learning environment (Lawson, 2012). The school feeding program would enable learners to increase their regular attendance in order to improve their academic performance. The school feeding program had an effect on learner's enrollment and attendance (WFP, 1996)

It is believed that the short-term hunger in the classroom may affect the academic performance of learners. Further, it has been suggested that SFP if provided properly did raise school enrollment and increased school attendance (Ahmed, 2004). SFP greatly promotes the learning style of learners in schools. It is one of the key interventions for promoting learning to learners in the areas of food insecurity. This can motivate learners to concentrate and learn better so as to improve learning capacity and performance. Therefore, it is apparent that the supply of food to learners in primary schools' level had increased school attendance and reduced dropout among the learners in the community schools (Malila, 2015).

Learners involved in the school feeding program has access to enhancing their academic performance since it enabled them to attend school frequently and learn more efficiently (Yunusa, 2012). Meyers et al. (2013) established that children from elementary schools who participated in school breakfast program had shown significant growth in academic function.

The presence of hunger in some schools is a major challenge that alters academic performance. However, supplying food support to primary schools' children in

constantly food insecure areas aim to diminish short term hunger in classrooms. The purpose is to improve learning performance among learners. Hence, the impact of school feeding program had investigated empirically that learners who get food in school have shown the increase of scores than those who have not involved in the program (Sandler, 2011).

According to the Ministry of Education, (2012), school feeding program is a social safety net instrument that targets children in program chronically food insecure areas and protects them against the worst consequences of household food insecurity and contributes to better learning and educational outcomes as well as to better nutrition. The program is one of the components or crosscutting programs of education sector development program (ESDP/IV) and School health and nutrition program.

In Ethiopia the school feeding started in 1994 by the support of United Nations World Food Program focusing on rural areas only and it is after long period of time in 2015 that the school feeding started in Addis Ababa (UNWFP,2011). The program only addresses few and there are other needy students. The school feeding in Addis Ababa is a different scenario when we compare with other rural areas. The feeding program which is being implemented in rural areas benefit all students irrespective of their social, economic and health status of the students. Whereas in Addis Ababa only few selected students get the chance. Not only this but awareness level and the nature of problem students in urban areas face is not the same with the rural students.

In majority of government-based schools of Ethiopia, students attend school without basic necessities like food, educational materials and cloths (GoE, 1994). 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).

The recent status in the Ethiopian urban context shows that school feeding programs started in some government schools around Addis Ababa by a local NGO called Yeenat Weg Charitable Association in 2015. The general objective was enhancing the quality of education by improving nutritional status of students from poor families in public

primary schools in Addis Ababa through integrated service provision. Among the specific objectives, providing children with all the nutrient food, the need for a healthy growth and improve primary school enrollment, retention, and academic performance of destitute children, empower poor families by giving different skill trainings that capacitate them to improve the well-being of the family. Currently, the government took responsibility and allocated budget for school feeding program (BOE and BOEC,2015).

The study was conducted at Kolfe Keranyo sub city in Addis Ababa Ethiopia. It is located in the western suburb of the city, with an area of 61.25 sq.km having a dense population of 546,219. It borders with the districts of Gullele, Addis Ketema, Lideta and Nifas Silk-Lafto. It is one of the largest populated sub city of Addis Ababa city administration. Accordingly, the study assesses the role of school feeding program on students' enrollment and academic performance in four primary school those are Repi primary school Bethel primary school Yemanebirhan primary school and Keranio Medhanealem primary school. The core point for this research and this research result come with the fact of the overall implementation and contribution status of school feeding program.

1.2 Statement of the Problem

School feeding program constitute critical interventions that have been introduced in many developed and developing countries of the world to address the issue of poverty, stimulate school enrolment and enhance students' performance. In developing countries, most students go to school hungry every day and significant number of them are from Africa (Mamba, 2014). Providing school meals is therefore vital in nourishing children. Parents are motivated to send their children to school instead of keeping them at home to work (Akanbi, 2013).

The five objectives of the SF policy of the WFP are 1) to provide safety nets for food-insecure households, 2) to support children's education, 3) to reduce micronutrient deficiencies, 4) to strengthen national capacity for SF, and 5) to link SFPs to local agriculture (WFP, 2014).

The "Food for Education" (FFE) in Ethiopia delivers school meals to school children in food-insecure areas and is part of the County Program (CP) of Ethiopia (2012-2015). Schools are geographically targeted based on the Vulnerability Index (Chronic Food

Insecurity) status of the area, and within these areas on a low enrolment and high gender gap. The schools have to be government and WFP priorities (WFP,2016).

Despite most government data do not illustrate the urban school food insecurity level, it is expected that the urban food items price inflation affects urban school children's" parents to full fill their children's" nutrition need. The survey research conducted by a joint force of Addis Ababa education bureau and Addis Ababa women and children affair bureau has shown that 26.5% of vulnerable primary school students eat once a day and the experience of 15.8% of them show that there are times that they never take any food for the whole day. The data is collected from 11,682 children in all 220 primary public schools in Addis Ababa (BOE & BOWC, 2015).

Addis Ababa like other parts of Ethiopia, the learners are affected by the short-term hunger in classrooms. The city has been providing food to learners since 2015 under the support from the World Food Program (WFP). Parents have been contributing to push their children to attend regularly in schools. School feeding program did raise school enrollment, reduce the possibility of dropout from school and increase school attendance (Mamba, 2014). School feeding program in primary school has been noted as the significant intervention in increasing learners' enrollment, attendance and reducing the possibility of dropout. Feeding children through school would impact academic performance in Ethiopia (Zenebe, 2018).

There are some studies in relation to school feeding activities in Addis Ababa such as Nutritional status and school performance of children benefited from school feeding program in selected elementary school, Arada Sub city, Addis Ababa, Ethiopia by (Gutama, 2017); The effect of School Feeding Program on the school performance of primary public school children in Arada Sub City, Addis Ababa by (Abiy, 2017); Assessment of the impact of school feeding program on students' performance in Addis Ababa government primary school by (Misrak, 2018).

Local studies so far however did not consider some variables like levels of enrolment before and after the commencement of the SFPs, the Effects of School Feeding on students' Academic Performance and the Challenges of the School Feeding Program. It is evident that more research needs to be conducted regarding these issues. Through a review of the literature and a series of informal discussion with major actors of the sector, it has been found that, despite its importance, it has not been studied and not

well documented to as great extent within the context of the role of school feeding program on student's enrollment and academic performance. Therefore, this study is conducted with the intention to fill this gap and its findings provide various insightful learning for policy makers, researchers and students interested in similar research theme for further investigation and contribute to overcome these problems.

1.3 Research Questions

The study attempts to answer the following research questions:

1. What is the status of school feeding program in Addis Ababa Kolfe Keranyo sub city?
2. What are the effects of school feeding program on student's enrolment?
3. What are the effects of SFP on students' academic performance?
4. What are the challenges of school feeding program?

1.4 Research Objective

1.4.1 General Objective

The general objective of this study is to assess the role of school feeding program on students' Enrollment and Academic performance in Kolfe Keranyo sub-city government primary schools.

1.4.2 Specific Objective

1. To assess the status of school feeding program in Kolfe Keranyo sub city in Addis Ababa.
2. To examine the effects of school feeding program on student's enrolment.
3. To determine the effects of SFP on students' academic performance.
4. To explore the challenges of school feeding programs.

1.5 Operational definition of key Terms

Attendance: refers to the appearance or availability of a pupil in the classroom for a long period of time, for example, one month without unjustified absence.

Enrolment: this refers to the first entry in grade one, pupils received from non-school feeding to schools with feeding program, drop outs coming back, after being attracted by school feeding.

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

1.6 The Significance of the Study

This study is significant because it may add to both theoretical and practical knowledge to the available literature on the assessment of school feeding program on students’ Enrollment and Academic performance. Theoretically this study may contribute to fill the research gap in the area of assessing of school feeding program on students’ Enrollment and Academic performance. That is the findings of the study may serve as an inspiration and reference for further research in the area of school feeding. The study may have also practical contribution that is it may give relevant information concerning on the area. The result may also provide information to the Ethiopian policy makers so that appropriate measures may be taken to enhance school feeding programs and its role for the academic performance of students.

1.7 The Scope of the Study

The scope of the study is delimited in assessing the role of school feeding program on students’ Enrollment and Academic performance. For this purpose, some selected Kolfe Keranyo sub-city primary government schools are considered as target organizations. It is used two years’ data from year 2020 - 2021 to see the short-term effect of school feeding program on students’ Enrollment and Academic performance.

1.8 Limitation of the Study

This study was conducted only on four primary schools in Addis Ababa. It is suggested that, a similar study be conducted in large population and more primary schools in different settings in Addis Ababa where SFPs is implemented so as to determine whether or not the SFPs had enhanced school enrolment, attendance and academic performance.

The study was faced with several limitations such as travelling costs, inaccessibility of some of data in the district and schools, time shortage in carrying out the study and lack of reliable transportation facilities during data collection.

Another limitation is that it was difficult to get some data from teachers and parents due to the lack of willingness and absenteeism of the appropriate persons as well as reluctance of some respondents to disclose accurate information. Despite of these limitations, the researcher was not affected from collecting the required information.

1.9 Organization of the Study

The study has organized in to five chapters:

Chapter one: Comprises the introduction which deals with background of the study, statement of the problem, objective of the study, research questions, significance of the Study scope and limitation of the study and organization of the paper. Chapter two explains the theoretical and conceptual literature review about the topic. It discusses on literature review of all variables.

The chapter highlights previous researches and findings conducted by various researchers. This chapter is important to indicate that every variable is supported by previous study. Chapter three looks at the methodology which is basically the research purpose, design, data collection methods population, sampling size, sampling techniques and data analysis. Chapter four states about summarizing, interpreting and presenting the findings. Chapter five states about summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This study is to assess the role of school feeding program on students' enrollment and academic performance. School feeding program constitute critical interventions that have been introduced in many developed and developing countries of the world to address the issue of poverty, stimulate school enrolment and enhance students' performance. In this chapter the study explains the theoretical and empirical study of school feeding program.

2.2 Theoretical Review

2.2.1 The Concept and Origin of School Feeding Program

School feeding is simply the provision of food to children through schools. According to Oyefade (2014), different countries have one or a combination of the two feeding modalities in place for various objectives. However, they can be grouped into two broad categories: in-school meals and take-home rations where families are given food if their children attend school. Historically, in-school meals have been the most popular modality of school feeding interventions. The school feeding can be in turn grouped into two common categories: program that provides meals and program that provides high-energy biscuits or snacks to generate greater impacts on school enrolment, retention rates, and reduce gender or social gaps (Akanbi, 2013). (Uduku, 2011), contended that there are `indications of a significant swing in thinking about school feeding and many elements of this new thinking are being promoted keenly under the rubric of "home grown school feeding".

Tomlinson, (2007) traced the emergence of school feeding program to the 1930s in the United Kingdom and the United States of America with a focus on improving the growth of children. In 1900 Netherlands became the first country to move the program to a new level of incorporating school meals into a national legislation. By the 1930s, the United Kingdom and the United States had also instituted the school feeding program as part of their national program. A further account indicates that school feeding initiatives have been in existence since the late 1700's and originated as projects of donors in Europe. The United States of America began the practice of

initiating school feeding program in Austria as an act of international aid focused on combating the severe malnutrition of children in the 1940s after the Second World War. Since then, school feeding program have become a key part of food assistance, relief emergency and development program. School Feeding Program is a social safety net for children and as part of the national development goals. It provides an important new opportunity to assist poor families and feed hungry children. It provides incentive for poor families to send their children to school and keep them there.

2.2.2 The Effect of School Feeding Program on School Enrolment

As indicated by Oyefade, (2014), the decision to enroll a child in school and, thereafter, for the child to attend regularly is influenced by many factors. These include the perceived value of education, the availability of employment opportunities, the direct and indirect cost of schooling and the availability and quality of school facilities. Food incentives offered to students such as school meals compensate parents for direct educational costs. He observed further that implementation of SFP is associated with increase in enrolment, particularly for girls.

Also, several studies have found a strong relationship between education and poverty, particularly inequality. The poor are heavily deprived and so are their children. As identified by Oyefade, (2014), several factors with significant impact on many dimensions of poverty on school attendance and education quality, particularly early childhood malnutrition, deprivation based on gender and income inequality tend to be responsible. In many countries, such as Brazil, Philippines, Cambodia, Mali, El Salvador, Indonesia, Ghana, Bangladesh, Ecuador etc. where school feeding program are implemented, data reveals that the program has increased enrolment and attendance rates over the years (Akanbi, 2013).

In Bangladesh, the research carried out by The International Food Policy Research Institute on the effects of school feeding program found that the program raised school enrolment rates by 14.2%, reduced the probability of dropping out of school by 7.5% and increased school attendance by 1.3 days a month. Similarly, in Pakistan a program provides an income in the form of one or two tins of oil to families whose girls attend school for twenty days per month. In its pilot phase, the oil incentive program demonstrated that it could make a significant contribution to full attendance. In participating schools, enrolment improved overall while attendance increased from 73%

to 95% among participants. The program also claims to put additional food in the hands of mothers to serve as a contact between mothers and teachers on distribution days. In another study in Bangladesh, a program of school-based food distribution increased enrolment by 20% and a 2% decline in non-participating schools (Ahmed, 2004) .

2.2.3 The Effects of School Feeding Program on students' Academic Performance

Many studies on nutrition have shown that under nutrition in children stunts their growth and mental development, hence, the relationship between nutrition and academic performance (Alabi, 2003). Although, food has classically been perceived as a means of providing energy and building materials to the body, research over the years has provided exciting evidence for the influence of dietary factors on mental function. Not only are children motivated to get into school but also there is a significant impact on their nutritional status and development, cognitive capabilities and academic performance. Literature has shown that the development and learning potential of the beneficiaries depend on the quality and nutrient components of (Jukes et al, 2008).

Nutritional and health status are powerful influences on a child's learning and how a child performs in school. Children who lack certain nutrients in their diet do not have the same potential for learning as healthy and well-nourished children. Children with cognitive and sensory impairments naturally perform less and are more likely to repeat grades. The irregular school attendance of malnourished and unhealthy children is one of the key factors for poor performance (Uduku, 2011).

Yunusa, (2012) noted that students in School Feeding Program have the potential for improving their performance because it enabled them attend school regularly and studied more effectively. He found that in a study carried out in Jamaica, children in Grade 2 scored higher in Arithmetic when they started being fed at school. However, the impact of School Feeding Program on the academic performance of pupils has been embraced with mixed feelings. It was observed that although SFPs motivate parents to enroll their children in school, its impact on academic performance is mixed and depends on various factors within the context in which the program is set. Drawing from this, Uduku, (2011) opined that SFPs would best improve the performance of pupils when coupled with adequate learning materials, physical facilities and teacher motivation.

2.2.4. Challenges of School Feeding program

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 are 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, *et al.*, 2011). Although the benefits of school feeding are documented very well, the effectiveness of SF is still in debatable.

According Jomaa, *et al.*, (2011) 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).

2.2.5 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).

2.2.6. School Feeding in Ethiopia

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

Good health and nutrition are an indispensable for learning ability and cognitive development. If children are in good health and getting nutrition meals the school attendance and educational achievement increase (Federal Ministry of Education (MOE), 2010). Many school children in Ethiopia are affected by many health issues such as stunted in height, anemic and iodine deficient, in many areas affected by worms, diarrhea diseases, trachoma and other challenges. These extremely widespread situations are related with weakened cognitive ability (MOE, 2010). So, to mitigate the aforementioned challenge agreement signed and operational guideline developed between Ministry of Education, Ministry of Health and Water and Sewerage Authority. Thus, these government institutions create sectorial linkages and collaboration in Education Sector Development Program IV (ESDP IV) 2010/2011 – 2014/2015.

In line with this ESDPV (2010) indicates that the National School Health and Nutrition Strategy guides activities are designed aiming to improve access to better health and

nutrition service for school- age children. The training also has been given to all regions in relation to this strategy. According to MOE (2015) Around 7 million school-age children (plus up to 3 million out of school) live in food insecure areas. According to ESDP V, the School Feeding Program reaches 670,000 children and an additional 43,000 children take part in the Home-Grown School Feeding Program which began in ESDP IV.

Recently, school feeding programs are started in some government schools around Addis Ababa by Yeenat-Weg Charitable Association in 2015. To enhance school children while they are learning without hunger and innutrition the Ministry of Education enacted different strategies among the strategies National School Health and Nutrition Strategy in 2012, this states that, the right of every child to access health and nutrition service, especially for poor and vulnerable children. Education Sector Development Program V (ESDPV) which states about improvement of access to better health nutrition services for school-age children.

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

2.3. Empirical Findings

Children access to good and healthy food to ensure the physical, intellectual and social wellbeing. Although school feeding program is a recent phenomenon in Ethiopia, School Feeding Program have for many years been part of many countries as poverty alleviation strategy and have proven an effective tool to overcome poor learning performance due to hunger and malnutrition. There are studies in relation with school feeding around the world and some in Ethiopia. A study conducted by Abiy (2017) entitled “The effect of School Feeding Program on the school performance of primary public-school children in Arada Sub City “, Addis Ababa. A quantitative evaluative research approach and a quasi-experimental design were employed. The main finding of the study is that the positive effect of School Feeding Program on academic achievement and attendance is not significant. Moreover, the program has not affected on children’s’ attention. However, the small positive effect of the program is detected on academic achievement and attendance score and this effect is more viable to

academic achievement. Abiy (2017) concluded that school food program has contributed significantly on attendance rate and academic performance of SFP beneficiaries. Abiy's (2017) study was done from Social Work perspective. Finally, Abiy recommended that to enhance the school feeding program effectively stakeholders need to focus at micro and macro level.

Another study was conducted by Misrak Feyisa (2018). The study area was Addis Ababa, to see the significant impact on children's academic achievement, school attendance, dropout rate from public health perspective. Misrak's (2018) study was held in three sub cities, Gulele, Yeka and Kolfe. The study tried to see the effectiveness of school feeding in relation to academic achievement, school attendance and dropout rate. The study is quasi experimental what is known as the "before – after" approach. A school based Study with retrospective analysis was employed among 200 students to assess the role of school feeding program on student's school performance in Addis Ababa government primary school 2017/2018. The test results of the study revealed that SFP has contributed significantly on attendance rate and academic performance of SFP beneficiaries.

Both Abiy and Misrak (2018) work saw the positive aspects of school feeding for the academic achievement of students. Another study conducted by Desalegn, (2011) also claimed that school feeding increases school participation among poor and food insecure group of people. However, these studies so far however did not consider some variables like levels of enrolment before and after the commencement of the SFPs, the Effects of School Feeding on students' Academic Performance and the Challenges of the School Feeding Program. It is evident that more research needs to be conducted regarding these issues. Therefore, this study is conducted with the intention to fill these gaps.

2.4 Conceptual framework

SFP improves the dietary intake of the beneficiary pupils at which this return improves the interest of learning. This as a result improves the curricular and extracurricular participation of children this program also positive influence the behavior of the student's school feeding program increases the interests of students to stay within the school compound and learn. This in turn leads to increase in student's class attendance. these increases in class attendances and class participation may reduce absent days from school.

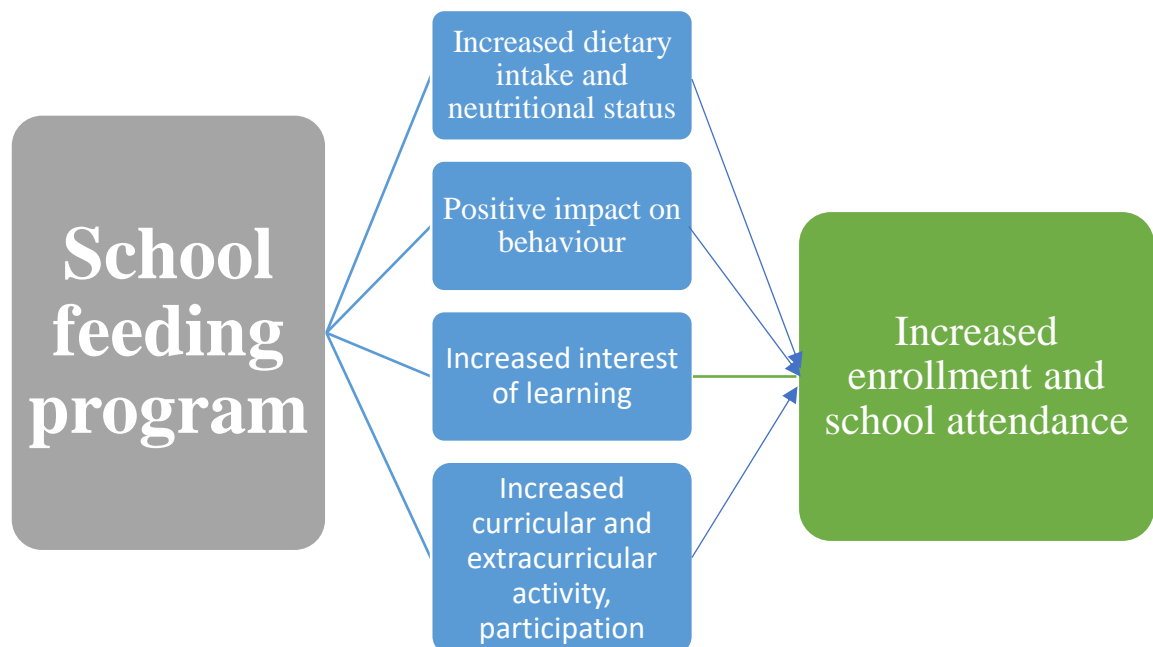


Figure 2.1 The impact of school feeding program on enrollment and academic performance

Source- developed by the researcher

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter outlines the methodology which is used as follows: The research design is mentioned followed by sample and sampling techniques. Source of data and procedure of data collection are also explained. In addition, method of data analysis is clearly explained at the end of this chapter.

3.1 Research Design

The study employed a descriptive research design using survey method. The survey method is the most suited for gathering descriptive information. The data could be obtained from teachers and school parents. Thus, this study was used descriptive research design to assess the role of school feeding program on students' academic performance in Addis Ababa government primary schools from 2020 to 2021.

3.1.1 Sample size and sampling techniques

A sample design is a definite plan for obtaining a sample from a given population. it refers to the technique or the procedure the researcher would adopt in selecting items for the sample (Kothari, 2004).the target populations of this study were teachers and parents.

For the selection of sample teachers and parents, non-probability purposive sampling technique was employed. Compared to probability sampling, non-probability sampling does not establish specific and demanding selection criteria (Bougie, 2016). In other words, all teachers and parents from primary government schools would not have an equal chance to be included in the sample of this study and so there is no guarantee that the sample is representative of the whole population of teachers and school parents employ in the government schools. Instead, appropriate and suitable teachers and parents of schools were included in the study.

For the purpose of this research primary government schools which are currently operating were considered to be the representative samples. The other samples for the research were teachers and school parents. Accordingly, 134 teachers and 201 school parents were selected with the intention of obtaining the persons that can provide more information about school feeding. The study used purposive sampling techniques to

select teachers and school parents. The purposive sampling technique is most appropriate because, the researcher is in need of the most appropriate personnel of the schools who has in-depth knowledge of the school feeding program on students' Enrollment and Academic performance and can therefore provide adequate information useful for research analysis purposes.

The sample size of the study is determined using a sample size formula developed by Yamane Taro (1967). This formula is used to calculate the sample size taking to account 95% confidence level, 5% sampling error and total population size. Therefore, the sample size is computed using the Formula:

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

Where, n= estimated sample size

N= total number of populations

e= sampling error

Based on this we can calculate the sample size as follows:

Total number of population (N) =2040

Sampling error (e) =5%

Hence, n= 2040/1+2040(0.05)²

Thus, n= 335

3.2 Source of Data and Procedure of Data Collection

3.2.1 Sources of Data

According to Kotari (2004) there are two types of data which are primary and secondary. Primary data are those which are collected afresh and for the first time, and thus happen to be original character. The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed

Primary Data Sources: To obtain primary data the researcher mainly used teachers and school parents. The decision to use those persons as a source of data is based on the expectation that they have a better exposure and information about the stated issues. Considering the limited financial and time resources available to complete this study, it

was important to ensure the collection of the primary data in an effective and efficient manner.

The Primary data were collected through questionnaires. The content of the questionnaire was divided in to different parts. The first part contained questions related to some demographic aspects of the respondents, such as age, sex, experience and educational level. These enable the researcher to get a better understanding of the type of respondents and relate it to how they understand the school feeding program on students' Enrollment and Academic performance.

At the research design development stage, it is important to ensure that participant responses were measurable and valid. For this purpose, a 5-point Likert scale from 'Strongly disagree' to 'Strongly agree' was used in the questionnaire to ensure that all individual responses were measurable. The gathered responses were rated using a 5-point Likert scale where 1 is Strongly disagree and 5 is Strongly agree.

One of the key advantages of the Likert scale methodology is that it allows for degrees of opinion rather than a simple yes or no answer (Joshi et al., 2015). Therefore, by using this scaling method, researchers can gain quantitative data which is highly structured in nature and can be easily processed graphically and statistically (ibid). However, the validity and reliability of all scaling measurement techniques, including the Likert scale, can be compromised as participants may give dishonest answers to convey either positive or negative representations (Easter by-Smith et al., 2012). Nevertheless, by making the questionnaire fully anonymous, it is possible to minimize social desirability bias and further reduce social pressure (Saunders et al., 2016), and to encourage individuals to give more honest and representative responses.

3.2.2 Procedure of Data Collection

The collections started from a simple observation. Then the researcher created awareness about the overall purpose of the study to the respondents in order to avoid misunderstanding and confusion. Questionnaires were distributed to the target population. The target populations are teachers and school parents of primary government schools.

3.3 Method of Data Analysis

The data was analyzed and interpreted mainly by using quantitative approach. Self-administered questionnaires were used to collect the primary data. Self-administered questionnaires allow for the collection of a large amount of data from a large population of teachers and school parents and is also advantageous because it can increase the validity and reliability of research (Easterby-Smith et al., 2012). The quantitative approach emphasis on measuring on attributes of things. The collected data were analyzed through SPSS package using different statistical methods to assess school feeding program on students' Enrollment and Academic performance. The researcher was used descriptive data analysis which involves in collecting, summarizing and interpreting data through tables, frequency, mean and percentage.

3.4 Validity

According to Yalew (2004) Validity can be defined as the accuracy and meaningfulness of the inferences which are based on the data results. He adds that the validity depends on the quality of the measurements. Questionnaires were tested on potential respondents to make the data collecting instruments objective, relevant, suitable to the problem and reliable as recommended by the advisor. Issues raised by respondents were corrected and questionnaires were refined in the pilot test. Besides, proper detection by an advisor was also taken to ensure validity of the instruments. Finally, the improved version of the questionnaires was printed, duplicated and dispatched.

3.5 Reliability

The reliability of instruments measures the consistency of instruments (Yallew, 2004). The reliability of a scale indicates how free it is from random error (Pallant, 2010). The most commonly used statistic for internal consistency is Cronbach's coefficient alpha. This statistic provides an indication of the average correlation among all of the items that make up the scale. The variables Value ranges from 0 to 1 with higher values indicating greater reliability (Pallant, 2010), (Yalew, 2004). While different levels of reliability are required, depending on the nature and purpose of the scale, by citing Nunnally (1978) Pallant (2010) recommends a minimum level of 0.7. Also, Yalew (2004) adds that it is good Cronbach Alpha not to be below 0.65. Therefore, all the variables or factors undergone in this paper are tested by using Cronbach's alpha. The result was calculated by using SPSS version 24.

Table 3. 1 Cronbach’s alpha value of all variables

Variables	No. of Items	Cronbach Alpha
Assessment of Ethiopian school feeding programs	6	0.981
levels of enrolment before and after the commencement of the SFPs	6	0.949
the Effects of School Feeding on students’ Academic Performance	6	0.745
The Challenges of the School Feeding Program	9	0.965

Source: Field survey, 2021

As table 3.1 shows all variables Cronbach’s alpha results were displayed. It is above 0.7. Assessment of Ethiopian school feeding programs, the Challenges of the School Feeding Program and levels of enrolment before and after the commencement of the SFPs variables had 0.981, 0.965 and 0.949 Cronbach’s alpha results respectively, which is very excellent, whereas the effects of School Feeding on students’ Academic Performance is 0.745 which is also good. Therefore, the collected data was reliable and ready for further analysis.

3.6 Ethical Consideration

The study used the information collected from both primary and secondary sources as it is collected. The benefits of data collected and documented are possibly to influence policy creation, planning and decision making approaches in the future. In order to ensure data confidentiality, no name is used in this study. Each subject was coded, which was used throughout the research. In addition, all the data collected was kept and stored in a secured place. The data collected will be used for a course project and possibly in presentations and publications

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATIONS

This chapter presents the findings and results of the assessment of the role of school feeding on students' enrollment and academic performance in Kolfe Keranyo sub city government primary schools in Addis Ababa. The presentation of the findings and discussion addresses the four research objectives and these are assessment of Ethiopian school feeding programs, the level of school enrolment before and after the commencement of the School Feeding Program, the effects of SFP on academic performance and challenges of school feeding.

This chapter consists of the presentation, analysis and interpretation of data gathered through primary data, i.e., self-administered questionnaire distributed to teachers and parents. To gather the primary data, the researcher distributed questionnaires to sampled teachers and parents. Of the 335 questionnaires distributed to respondents, 292 were collected yielding a response rate of 87.2%. Under this chapter general and demographic information, mean score of teachers and parents' data are briefly explained.

4.1 Response Rate

In this study the researcher selected 335 respondents for questionnaires out of which 201 respondents were school parents selected from different schools. one hundred thirty-four (134) respondents were teachers.

Demographic Characteristics of the Respondents

The socio demographic data presented in Table 4.1, below refers to school parents and teachers.

Table 4. 1 Socio-Demographic Characteristics of the Respondents.

Respondents' Background	Socio-demographic characteristics	Number of respondents	Percentage
Age	20-25	40	13.7
	26-30	99	34
	31-35	90	30.9
	36-40	33	11.3
	Above 40	30	10.3
Sex	Male	160	54.8
	Female	132	45.2
Marital status	Single	152	52.1
	Married	138	47.3
	Divorced	2	0.7
	Widowed	--	
	Separated	--	
Educational level	Certificate and below	83	28.4
	Diploma	90	30.8
	Degree	106	36.3
	Masters and above	13	4.6
Work Experience	0-5	61	20.9
	6-10	125	40.8
	11-15	60	20.5
	16 and above	46	15.8

Source: Field survey (May, 2021)

The socio-demographic characteristics of the respondents have distinction among the respondents. As depicted in Table 4.1, 54.8% of the respondents are males while the remaining 45.2% are Females. The age category between 20-25 is 13.7 %. The majority of the respondents 'age falls in the category of 26-30 and 31-35 years which

corresponds to 34. % and 30.8% respectively. The age category 36-40 is 11.3% and age of the respondents greater than 40 are only 10.3%.

As revealed in Table 4.1 the marital status of the respondents 52.1% of them are singles, and 47.3% of respondents are married and the rest 0.7% are divorced.

As indicated in the table, the educational background of the respondents, 28.4% of the respondents are certificate and below, 30.8% of the respondents are Diploma holders, 36.3% are Degree holders and 4.6 % of the respondents are masters and above. In addition, the work experience of the respondents is presented in Table 4.1, As shown in Table 4.1, 20.9% of the respondents have 0-5 years of work experience, 40.8% of the respondents have 6-10 years of experience, 20.5% of the respondents have 11-15 years of experience and 15.8% of the respondents have 16 and above years of experience. The respondents are qualified and experienced and hence the information provided by them is reliable.

4.2. Descriptive data analysis

Respondents were asked different questions regarding the role of school feeding programs on students' academic performance and enrollment in some selected government primary schools in Addis Ababa. Their responses were organized in the following manner. While making interpretation of the results of mean and frequency the Scales were reassigned as follows to make the interpretation easy and clear (Al-Sayaad, Rabea, & Samrah, 2006); cited by (Bassam, 2013).

Table 4. 2 Five Scale Likert Criterion

No.	Mean range	Response option
1	1 to 1.80	Strongly disagree
2	1.8 to 2.6	Disagree
3	2.6 to 3.4	Moderate
4	3.4 to 4.20	Agree
5	4.2 to 5.00	Strongly Agree

Source : Al-Sayaad et al. (2006, as cited by Bassam, 2013).

4.1.1 The Mean score of teachers' Response

Table 4. 3 The Mean scores of teachers' response on assessment of the school feeding programs.

1	Assessment of Ethiopian school feeding programs	1	2	3	4	5	total	mean
1.1	Meals are provided for the pupils daily and Promptly while in school.	7	20	8	75	7	117	3.5
1.2	The government formulates the policy objectives and monitors the implementation of the school feeding program	0	7	13	70	27	117	4.0
1.3	There is policy guideline to ensure the sustainability of the program	0	5	11	82	19	117	4.0
1.4	The program enjoys support from international organizations	5	6	33	57	16	117	3.6
1.5	Improved Nutritional Status	0	0	16	71	30	117	4.1
1.6	Reduces child Labor supply	0	0	21	70	26	117	4.0
Overall score								3.87

Source: Field survey (May, 2021)

According to Table 4.3, for the question meals are provided for the pupils daily and promptly while in school, out of the total 117 respondents 7 of them responds strongly agree, 75 of them responds agree, 8 were moderate, 20 of them responds disagree and 7 of them responds strongly disagree. The mean score is 3.5. majority (70.1%) of the respondents indicated that mid-day meals are served daily and that all the schools where the program is being implemented use the same timetable approved by the government. According to the research carried out by Ahmed (2004), the findings showed that there was an increase of enrollment and completion rates, improvement in achievement tests by children receiving meals/food at schools.

As indicated on Table 4.3, for the question the government formulates the policy objectives and monitors the implementation, out of the total 117 respondents 27 of them responds strongly agree, 70 of them responds agree, 13 were moderate, 7 of them responds disagree and none of them responds strongly disagree and the mean value is 4.0. As shown in table 4.3 (82.9%) of the respondents indicated that the government formulates the policy objectives and monitors the program implementation.

As illustrated in Table 4.3, for the question there is policy guideline to ensure the sustainability of the program, out of the total 117 respondents 19 of them responds strongly agree, 82 of them responds agree, 11 were moderate, 5 of them responds disagree and none of them responds strongly disagree. The mean score is 4.0. Data on the table 4.3 further shows that 86.3% of the respondents indicated that there is policy guideline to ensure the sustainability of the program. This is imperative, not only to ensure sustainability, but also uniformity in program implementation in terms of the content (menu), timing for school meals, hygiene, food preparation etc.

As shown in the above Table 4.3, for the question the program enjoys support from international organizations, out of the total 117 respondents, 16 of them responds strongly agree, 57 of them responds agree, 33 were moderate, 6 of them responds disagree and 5 of them responds strongly disagree. The mean score is 3.6. Result on the table further shows that 62.4% of the respondents indicated that the SFP enjoys support from international organizations.

According to Table 4.3, for the question improved nutritional Status, out of the total 117 respondents 30 of them responds strongly agree, 71 of them responds agree, 16 were moderate, none of them responds disagree and strongly disagree. The mean score is 4.2. Data on the table further indicates that 86.3% of the respondents affirmed that the pupils are fed with assorted and nutritious meals in accordance with the program content. The respondents further revealed that the menu is based on the state government's guidelines to accommodate seasonal needs and local availability. The sampled schools complied with the menu time (mid-day) and menu standard table

As indicated in Table 4.3, for the question reduces child labor supply, out of the total 117 respondents 26 of them responds strongly agree, 70 of them responds agree, 21 were moderate, none of them responds disagree and strongly disagree and the mean

value is 4.0. The result indicated that school feeding program can reduce child labor supply.

Table 4. 4 The Mean scores of teachers’ response on levels of enrolment before and after the commencement of the SFPs.

2	levels of enrolment before and after the commencement of the SFPs	1	2	3	4	5	total	mean
2.1	There is an increase in school enrolment due to the provision of school meals	0	0	17	80	20	117	4.0
2.2	School feeding encourages punctuality	0	0	21	66	30	117	4.1
2.3	It has contributed to students’ regular attendance of school	0	0	16	73	28	117	4.1
2.4	There is an increase in pupils’ retention in school because of provision of meals	0	0	23	57	37	117	4.1
2.5	It has reduced the dropout rate of pupils	0	0	28	60	29	117	4.0
2.6	Children who are supposed to benefit are reached with daily attendance	0	0	18	66	33	117	4.1
Overall score								4.07

Source: Field survey (May, 2021)

According to Table 4.4, for the question there is an increase in school enrolment due to the provision of school meals, out of the total 117 respondents 20 of them respond strongly agree, 80 of them respond agree, 17 were moderate, none of them respond disagree and strongly disagree. The mean score is 4.0. Results in Table 4.4 show that there has been a steady increase in pupils’ enrolment as a result of the school meals; this is because majority of the respondents (85.5%) were agreed and strongly agreed with this opinion and its mean score is 4.0. The findings showed that there was an increase of enrollment and completion rates, improvement in achievement tests by children receiving meals/food at schools. Vermeersch and Kremer (2004), stated that school meals increase school participation by improving child nutrition through two links.

First, school meals improve nutrition by enabling children get more nutrients. Second, the improved nutrition leads to better educational achievements.

As indicated in Table 4.4, for the question school feeding encourages punctuality, out of the total 117 respondents 30 of them responds strongly agree, 66 of them responds agree, 21 were moderate, none of them responds disagree and strongly disagree and the mean value is 4.1. According to table 4.4 school feeding program encourages punctuality of pupils in school. The table shows that 82% of the respondents strongly agreed with this assertion. Kazianga et al. (2009) shows the interaction between nutrition and education. According to the authors, proper nutrition influences the students learning and performance in school, enables children to have regular attendance and concentration to perform complex tasks.

As illustrated in Table 4.4, for the question it has contributed to students' regular attendance of school, out of the total 117 respondents 28 of them responds strongly agree, 73 of them responds agree, 26 were moderate, none of them responds agree and strongly disagree. The mean score is 4.1. The majority (86.3%) of the respondents indicated that the feeding program has encouraged regular pupils' attendance in schools. According to Del Rosso, (1999), the provision of food acts as a strong incentive for children to attend school on a regular basis. The school feeding program would enable learners to increase their regular attendance in order to improve their academic performance. Adelman et al. (2008) also discussed that attendance is one of the factors which enables the school meal to have impact on learning.

According to Table 4.4, for the question there is an increase in pupils' retention in school because of provision of meals out of the total 117 respondents 37 of them responds strongly agree, 57 of them responds agree, 23 were moderate, none of them responds disagree and strongly disagree. The mean score is 4.1. According to table 4.4, 80.3% of the respondents agreed and strongly agreed that there was an improvement in pupils' retention in school, with a mean score of 4.1.

As indicated in table 4.4, for the question it has reduced the dropout rate of pupils, out of the total 117 respondents 29 of them responds strongly agree, 60 of them responds agree, 28 were moderate, none of them responds disagree and strongly disagree and the mean value is 4.0. as shown in table 4.4, the majority (76%) of the respondents agreed and strongly agreed that school feeding program reduced dropout rates. The result

implies that the supplied food in schools had increased school attendance and reduced dropout among the government schools.

As illustrated in Table 4.4, for the question children who are supposed to benefit are reached with daily attendance, out of the total 117 respondents 33 of them responds strongly agree, 66 of them responds agree, 18 were moderate, none of them responds disagree and strongly disagree. The mean score is 4.1. According to the result, the majority (84.6%) of respondents agreed that school feeding program has been a steady increase in enrolment and school attendance regularly. Even if pupils are sick, they like to come back to school to collect their meals. It could be inferred that the program has activated people's confidence in the government elementary school system again.

The enrolment increased steadily thereafter as a result of the program repackaging and re-invigoration by the government. The teachers affirmed that the operation of the program has resulted in an increase in pupils' enrolment as well as regular and punctual school attendance. They noted that truancy and absenteeism have drastically reduced since the students are sure of being provided with free meals in school. Furthermore, improved pupils' enrolment, attendance and retention were attributed to some other factors, such as provision of free textbooks and free uniforms for pupils, and improved teaching-learning environment.

According to Kazianga, Dewalque, and Alderman (2009), School Feeding Program can contribute for children's educational improvements in three ways. First, SFPs can increase children's enrollment and regular school attendance by initiating parents to send their children to school regularly. Second, SFP can improve cognitive functions through increasing attention and concentration ability of children due to giving the access to improved nutrition and reducing the prevalence for short-term hunger which is also a major factor to deteriorate cognitive function of a child. Third, SFPs can enhance academic performance via the accomplishment of the above two objectives.

Table 4. 5 The Mean scores of teachers’ response on the Effects of School Feeding on students’ Academic Performance.

3	the Effects of School Feeding on students’ Academic Performance	1	2	3	4	5	total	mean
3.1	There is improvement in pupils’ performance in both curricular and extracurricular activities	0	18	23	50	26	117	3.7
3.2	Pupils’ performance in end of term and session exams has improved	0	11	16	60	30	117	3.9
3.3	Pupils’ performance in class tests has improved	0	9	11	57	40	117	4.1
3.4	Pupils’ performance in class tests/ exams have nothing to do with school feeding	47	60	6	4	0	117	1.7
3.5	Improved cognitive skills and behavior	0	0	16	61	40	117	4.2
3.6	Alleviates short term hunger so students may focus in classroom	0	0	13	80	24	117	4.1
Overall score								3.62

Source: Field survey (May, 2021)

According to Table 4.5, for the question There is improvement in pupils’ performance in both curricular and extracurricular activities, out of the total 117 respondents 26 of them responds strongly agree, 50 of them responds agree, 23 were moderate, 18 of them responds disagree and none of them responds strongly disagree. The mean score is 3.7. Table 4.5 presents the respondents opinions on the effects of school feeding on pupils’ academic performance. The table shows that 65% of the respondents agreed and strongly agreed that there is improvement in the performance of pupils’ both in curricular and extra-curricular activities.

As indicated in Table 4.5, for the question pupils’ performance in end of term and session exams has improved, out of the total 117 respondents 30 of them responds

strongly agree, 60 of them responds agree, 16 were moderate, 11 of them responds disagree and none of them responds strongly disagree and the mean value is 3.9. In the same vein 76.9% of the respondents also affirmed that there is an improvement in the performance of pupils' in the examinations held at the end of each term and session.

As illustrated in Table 4.5, for the question Pupils' performance in class tests has improved, out of the total 117 respondents 47 of them responds strongly agree, 57 of them responds agree, 11 were neutral, 9 of them responds agree and none of them responds strongly disagree. The mean score is 4.1. Data on the table further shows that 82.9% of the respondents indicated that the performance of pupils in class tests had improved as a result of the school feeding program.

According to Table 4.5, for the question pupils' performance in class tests/ exams have nothing to do with school feeding, out of the total 117 respondents none of them responds strongly agree, 4 of them responds agree, 6 were moderate, 60 of them responds disagree and 47 of them responds strongly disagree. The mean score is 1.7. Result on the table further shows that an insignificant number (3.4%) of the respondents agreed and strongly agreed that the pupils' performance in class tests and exams has nothing to do with the school feeding program.

As indicated in Table 4.5, for the question improved cognitive skills and behavior, out of the total 117 respondents 40 of them responds strongly agree, 61 of them responds agree, 16 were moderate, none of them responds disagree and strongly disagree and the mean value is 4.2. As indicated in the table, most respondents agreed that school feeding improves student's cognitive performance. Taras (2005) reviews research on micronutrient supplementation have shown that School feeding improve cognitive performance in which the program of providing food with micronutrient, helps to increase pupils' concentration span and learning capacity by reducing short term hunger in the classroom. School meals act as a good way to channel vital nourishment to poor children. Therefore, providing pupils' food helps them to increases attention and concentration in their learning

As illustrated in Table 4.5, for the question alleviates short term hunger so students may focus in classroom, out of the total 117 respondents 24 of them responds strongly agree, 80 of them responds agree, 13 were moderate, none of them responds agree and strongly disagree. The mean score is 4.1. According to the majority of respondents,

school feeding alleviates short term hunger and increase students' academic performance. The WFP (2004) reported that the effects of short-term hunger related to learning capacity in which learning ability is affected greatly by hunger due to skipped meals. The presence of short-term hunger in some schools is a major challenge that alters academic performance. However, supplying food support to primary schools' children in constantly food insecure areas aim to diminish short term hunger in classrooms. The purpose is to improve learning performance among learners. Hence, the impact of school feeding program had investigated empirically that learners who get food in school have shown the increase of scores than those who have not involved in the program.

Generally, the finding showed that, school feeding program beneficiary students got advantage or chance in achieving best academic score as compared to non- school feeding program beneficiary but needy students in the school. The program also offered chance even achieving academic result as like as students who are living above poverty this is the practical implication of this finding. It also implies that, developing and implementing school feeding program in schools had a lot of positive contribution in advancing students' academic result. In support of this finding Desalegn, (2011) researched that, there was evidence that school feeding programs increase school attendance, cognition, and educational achievement. Hence, the finding is consistent with theoretical literature that was reviewed before.

Table 4. 6 The Mean scores of teachers’ response on The Challenges of the School Feeding Program.

4	The Challenges of the School Feeding Program	1	2	3	4	5	total	mean
4.1	Absence of a legal framework and policy to support the SFP	0	21	34	40	22	117	3.5
4.2	Insufficient funding	0	4	13	60	40	117	4.2
4.3	Overcrowded classrooms	0	0	16	59	42	117	4.2
4.4	Insufficient classrooms and furniture to cope with increased enrolment	0	1	7	62	47	117	4.3
4.5	Heavy workload for teachers	0	21	33	40	23	117	3.6
4.6	Inability to effectively monitor the food preparation to ascertain the quality of food and the environment	2	6	23	50	36	117	4.0
4.7	Pupils have no access to good source of water after meals	0	4	33	59	21	117	3.8
4.8	Lack of effective monitoring and evaluation system	0	6	22	60	29	117	4.0
4.9	Quantity of food served is small	0	11	5	60	41	117	4.1
Overall score								3.97

Source: Field survey (May, 2021)

According to Table 4.6, for the question absence of a legal frame work and policy to support the SFP, out of the total 117 respondents 22 of them responds strongly agree, 40 of them responds agree, 34 were moderate, 21 of them responds disagree and none of them responds strongly disagree. The mean score is 3.5. Data on the table shows that sizable (53%) of the respondents indicated that an absence of a legal framework and policy to back up the program was a challenge.

As indicated in Table 4.6, for the question insufficient funding, out of the total 117 respondents 40 of them responds strongly agree, 60 of them responds agree, 13 were moderate, 4 of them responds disagree and none of them responds strongly disagree and the mean value is 4.2. Data on the table shows that majority (85.5%) of the respondents indicated that insufficient funding was identified as another challenge facing the program implementation.

As illustrated in Table 4.6, for the question overcrowded classrooms, out of the total 117 respondents 42 of them responds strongly agree, 59 of them responds agree, 16 were moderate, none of them responds disagree and strongly disagree. The mean score is 4.2. Results on the table further shows that overcrowded classrooms were also identified by majority (86%) of the respondents as a challenge, considering the UNESCO standard of teacher – pupil ratio of 1-40 in elementary schools.

According to Table 4.6, for the question insufficient classrooms and furniture to cope with increased enrolment, out of the total 117 respondents 47 of them responds strongly agree, 62 of them responds agree, 7 were moderate, 1 of them responds disagree and none of them responds strongly disagree. The mean score is 4.3. This also accounts for the reason why there are insufficient classrooms and furniture to cope with the increase in enrolment (73.5%). Some students have to share desks and chairs with their mates while some others sit on the floor or stand up while lessons are on. This shows that there was a mismatch between increased enrolment and provision of infrastructure and learning materials.

As indicated in Table 4.6, for the question heavy workload for teachers, out of the total 117 respondents 23 of them responds strongly agree, 40 of them responds agree, 33 were moderate, 21 of them responds disagree and none of them responds strongly disagree and the mean value is 3.6. According to the results, 63% of the respondents indicated that heavy work load for the teacher was another challenge. It was observed that even though there were teachers in the sampled schools, the number of pupils was rather too high (off the UNESCO standard of ratio 1-40). This perhaps explains why the teacher confirmed that regular tests were not administered on the pupils as expected.

As illustrated in Table 4.6, for the question inability to effectively monitor the food preparation to ascertain the quality of food and the environment, out of the total 117 respondents 36 of them responds strongly agree, 50 of them responds agree, 23 were

moderate, 6 of them responds agree and 2 of them responds strongly disagree. The mean score is 4.0. Majority (73.5%) of the respondents indicated that inability to monitor the food preparation to ascertain its quality and that of the environment posed a major challenge.

As illustrated in Table 4.6, for the question pupils have no access to good source of water after meals, out of the total 117 respondents 21 of them responds strongly agree, 59 of them responds agree, 33 were moderate, 4 of them responds agree and none of them responds strongly disagree. The mean score is 3.9. Furthermore, 68.4% of the respondents indicated that pupils from the benefiting schools have no access to good source of potable water after taking their meals. Thus, most of the students brought drinking water from their respective homes. It was however noted during the visit to the schools that some of them have potable drinking water while some didn't have.

According to Table 4.6, for the question lack of effective monitoring and evaluation system, out of the total 117 respondents 29 of them responds strongly agree, 60 of them responds agree, 22 were moderate, 6 of them responds disagree and none of them responds strongly disagree. The mean score is 4.0. The importance of monitoring and evaluation system in implementation of programs cannot be underestimated, in view of this 76% of the respondents noted that lack of adequate evaluation and monitoring mechanism is a major challenge of the program.

As indicated in Table 4.6, for the question quantity of food served is small, out of the total 117 respondents 41 of them responds strongly agree, 60 of them responds agree, 5 were moderate, 11 of them responds disagree and none of them responds strongly disagree and the mean value is 4.1.as explained in the above table most of the respondents agreed that Quantity of food served is small.

4.3.2 The Mean score of parents' Response

Table 4. 7 The Mean scores of parents' response on assessment of Ethiopian school feeding programs.

1	Assessment of Ethiopian school feeding programs	1	2	3	4	5	total	mean
1.1	Meals are provided for the pupils daily and promptly while in school.	11	23	34	50	47	175	3.4
1.2	The government formulates the policy objectives and monitors the implementation of the school feeding program	11	23	34	57	50	175	3.6
1.3	There is policy guideline to ensure the sustainability of the program	8	27	25	61	54	175	3.7
1.4	The program enjoys support from international organizations	9	38	17	62	49	175	3.6
1.5	Improved Nutritional Status	0	0	23	98	54	175	4.2
1.6	Reduces child Labor supply	0	4	18	94	59	175	4.2
Overall score								3.78

Source: Field survey (May, 2021)

According to Table 4.7, for the question meals are provided for the pupils daily and promptly while in school, out of the total 175 respondents 47 of them responds strongly agree, 50 of them responds agree, 34 were moderate, 23 of them responds disagree and 11 of them responds strongly disagree. The mean score is 3.4. The research participants who either agreed or strongly agreed that Meals are provided for the pupils daily and promptly while in school accounted more than half (55.5%) of the sample. This indicated that meals are provided for students daily and promptly. It has been established that giving learners a daily meal at school might improve their academic achievement in several ways; by increasing attendance, improving certain cognitive function and attention to learning. But still significant number of respondents have

complained in this regard. Afridi, Barooah & Somanathan (2013), find out that the provision of school meals improved the class room concentration and effort of students. The findings also suggest that school quality influences the extent to which school meals improve effort levels. Students in schools that had higher average scores in curriculum related tests gained significantly more from the extension of the meal program.

As indicated in Table 4.7 , for the question the government formulates the policy objectives and monitors the implementation of the school feeding program, out of the total 175 respondents 50 of them responds strongly agree, 57 of them responds agree, 34 were moderate, 23 of them responds disagree and 11 of them responds strongly disagree and the mean value is 3.6. The overall response to this question was very positive. In total, 61.5% of participants either agreed or strongly agreed that the government formulates the policy objectives and monitors the implementation of the school feeding program, while only 19% disagreed and strongly disagreed. These results may demonstrate that the government needs more work in terms of policy formulation and monitors the implementation of the policy.

As illustrated in Table 4.7, for the question there is policy guideline to ensure the sustainability of the program, out of the total 175 respondents 54 of them responds strongly agree, 61 of them responds agree, 25 were moderate, 27 of them responds agree and 8 of them responds strongly disagree. The mean score is 3.7. According to the table above, the respondents who either agreed or strongly agreed that there is a policy guideline to ensure the sustainability of the program accounts their commercial bank's credit risk framework was regularly examined by external auditors accounted for 65.7% of the sample

According to Table 4.7, for the question the program enjoys support from international organizations, out of the total 175 respondents 49 of them responds strongly agree, 62 of them responds agree, 17 were moderate, 38 of them responds disagree and 9 of them responds strongly disagree. The mean score is 3.6. The research participants who either agreed or strongly agreed that the program enjoys support from international organizations accounted more than half (63.4%) of the sample. But still significant number of respondents were not satisfied as expected.

As indicated in Table 4.7, for the question improved nutritional Status, out of the total 175 respondents 54 of them responds strongly agree, 98 of them responds agree, 23 were moderate, none of them responds disagree and strongly disagree and the mean value is 4.2. Data on the table shows that 86.9% of the respondents indicated that there is Improved Nutritional Status. The School feeding program helps to improve the nutritional status as well as health status of school children, as they learn better if they are not hungry. Education and learning depend on good nutrition and health Nutritional and health status are powerful influences on a student’s learning and on how well a child performs in school.

As illustrated in Table 4.7, for the question reduces child labor supply, out of the total 175 respondents 59 of them responds strongly agree, 94 of them responds agree, 18 were moderate, 4 of them responds agree and none of them responds strongly disagree. The mean score is 4.2.

Table 4. 8 The Mean scores of parents’ response on levels of enrolment before and after the commencement of the SFPs.

2	levels of enrolment before and after the commencement of the SFPs	1	2	3	4	5	total	mean
2.1	There is an increase in school enrolment due to the provision of school meals	0	0	12	97	66	175	4.3
2.2	School feeding encourages punctuality	0	0	22	94	59	175	4.2
2.3	It has contributed to students’ regular attendance of school	0	0	30	99	59	175	4.5
2.4	There is an increase in pupils’ retention in school because of provision of meals	0	2	17	98	58	175	4.2
2.5	It has reduced the dropout rate of pupils	0	0	29	91	55	175	4.1
2.6	Children who are supposed to benefit are reached with daily attendance	0	0	14	93	68	175	4.3
Overall score								4.27

Source: Field survey (May, 2021)

According to Table 4.8, for the question there is an increase in school enrolment due to the provision of school meals, out of the total 175 respondents 66 of them responds strongly agree, 97 of them responds agree, 12 were moderate, none of them responds disagree and strongly disagree. The mean score is 4.3. As stated in the above table, regarding there is an increase in school enrolment due to the provision of school meals, the majority (93%) of the respondents answered agree and strongly agree. It implies that school feeding program increases school enrollment. This result is similar with Osei-Fuso (2011) observed that school feeding programs and other school-based nutrition and health programs motivate parents to enroll their children in school and to see that they attend school regularly. Asmamaw, (2014), also found significant increase in enrollment as a result of school meals.

As indicated in Table 4.8, for the question school feeding encourages punctuality, out of the total 175 respondents 59 of them responds strongly agree, 94 of them responds agree, 22 were moderate, , none of them responds disagree and strongly disagree and the mean value is 4.2. It implies that the feeding program encourages punctuality of pupils in school. School feeding program enables students to come on time and attend their lesson.

As illustrated in Table 4.8, for the question it has contributed to students' regular attendance of school, out of the total 175 respondents 59 of them responds strongly agree, 99 of them responds agree, 30 were moderate, none of them responds agree and strongly disagree. The mean score is 4.5. As indicated in table 4.8, the majority (89.7) of the respondents have agreed and strongly agreed that school feeding has high contribution to student's regular attendance of school. This proves that the SFP should not be underestimated. Ouko (2012) found out that SFP are an incentive to pupils which make them attend school. He also further revealed that with the provision of SFP, school attendance and enrollment may increase gradually;

According to Table 4.8, for the question there is an increase in pupils' retention in school because of provision of meals, out of the total 175 respondents 58 of them responds strongly agree, 98 of them responds agree, 17 were moderate, 2 of them responds disagree and none of them responds strongly disagree. The mean score is 4.2. The table also explained that the majority (89%) of the respondents agreed and strongly agreed that there was an improvement in pupils' retention in school. According to

Bundy et al., (2009) school feeding helps increasing students' attendance rate, cognition, enrollment rate, retention rate and academic achievement.

As indicated in Table 4.8, for the question it has reduced the dropout rate of pupils, out of the total 175 respondents 55 of them responds strongly agree, 91 of them responds agree, 29 were moderate, none of them responds disagree and strongly disagree and the mean value is 4.1. Table 8 indicates that 83.4% (4) parents agreed that school feeding program has reduced dropout rate of students.

As illustrated in Table 4.8, for the question children who are supposed to benefit are reached with daily attendance, out of the total 175 respondents 68 of them responds strongly agree, 93 of them responds agree, 14 were moderate, none of them responds disagree and strongly disagree. The mean score is 4.3. As indicated in the above table, the majority (93%) of respondents agreed that Children who are supposed to benefit are reached with daily attendance. the result indicated that School feeding program did raise school enrollment, reduce the possibility of dropout from school and increase school attendance.

Table 4. 9 The Mean scores of parents’ response on the Effects of School Feeding on students’ Academic Performance.

3	the Effects of School Feeding on students’ Academic Performance	1	2	3	4	5	total	mean
3.1	There is improvement in pupils’ performance in both curricular and extracurricular activities	0	9	23	99	54	175	4.3
3.2	Pupils’ performance in end of term and session exams has improved	0	11	19	98	47	175	4.0
3.3	Pupils’ performance in class tests has improved	0	8	12	97	58	175	4.2
3.4	Pupils’ performance in class tests/ exams have nothing to do with school feeding	74	61	30	9	1	175	1.9
3.5	Improved cognitive skills and behavior	0	6	15	94	60	175	4.2
3.6	Alleviates short term hunger so students may focus in classroom	0	3	13	61	93	175	4.3
Overall score								3.82

Source: Field survey (May, 2021)

According to Table 4.9, for the question there is improvement in pupils’ performance in both curricular and extracurricular activities, out of the total 175 respondents 54 of them responds strongly agree, 99 of them responds agree, 23 were moderate, 9 of them responds disagree and none of them responds strongly disagree. The mean score is 4.3. The researcher asked respondents to rate their experience in improvements in pupils’ performance in both curricular and extracurricular activities. Accordingly, most of the respondents have a moderate experience in getting investment license. But still the service given by the government is not as required by the respondents.

As indicated in Table 4.9, for the question pupils’ performance in end of term and session exams has improved, out of the total 175 respondents 47 of them responds

strongly agree, 98 of them responds agree, 19 were moderate, 11 of them responds disagree and none of them responds strongly disagree and the mean value is 4.0. As stated in the above table 4.9 regarding Pupils' performance in end of term and session exams has improved, most of the respondents answered agree and strongly agree. It implies that the students' academic performance has improved.

As illustrated in Table 4.9, for the question pupils' performance in class tests has improved, out of the total 175 respondents 58 of them responds strongly agree, 97 of them responds agree, 12 were moderate, 8 of them responds agree and none of them responds strongly disagree. The mean score is 4.2. As we understand from the result, most of the respondents were agreed with Pupils' performance in class tests has improved. It is one and the most important prerequisite to enhance students' academic performance.

According to Table 4.9, for the question pupils' performance in class tests/ exams have nothing to do with school feeding, out of the total 175 respondents 1 of them responds strongly agree, 9 of them responds agree, 30 were moderate, 61 of them responds disagree and 74 of them responds strongly disagree. The mean score is 1.9. The majority of respondents of were disagreed with the question Pupils' performance in class tests/ exams have nothing to do with school feeding. It implies that student's academic performance and school feeding have relations. Samuel (2005) has discussed the effects of school feeding on cognitive performance that shows the standard main effect of task duration in dependent measures, particularly visual attention and auditory attention.

As indicated in Table 4.9, for the question improved cognitive skills and behavior, out of the total 175 respondents 60 of them responds strongly agree, 94 of them responds agree, 15 were moderate, 6 of them responds disagree and none of them responds strongly disagree and the mean value is 4.2. The result indicates that majority (62.3%) of the respondents have agreed and strongly agreed about the given question. It implies that school feeding program improved student cognitive skills and behavior. It also implies that School feeding programs (SFPs) other than alleviating short-term hunger, it can improve cognition.

As illustrated in Table 4.9, for the question alleviates short term hunger so students may focus in classroom, out of the total 175 respondents 93 of them responds strongly agree,

61 of them responds agree, 13 were moderate, 3 of them responds agree and none of them responds strongly disagree. The mean score is 4.3. As indicated in the above table 4.9, most of the respondents regarding Alleviates short term hunger so students may focus in classroom, are attractive. This indicates that school feeding can alleviate students short term hunger. This implies that Setting priority to school feeding program is fundamental involvement in reducing the short- term hunger, providing learner's cognitive function by and enhancing the learning environment. Therefore, School Feeding Program (SFP) contributes to the alleviation of short-term hunger and helps children to concentrate on their studies and enable them to gain increased cognition and better educational outcomes.

The result shows that the school feeding program had a positive impact on learners' academic performance. the results as reported by parents showed that school feeding program has motivated learners to learn.

Table 4. 10 The Mean scores of parents’ response on the Challenges of the School Feeding Program.

4	The Challenges of the School Feeding Program	1	2	3	4	5	total	mean
4.1	Absence of a legal frame work and policy to support the SFP	4	24	47	80	20	175	3.5
4.2	Insufficient funding	4	10	34	48	79	175	4.1
4.3	Overcrowded classrooms	0	0	25	91	59	175	4.2
4.4	Insufficient classrooms and furniture to cope with increased enrolment	0	0	12	103	60	175	4.3
4.5	Heavy workload for teachers	11	44	20	71	29	175	3.4
4.6	Inability to effectively monitor the food preparation to ascertain the quality of food and the environment	2	13	20	80	60	175	4.0
4.7	Pupils have no access to good source of water after meals	0	11	34	71	59	175	4.0
4.8	Lack of effective monitoring and evaluation system	2	23	33	67	50	175	3.8
4.9	Quantity of food served is small	0	9	20	76	70	175	4.2
Overall score								3.94

Source: Field survey (May, 2021)

According to Table 4.10, for the question absence of a legal frame work and policy to support the SFP, out of the total 175 respondents 20 of them responds strongly agree, 80 of them responds agree, 47 were moderate, 24 of them responds disagree and 4 of them responds strongly disagree. The mean score is 3.5. as shown in table 4.10, most respondents agreed and strongly agreed that Absence of a legal frame work and policy to support the SFP is one a challenge of school feeding program.

As indicated in Table 4.10, for the question insufficient funding, out of the total 175 respondents 79 of them responds strongly agree, 48 of them responds agree, 34 were moderate, 10 of them responds disagree and 4 of them responds strongly disagree and the mean value is 4.1. The overall response to this question was very positive. In total, 72.6% of participants either agreed or strongly agreed that there is insufficient funding.

As illustrated in Table 4.10, for the question overcrowded classrooms, out of the total 175 respondents 59 of them responds strongly agree, 91 of them responds agree, 25 were moderate, none of them responds disagree and strongly disagree. The mean score is 4.2. This indicates that in total, 85.7% of participants either agreed or strongly agreed that there is Overcrowded classrooms.it implies that the presence of overcrowded classrooms is a challenge students' academic performance.

According to Table 4.10, for the question insufficient classrooms and furniture to cope with increased enrolment, out of the total 175 respondents 60 of them responds strongly agree, 103 of them responds agree, 12 were moderate, none of them responds disagree and strongly disagree. The mean score is 4.3. The results of the table analysis demonstrate that in total, the overwhelming majority or 93.1% of those surveyed either agreed or strongly agreed that there is Insufficient classrooms and furniture to cope with increased enrolment. This is also another challenge not to enhance students' academic performance.

As indicated in Table 4.10, for the question heavy workload for teachers, out of the total 175 respondents 29 of them responds strongly agree, 71 of them responds agree, 20 were moderate, 44 of them responds disagree and 11 of them responds strongly disagree and the mean value is 3.4. Results on the table further shows that overcrowded classrooms were also identified by majority (85.5%) of the respondents as a challenge, considering the UNESCO standard of teacher – pupil ratio of 1-40 in elementary schools. Also, 57.1% of the respondents indicated that heavy work load for the teacher was another challenge. It was observed that even though there were teachers in the sampled schools, the number of students was rather too high (off the UNESCO standard of ratio 1-40). This perhaps explains why the teacher confirmed that regular tests were not administered on the pupils as expected.

As illustrated in Table 4.10, for the question inability to effectively monitor the food preparation to ascertain the quality of food and the environment, out of the total 175

respondents 60 of them responds strongly agree, 80 of them responds agree, 20 were moderate, 13 of them responds agree and 2 of them responds strongly disagree. The mean score is 4.0. As indicated in the above table, the majority (56.52%) of the respondents indicated that inability to monitor the food preparation to ascertain its quality and that of the environment posed a major challenge

As illustrated in Table 4.10, for the question pupils have no access to good source of water after meals, out of the total 175 respondents 59 of them responds strongly agree, 71 of them responds agree, 34 were moderate, 11 of them responds agree and none of them responds strongly disagree. The mean score is 4.0. The majority (74.2%) of the respondents indicated that pupils from the benefiting schools have no access to good source of potable water after taking their meals. Thus, most of the students brought drinking water from their respective homes. It was however noted during the visit to the schools that some of them have potable drinking water while some didn't have.

According to Table 4.10, for the question lack of effective monitoring and evaluation system, out of the total 175 respondents 50 of them responds strongly agree, 67 of them responds agree, 33 were moderate, 23 of them responds disagree and 2 of them responds strongly disagree. The mean score is 3.8. The importance of monitoring and evaluation system in implementation of program cannot be underestimated, in view of this 66.9% of the respondents noted that lack of adequate evaluation and monitoring mechanism is a major challenge of the program.

As indicated on Table 4.10, for the question quantity of food served is small, out of the total 175 respondents 70 of them responds strongly agree, 76 of them responds agree, 20 were moderate, 9 of them responds disagree and none of them responds strongly disagree and the mean value is 4.2. As Table 4.10 shows, it was observed that majority (83.4%) of the parents' respondents were agreed and strongly agreed that the quantity of food served is small. The study findings therefore reveal that the government should increase the quantity of food.

Chapter Summary

As it is described in the presentation the overall score of teachers 's response on the status of school feeding program has been presented an implementation of the program widely in the sub city. The effects of school feeding program on student's enrollment indicate that there was smooth increase in student's enrollment from 2020 to 2021 in schools with SFP. This shows that school feeding program is one of the factors influencing the enrollment of students. The effects of school feeding program on students' performance implies that school feeding program had improved examination results by increasing the number of learners. Therefore, if the school feeding program delivered continued it declines hunger and poverty of students in the society and the program could also contribute to enhance students' academic achievement. Many challenges has been showed in this study such as Absence of a legal frame work and policy to support the SFP, Insufficient funding, Overcrowded classrooms, Insufficient classrooms and furniture to cope with increased enrolment, Heavy workload for teachers, Inability to effectively monitor the food preparation to ascertain the quality of food and the environment, Pupils have no access to good source of water after meals, Lack of effective monitoring and evaluation system and Quantity of food served is small. These are the challenges which hinder school feeding program.

CHAPTER FIVE

5.SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

In this chapter, the researcher provides answers to the research questions by summarizing the findings from the analysis and discussion chapter. This chapter also covers the conclusions and recommendations of the study. Relevant practical recommendations to improve current school feeding programs and its role in students' enrollment and academic performance are proposed. and the chapter concludes by outlining the limitations of the study and possible avenues for future research

5.1 Summary of Findings

The purpose of the study was to assess the role of school feeding program on students' enrollment and academic performance in Kolfe Keranyo sub city government primary schools in Addis Ababa. This research has four specific objectives and 28 variables to evaluate the role of school feeding program on students' enrollment and academic performance.

The first objective has seven variables. As shown in the results, the mean score of meals are provided for the pupils daily and promptly while in school(3.4), The government formulates the policy objectives and monitors the implementation of the school feeding program (3.6), there is policy guideline to ensure the sustainability of the program (3.7), the program enjoys support from international organizations (3.6), improved nutritional status (4.2), Reduces child Labor supply(4.2) and Increases the net Benefit of school participation (4.3). These clearly indicated that the majority of respondents agreed or strongly agreed that the above variables are implemented. But still significant number of respondents need more work from the government to bring comprehensive change in school feeding program and enhance students' performance.

The second objective has six variables. the mean score of there is an increase in school enrolment due to the provision of school meals (4.3), School feeding encourages punctuality (4.2), It has contributed to students' regular attendance of school (4.5), There is an increase in pupils' retention in school because of provision of meals (4.2), It has reduced the dropout rate of pupils (4.1), Children who are supposed to benefit are reached with daily attendance (4.3). The findings indicate that there was sharp increase in student's enrollment from 2020 to 2021 in schools with SFP. This shows that school

feeding program is one of the factors influencing the enrollment of students. The majority of respondents agreed and strongly agreed that levels of enrolment before and after the commencement of the SFPs have great difference. According to the majority of respondent's student's enrollment rate increased from time to time because of school feeding. Therefore, the proper implementation of the program contributed to decrease dropout rate, increase academic performance and enrollment. It also suggested that students involved in the school feeding program has access to enhance their academic performance since it enabled them to attend school frequently and learn more efficiently.

The third objective also has six variables. the mean score of There is improvement in pupils' performance in both curricular and extracurricular activities (4.3), Pupils' performance in end of term and session exams has improved (4.0), Pupils' performance in class tests has improved (4.2), Pupils' performance in class tests/ exams have nothing to do with school feeding (4.2), Improved cognitive skills and behavior(4.2), Alleviates short term hunger so students may focus in classroom(4.3). The findings show that school feeding was one of the reasons for the improvement in academic performance. School feeding program had a significant impact on the learners' academic performance. The major finding of the study implies that school feeding program had improved examination results by increasing the number of learners. Therefore, if the school feeding program delivered continued it declines hunger and poverty of students in the society and the program could also contribute to enhance students' academic achievement

The fourth objective has nine variables. Absence of a legal frame work and policy to support the SFP (3.5), Insufficient funding(4.1), Overcrowded classrooms(4.2), Insufficient classrooms and furniture to cope with increased enrolment(4.3), Heavy workload for teachers(3.40, Inability to effectively monitor the food preparation to ascertain the quality of food and the environment(4.0), Pupils have no access to good source of water after meals(4.0), Lack of effective monitoring(3.8) and evaluation system and Quantity of food served is small(4.2). These are the challenges which hinder school feeding program.

In general, the findings could infer that, effective implementation of school feeding program has different contribution in achieving quality education at school. Findings of

this study provided more than enough evidence that, school-feeding program has positive contribution to students' academic achievement and enrollment. There is significant relationship between school feeding program and academic achievement of students. It denoted that, implementing the program in schools had a lot of positive contribution in advancing students' academic achievement and the program contribute positive and significance result for improving academic performance of students.

5.2 Conclusions

This research has been made attempts to assess the role of school feeding program on students' enrollment and academic performance in Kolfe Keranyo sub city government primary schools in Addis Ababa.

The Findings of this study implies that School Feeding Program has positive effect on students' academic performance and enrollment. The result indicated that, the academic performance had increased since the introduction of school feeding. The findings showed that school feeding was one of the reasons for the improvement in academic performance. school Feeding helped to increase pupils' concentration span and learning capacity by reducing short term hunger in the classroom. Student parents acknowledged that the academic performance of their children improved because they encouraged them to study hard through understanding the importance of education to their future life. From the literature and empirical study, it is also understood that school feeding has its contribution to increase enrollment and academic achievement of students.

The finding also showed that, students who were provide of school feeding program better in class room attention, in class room participation motivation to learn and improve academic achievement and invest more time-on task than non-beneficiary but needy. Therefore, the extent of the contribution of school feeding program to students' psychological makeup for learning is much more than expected. So, School feeding program had a significant impact on the learners' academic performance. The major finding of the study implies that school feeding program had improved examination results by increasing the number of learners. It suggested that, the findings were because of school feeding program i.e., students who were beneficiary of the program got chance of having foods with peers and communicate with teachers.

The levels of school enrolment before and after the commencement of School Feeding Program gradually increased. According to respondents School Feeding had encouraged the majority of parents to enroll their children. Parents enrolled their pupils because they knew that their children will have meals while at school instead of staying home hungry. School feeding program would attract more pupils“ access to education through increased enrolment, attending school regularly, continuing with education without dropping out and active involvement in classroom activities. It has been suggested that school feeding program if provided properly did raise school enrollment and increased school attendance.

The study supports that supplying food at school during school days enhances school attendance directly to the learner. The impact of school feeding indicates to function both through the improvements of the school environment, enrollment and attendance in better learning and reduce the dropout rate in school. The positive impacts on academic performances would require that the learning environment improves when enrollment increases.

From the result of this study there are many challenges that hinder school feeding achievement, some of these challenges are: Absence of a legal frame work and policy to support the SFP, Insufficient funding, Overcrowded classrooms, Insufficient classrooms and furniture to cope with increased enrolment, Heavy workload for teachers, Inability to effectively monitor the food preparation to ascertain the quality of food and the environment, Pupils have no access to good source of water after meals, Lack of effective monitoring and Quantity of food served is small. These are the challenges that hinder the full realization of school feeding program.

In general, the findings had the implication to the implementation process of general education quality improvement program to that if the program implementation continued and enhanced the implementation status it could contribute to achieve quality education and will improve the achievement of the objectives.

5.3 Recommendations

Based on the findings of the study the following recommendations are provided for policy Issues:

- The SFPs had positive impacts towards school enrolment and academic performance, the government through Ministry of Education should expand and improve school infrastructure in order to cater for the enrolled pupils who have been attracted by the SFP and MoE should build more schools.
- The city government of Addis Ababa and Non –government Organizations should encourage parents to build the culture of contributing for the proper implementation of the SFPs.
- The study recommends that the government may ensure that a constant supply of school feeding program in schools by mobilizing local and international resources so as to maintain regular school attendance and improved educational performances.
- Continuation of school-feeding with diversification of sources/food items and modality is suggested to improve the School feeding program.
- This study was conducted only for four primary schools in kolfe keranyo sub city. It is suggested that, a similar study be conducted in large population and more primary schools in different settings in Ethiopia where SFPs is implemented so as to determine whether or not the SFPs had enhanced school enrolment and academic performance.
- School feeding program is newly established program fully by government so it needs comprehensive continual program evaluation research to the improvement of the program implementation or changing the direction of implementation.

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Appendices
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Project Management Department
M.A thesis on Project Management

Part One: Questionnaire filled by teachers.

Dear respondents,

The objective of the questionnaires is to gather information or data for the purpose of assessing school feeding program on students' Enrollment and Academic performance in kolfe keranyo sub-city in Addis Ababa. Thus, it helps to collect data for partial fulfillment of the requirement of masters of arts in project management.

Dear respondents, you are expected to provide genuine, and reliable information with respect to the topic. Your genuine information is highly decisive to the success of this study. Therefore, the researcher assures you that the information and the data you will provide is very confidential and only serves for academic purpose.

I thank you very much in advance for participating in this survey and providing your thoughtful feedback.

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A. General Information

1. Age: 20-25 26-30 31-35 36-40 above 40
2. Sex: Male Female
3. Marital status: Single Married Divorced Widowed
Separated
4. Educational Background: Certificate Diploma Degree
Master's Degree
5. Work Experience: 0-5 years 6-10 years 11-15 years Above 16years

B. Questions for teachers

1. How to you rate your satisfaction with regard to the assessment of school feeding program on students' Enrollment and Academic performance in terms of the following points:

Hint: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

1	Assessment of school feeding programs	5	4	3	2	1
1.1	Meals are provided for the pupils daily and promptly while in school.					
1.2	The government formulates the policy objectives and monitors the implementation of the school feeding program					
1.3	There is policy guideline to ensure the sustainability of the program					
1.4	The program enjoys support from international organizations					
1.5	Improved Nutritional Status					
1.6	Reduces child Labor supply					
1.7	Increases the net Benefit of school participation					

2	levels of enrolment before and after the commencement of the SFPs	5	4	3	2	1
2.1	There is an increase in school enrolment due to the provision of school meals					
2.2	School feeding encourages punctuality					
2.3	It has contributed to students' regular attendance of school					
2.4	There is an increase in pupils' retention in school because of provision of meals					
2.5	It has reduced the dropout rate of pupils					
2.6	Children who are supposed to benefit are reached with daily attendance					

3	the Effects of School Feeding on students' Academic Performance	5	4	3	2	1
3.1	There is improvement in pupils' performance in both curricular and extracurricular activities					
3.2	Pupils' performance in end of term and session exams has improved					
3.3	Pupils' performance in class tests has improved					
3.4	Pupils' performance in class tests/ exams have nothing to do with school feeding					
3.5	Improved cognitive skills and behavior					
3.6	Alleviates short term hunger so students may focus in classroom					

4	The Challenges of the School Feeding Program	5	4	3	2	1
4.1	Absence of a legal frame work and policy to support the SFP					
4.2	Insufficient funding					
4.3	Overcrowded classrooms					
4.4	Insufficient classrooms and furniture to cope with increased enrolment					
4.5	Heavy workload for teachers					
4.6	Inability to effectively monitor the food preparation to ascertain the quality of food and the environment					
4.7	Food is prepared outside the school premises by vendors					
4.8	There is no central place for the pupils to take their meals					
4.9	Pupils have no access to good source of water after meals					
4.10	Lack of effective monitoring and evaluation system					
4.11	Quantity of food served is small					

ST. MARY’S UNIVERSITY
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Part One: Questionnaire filled by school parents.

Dear respondents,

The objective of the questionnaires is to gather information or data for the purpose of assessing school feeding program on students’ Enrollment and Academic performance in kolfe keranyo sub-city in Addis Ababa. Thus, it helps to collect data for partial fulfillment of the requirement of masters of Arts in project management programs.

Dear respondents, you are expected to provide genuine, and reliable information with respect to the topic. Your genuine information is highly decisive to the success of this study. Therefore, the researcher assures you that the information and the data you will provide is very confidential and only serves for academic purpose.

I thank you very much in advance for participating in this survey and providing your thoughtful feedback.

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A. General Information

6. Age: 20-25 26-30 31-35 36-40 above 40
7. Sex: Male Female
8. Marital status: Single Married Divorced Widowed
Separated
9. Educational Background: 10 and 12 completed Certificate Diploma
Degree Master's Degree
10. Work Experience: 0-5 years 6-10 years 11-15 years Above 16years

B. Questions for school parents

2. How to you rate your satisfaction with regard to the assessment of school feeding program on students' Enrollment and Academic performance in terms of the following points:

Hint: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

1	Assessment of school feeding programs	5	4	3	2	1
1.1	Meals are provided for the pupils daily and promptly while in school.					
1.2	The government formulates the policy objectives and monitors the implementation of the school feeding program					
1.3	There is policy guideline to ensure the sustainability of the program					
1.4	The program enjoys support from international organizations					
1.5	Improved Nutritional Status					
1.6	Reduces child Labor supply					
1.7	Increases the net Benefit of school participation					

2	levels of enrolment before and after the commencement of the SFPs	5	4	3	2	1
2.1	There is an increase in school enrolment due to the provision of school meals					
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3.2	Pupils' performance in end of term and session exams has improved					
3.3	Pupils' performance in class tests has improved					
3.4	Pupils' performance in class tests/ exams have nothing to do with school feeding					
3.5	Improved cognitive skills and behavior					
3.6	Alleviates short term hunger so students may focus in classroom					

4	The Challenges of the School Feeding Program	5	4	3	2	1
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4.2	Insufficient funding					
4.3	Overcrowded classrooms					
4.4	Insufficient classrooms and furniture to cope with increased enrolment					
4.5	Heavy workload for teachers					
4.6	Inability to effectively monitor the food preparation to ascertain the quality of food and the environment					
4.7	Food is prepared outside the school premises by vendors					
4.8	There is no central place for the pupils to take their meals					
4.9	Pupils have no access to good source of water after meals					
4.10	Lack of effective monitoring and evaluation system					
4.11	Quantity of food served is small					