



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS**

**THE IMPACT OF YE ENAT WEG SCHOOL FEEDING
PROGRAM ON SCHOOL PARTICIPATION AND DIETARY
INTAKE OF CHILDREN IN ADDIS ABABA: THE CASE OF
GULELE SUBCITY**

**BY
BISRATEMARIAM GEBREAMLAK**

**DECEMBER 2018
ADDIS ABABA, ETHIOPIA**

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Misganaw Solomon(Phd). All sources of materials used for the 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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LIST OF ACRONYMS

BOE	Bureau of Education
BOCW	Bureau of Women and Child Affairs
E.C	Ethiopian Calendar
ESDP	Education Sector Development Program
ESFP	Ethiopian National School Feeding Program
FAO	Food and Agricultural Organization
FFE	Food for Education
G.C	Gregorian calendar
GAIN	Global Alliance for Improved Nutrition
HIV	Human Immunodeficiency Virus
MOH	Ministry of Health
MOE	Ministry of Education
NNP	National Nutrition Program
NGOS	Non Governmental organization
SFP	School Feeding Program
SPSS	Statistical Package for Social Science
THR	Take Home Rations
UNICEF	United Nations International Children's Emergency Fund
UNHTF	United Nations Hunger Task Force
USDA	United States Developmental Agency
WB	World Bank
WFP	World Food Program
WHO	World Health Organization

ABSTRACT

The school age is a very important phase in the life span of an individual with increased nutritional requirements to support growth and development. About 7 million school age children live in food insecure areas in Ethiopia. From this about 3 million are not attending school (Yohannes, 2017). Ye Enat Weg is a charitable association which is taking part in school feeding program at the ten sub cities of Addis Ababa since February 2015. The purpose of this study was to assess the impact of this program on school participation and dietary intake of the children in Gulele sub city which is one of the sub cities at which the program is being undertaken. Descriptive research design was employed for this study. The study used primary and secondary data sources. A total of 300 respondents were involved (260 beneficiary students and 40 key informants). Data collection tools were structured questionnaire for the beneficiary students in the selected five schools, Semi-structured interview and observation checklist. A Pre- test consisting of 15 individuals was done. Ten of them were beneficiary students. Two of them were teachers and three of them were women who prepared food. Qualitative data were transcribed and analyzed through thematic coding. Quantitative data were cleaned, coded, entered and analyzed using SPSS version 24. The findings were interpreted using literature review findings and other secondary data sources. Prominent effects of the project were significant enhancement in attendance, improvement in learning interest, partaking in tutorial improved, curricular and extracurricular activity participation advancement, income generating means for the women that prepare the meals, punctuality of the students increased, an additional food group was added, but no effect was seen on enrolment. Moreover, more than half of students who were under the program believed that the program needed an improvement. At the end the study suggests that Ye Enat Weg, schools and other governmental and nongovernmental organizations should work in collaboration to enhance the betterment of the program by involving all the responsible bodies including the beneficiaries of the program.

Key words: *School Feeding Program, attendance, enrollment, dietary intake, children*

CHAPTER ONE

INTRODUCTION

This chapter covers the background of the study, problem statement, significance of the study, operational definition of terms research objectives, research questions, limitations, delimitations and organization of the paper.

1.1 Background of the study

The school age is a very important phase in the life span of an individual with increased nutritional requirements to support growth and development. It is important that one builds a good health profile starting from early age by taking ample and nutritious food (Debnath and Agrawal, 2016).

Malnutrition particularly under nutrition is a major public health problem affecting almost 8 million people worldwide (WHO, 2010). In Africa, a large amount of the population is suffering from under nutrition (UNICEF, 2018). Out of this, children take a considerable proportion with school age children contributing to 34-62% (Degarege , Degarege ,Animut , 2015). “In 2015, about 31% of school children were undernourished out of which 19.6% were stunted, 15.9% underweight and 14.0% wasted” (Zenebe. M, Gebremedhin .S, Regassa.N, 2018, p. 6). Numerous school-age children in food insecure areas stay out of school. Consequently about 7 million school age children live in food insecure areas in Ethiopia, from this about 3 million are not attending school (Yohannes, 2017). Many children which are starting school those especially from low income countries suffer from stunting or being underweight with deficiency of certain micronutrients. (Assefa and Tefera , 2017) .

In a report given by WHO (2010), 16% of the class repetitions are related to stunting. Furthermore, this problem of under nutrition in particular stunting makes children spend almost a year less in their school learning. According to a study that was conducted by MOE (2008) 23% of the children that were included in the survey were stunted and underweight and about 13.8% had Iodine deficiency. Hunger and under nutrition have a significant impact on child education. Improving

children's diets and nutrition will have a great impact in their behavior, performance and effectiveness. Since this will also ease their future as an adult.

According to WFP (2007), school feeding programs are designed to rally round the community in education, development and health. One of the incentives for establishing school feeding programs is to be a motivation for the targeted families and their children to attend school (Jomaa., McDonnell, Probart, 2011). These programs improve the dietary intake of children which will advance the nutritional status of children. The programs usually target families with low socioeconomic status and schools with deprived attendance where the nutritional status of the children is compromised. These programs not only help the children to go to school but also directly or indirectly benefit the family as a whole (Lawson and Maredia, 2013).

With the Ethiopian Government attempting to increase the number of children attending school, the hidden costs of education such as food affect their school attendance. For this, the Ministry Of Education built a National School Health and Nutrition Strategy in 2012 (MOE, 2012).

School feeding program is an important platform to mitigate this problem for the needy children at school (Hailemariam, 2017). About 49% of school age children attending schools in middle income countries are incorporated in feeding programs. Ethiopia takes the last third row in this category (WFP, 2013).

In Ethiopia, school feeding program has been running by the coordination of Regional Education Bureaus and the community since 1994 G.C. Furthermore, dropout rates were also expected to be reduced through the program and students could focus on their education only (WFP, 2011). Since then there were several mechanisms that were conducted in the area of school feeding both by the government and by Nongovernmental organizations at different times.

Back Ground of Ye Enat Weg charitable organization

About hundred and eleven Non Governmental organizations and donors are working in school feeding programs in Addis Ababa. Among this Ye Enat Weg is a charitable association which is playing a part in the program. It was established by the initiation of the former First Lady Mrs.

Roman Tesfaye as a non-profit and a non-political implementing agent as per the Charities and Societies' Proclamation No 621/2009 in 2013. The school feeding program started on February 2015 initially at 93 schools with 5,106 students in six Addis Ababa Sub-cities. The project benefited 21,043 primary school students, 210 governmental primary schools and more than 900 mothers in Addis Ababa City Administration of which 47% were girls (Ye Enat Weg Key informant, 2018 G.C)(Plan of Ye Enat Weg, 2016). This organization gets its financial support from funds raised from different organizations.

The program is undertaken in collaboration with Addis Ababa City Administration Bureau of Education and Addis Ababa City Administration Women and Children Affairs. Breakfast and lunch are provided by the association using menu. It was stated by the organization that the school menu was prepared in consultation with Kuriftu Hotel nutritionist. This shows that the program was designed by skilled personnel (Ye Enat Weg, 2015).

The school feeding project has two target groups: First Direct Beneficiaries and Second Direct Beneficiaries. The groups of people that benefit from the first direct beneficiary group are vulnerable children in all primary public schools of Addis Ababa with severe food shortage and children living in extreme poverty. From this group, priority is given to orphans, children with disabilities, street children, children exposed to labor exploitation, single parent children, children living with HIV/AIDS including those who have lost their parent/s because of HIV/AIDS. The second target groups are women which are preparing meals for the children. Both groups are selected with the help of Addis Ababa city Administration women and Children Affairs with a certain stated criteria (Strategic plan of Ye Enat Weg, 2015).

The purpose of this study is thus to assess the impact of this program on school participation and dietary intake of the children in Gulele sub city. Sufficient studies with regards to this area weren't conducted since the program has also been only conducted since 2015 E.C in an organized way. The studies done on the program were also limited on selected schools of Yeka and Arada sub city at which both were only concerned about the impact of the program on school participation of the program. This study additionally tries to assess the dietary intake of the program beneficiaries. Given

that the program is undertaken at all the ten sub cities of Addis Ababa researches of this kind will be helpful in showing the impact of the program in different parts of the city.

1.2 Statement of the Problem

According to a report by Addis Ababa Education Bureau and Addis Ababa Women and Children Affairs Bureau (2015), about 26.5% of the primary school students are under economically deprived families in Addis Ababa, may eat only once a day and 15.8% of them might sometimes take no food at all. The same survey reported that among 220 schools included in the study 14.7% were beggars (BOE & BOWC, 2015).

The Ethiopian Ministry of Education has formulated a national school health and nutrition strategy as a way to combat the problems related to school age children who are suffering from ill-health, malnutrition and morbidity. According to a survey which was conducted by the Ministry of Education in Ethiopia, 46% of the children in the study were malnourished (MOE, 2008). The government established a National School Health and Nutrition Strategy with the objective “To promote a sustainable and quality health and nutrition interventions across the education sector” in collaboration with the other responsible stakeholders (MOE, 2012, p. 5). This strategy works in integration with the ‘Seqota’ declaration which was adopted by the government to end under nutrition of children by 2030. A National School Feeding Strategy was also designed by the government to have collaborated activities towards the area of school feeding (MoE, 2015).

The aim of the Ethiopian National School Feeding Program (ESFP) is “to improve attendance, access to education, and decrease dropout rates. In addition, it aims to enhance the nutritional status of the children by maintaining their health”. It also seeks to empower the small holder farmers by increasing their income. This program was designed to be implemented in six regions from 2016 – 2020. This is hoped to help to mitigate short term hunger and children focus on their education (MOH, 2015,P.13).

Similarly, the United Nations World Food Program School Feeding Program is an incentive for vulnerable families to invest on children’s education. It also enables the families to send their

children to school and keep them there (WFP, 2008). Studies were conducted (Ermias (2015); Asmamaw (2014); Fitsum (2012) ; Yohannes,2017) to evaluate the impact of school feeding programs and showed positive relation between school feeding and school performance. However, the effect of school feeding programs is still controversial. There are studies that support the idea that the school feeding programs will have a very much significant impact on the pupils while some state that since the children are already grown it would be difficult to have a change in their growth status once it has been altered (Zenebe, 2018).

The National Nutrition Program (NNP II) which started its second phase on July 2016 included nutrition sensitive areas such as education. Objective four of this program is mainly related with nutrition by stating that school feeding programs have to be promoted (NNP, 2016).

According to Addis Ababa Bureau of Education (ND), in 2014 there were more than 20,824 primary school children who were in need of food, material and emotional support in Addis Ababa. Currently, there are 73,226 of primary school children in Addis Ababa who are in need of food which is a great number compared to the school feeding program beneficiaries (Addis Ababa Education Bureau, ND).

Ye Enat Weg charitable organization has been running the school feeding program since February 2015. The association works on school feeding program at public schools in Addis Ababa by covering almost all the public schools at all the sub cities. It started its work in five selected sub cities: Addis Ketema, Arada, Kikos, Kolfe Keranio and Lideta. But according to Ye Enat Weg's Key informant Gulele subcity has been identified as one of the areas, which seems to be affected by the problem significantly.

This study investigated the impact of the program on dietary intake and school participation of children in Gulele Sub city of Addis Ababa. Not much work was done to investigate the impact of Ye Enat Weg School feeding program with the exception of a comparative impact evaluation study which was conducted in Yeka and Arada sub city. The dietary intake of the program has never been assessed. This study therefore, provides knowledge on the current understanding of the impact of the school feeding program by Ye Enat Weg at Guelele Sub city.

1.3 Research Questions

Main Research Question

What is the impact of Ye Enat Weg School feeding program on school participation and dietary intake of children in Addis Ababa in Gulele Sub-city?

Specific Research Questions

The following research questions were designed to investigate the impact of Ye Enat Weg School Feeding Program in students of selected schools at Gulele Sub-city:

- How does the school feeding program contributed towards improving students' attendance in the selected schools in Gulele subcity?
- How does school feeding program contribute to children's enrollment at the selected primary schools in the sub city?
- What is the effect of school feeding program on children involvement in learning interest and extracurricular activities?
- How is the dietary intake of the program and its effect on the` selected students in the selected primary schools at Gulele sub city?

1.4 Objectives of the Study

1.4.1 General Objective

The main purpose of this study was to identify the impact of Ye Enat Weg School feeding program on school participation and dietary intake of children in Addis Ababa in Gulele Sub-city.

1.4.2 Specific Objectives

The specific objectives of this study were:

- To assess the contribution of the school feeding program in improving students' class attendance;

- To analyze the contribution of the school feeding program in improving in children's enrolment in primary schools in the sub city
- To find out the influence of ye enat weg school feeding program on children's involvement in learning interest and extracurricular activities in the school;
- To examine the dietary intake of the program and its impact.

1.5 Significance of the study

The result of this study is expected to benefit Ye Enat Weg charitable organization in that the study can be a baseline to notice how the project is functioning towards its goal and see what needs to be improved. It can also be used as an input for the expansion of the program. It will also benefit the students who are participating in the program both directly and indirectly. This research will also contribute a lot in providing an insight into Governmental and Non Governmental Organizations regarding the impact of the school feeding program in student's school participation and dietary intake.

Moreover, this will help a lot in providing credible information for evidence-based policy making on school feeding programs. The findings and results of this study will also add some values and new insights into the existing literature and the body of knowledge in the discipline. Additionally, it will serve as a valuable reference for further research endeavors.

1.6 Scope of the study

The study was undertaken in five primary schools at Gulele sub-city of Addis Ababa. The main aim of the study was to identify the impact of Ye Enat Weg School feeding program on school participation and dietary intake of children in Addis Ababa. Gulele Sub city is one of the ten sub cities of Addis Ababa located at the northern part of the city with 10 weredas. There are 38 primary schools in the sub city. Among them the organization is currently working on five schools. Gulele sub city is considered to be one of the sub cities with the largest number of children under the program(Ye Enat Weg key informant ,2018). Ye Enat Weg is currently working on dive schools in the sub city.This study covered all the five schools that were benefiting from this project in the sub

city. The research covered a unique area by considering the dietary intake of the program. The study included students from grade six up to eight which were included in the program at the selected schools within the sub city. The research covered a unique area by considering the dietary intake of the program. The study included students from grade six up to eight which were included in the program at the selected schools within the sub city.

1.7 Limitations of the study

The comprehensiveness of this study was limited by different challenges. Due to time and resource constrained the sample of the study was geographically limited only to Gulele Sub city within five schools. Two of the schools (Kelem Anba and Kuskuam) were not taking attendance of the students under the program. Therefore secondary data were not available. Only one of the schools kept record of the enrollment record for each academic year. For this reason only the available ones were used. A yearly report of the program was not also available for the researcher despite the effort. Merely the yearly plan of the organization 2009 E.C that was available and the results of the qualitative survey were used. Recall bias of the mothers and the children were taken in to consideration.

1.8 Definition of Terms

Absence Day measures the number of days a primary school child failed to fully attend class during the academic year.

Enrollment is the number of children who get admitted to primary schools.

Extracurricular activity is the participation of the students in games, sport activities and educational clubs

1.9 Organization of the paper

The paper is organized as follows. The first chapter deals with background information, statement of the problem, objective of the study, significance of the study, scope of the study ,operational definitions and limitations of the study. The following chapter deals with literature review, which includes concepts, theories and empirical analysis of the school feeding program. The third chapter

introduces the methodology which includes a description of the program and study area, source and methods of data collection and analysis as well. The fourth chapter is on analysis and interpretation of the data that gathered. The last chapter consist the conclusion of the study with recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature. The chapter is divided into three sections. The first section deals with theoretical literature. The second section focuses on empirical literature which attempts to examine the findings of various studies conducted in the area of School Feeding Program and its impact on students, academic performance and dietary intake. The last section briefly discusses the conceptual framework of the study.

2.1. Theoretical literature review

One of the impacts of school feeding programs is to improve school enrollment and attendance of the children. The reduction in morbidity and mortality due to school feeding will even attract more children to school (Vermeersch and Kemer, 2004). School feeding programs are also expected to reduce the number of children that don't attend school because of being unhealthy or being malnourished. School feeding programs also have a positive impact on school participation (Hailemariam, 2017).

Poor dietary intake can leave students' susceptible to illness or lead to headaches and stomachaches, resulting in school absences. Studies have indicated that the diet children take have impacts on their academic performance including health, behavior and thinking skills (WFP, 2016; Deressa, 2011).

2.2. Historical background of school feeding program

The history of school feeding program goes back to the 19th century where it was started by the United Kingdom and United States of America whereas some literature state that it started in Germany in 1790 and in France in 1867 (Hailemariam, 2016). Among the Asian countries Brazil and India included school feeding in their legislation. According to Jomma et al (2011) the program is currently present among 70 of the 108 low and middle income countries. Most of this are initiated and funded by WFP.

School feeding programs were used as a tool by different countries to achieve the first Millennium Development Goals. These programs were also recommended by the United Nations Hunger Task Force (UNHTF) as a strategy towards attaining MDGs. Other Non Governmental Organizations such as Food and Agricultural Organization (FAO) and the United Nations International Children's Emergency Fund (UNICEF) are also working in the area of food and education (Dei, 2014).

In Ethiopia there was a WFP supported program that was initially carried out in war affected regions of Tigray covering 40 primary schools which commenced in 1994 (Poppe,Frolich,Haile, 2012). Then after the program widened to areas where there was lower enrollment and higher gender disparity with food insecurity at different parts of the country. In 2008, WFP provided food for 915 schools with 482,000 children benefited from school meals. The per child food ration consists of 150 gm of corn-soya blend 6 gm of fortified vegetable oil and 3 gm of iodized salt provided as a cooked meal on every school day (Pope et al, 2012 ;WFP, 2008).

Since 1997, the Government of Ethiopia set out an objective to attain primary education by the year 2015. To achieve this, the government executed a five-phase Education Sector Development Programs (ESDPs). School feeding program is one of the components of EDSPs. These development programs include nutrition services such as school feeding and trainings which are connected to this strategy. ESDP IV stated that School health and nutrition to be an important part in school age .Additionally it conveyed the percentage of school children in health and nutrition services as an outcome indicator. Around 670,000 children in the school feeding and 43,000 were included in the home grown school feeding program which started in ESDP IV. These programs also continued to include school feeding as a component of nutrition in ESDP V (MOE, 2010; 2015).

There is also a School Feeding Program which was a continuation of the 1994 E.C school feeding program called Children-In-Local-Development-Based Food for Education (CHILD-FFE). This is under the WFP Country Program at which Corn Soya Blend (CSB) is served with vegetable oil and salt with selected fortified micronutrients. It also includes a THR at which female students are given 2 liters of vegetable oil which created an eighty percent increase in attendance in pastoral and semi-pastoral areas (WFP, 2008).

2.3 Types of Food for Education Programs

There are two types of FFE (Food for Education) programs. These are School Feeding Programs (SFPs) and Take Home Rations (THR). SFPs provide meals to school children on the school site, whereas THRs are provided to the children for home consumption (Lawson, 2012).

Some FFE programs may include both SFP and THR. THRs are taken to home and possibly shared with other family members. FFE programs may let the families of these children to go to school by at least covering some of the direct and indirect costs of education.

Take-home rations are commonly given according to attendance at which the students are expected to meet a certain level of attendance. In Burkina Faso, 90% of attendance was required to receive the rations (Kazianga, Dewalque, & Alderman 2009). These types of programs are usually implemented in areas where specific attendance of children is lowered. This programs mostly target girls as they are supposed to stay at home and help. For this reason the girls will have a deprived attendance.

There are different mechanisms at which food may be obtained for these programs. Till recently, the donations for the programs in Ethiopia mostly came in the form of donations from WFP. But more recently, local procurement of food for these programs has become common. This is known as Home Grown School Feeding Program (HGSFP) at which it includes food that are produced and purchased locally. This will help the farmers that grow the products to be empowered, reduce absenteeism, and improve the nutritional status (Yohannes, 2017). In Ethiopia by the year 2010 the WFP purchased crops that were grown by the local farmers in its purchase for progress alternative program in chronically food insecure areas. This was about 55,000 tons of beans and maize at which the local farmers made US\$16 million (WFP, 2013).

In Ethiopia Take Home Rations were mostly given as an additional home treatment for undernourished children in areas such as Gambella, Afar, Melkadida, Jijiga, Assosa including refugee camps at which most of the children were under 5 (WFP, 2018). Other than this USDA (US department Of Agriculture) was working with WFP in Afar and Somali regions in by including more

than 260,000 students .It consisted of a midmorning corn soy blend with a fortified porridge. Additionally female students took a home take ration of vegetable oil (Global Alliance for Improved Nutrition, 2016).

2.4 Potential Outcomes and Impacts of School feeding Programs

2.4.1 The Economic function of School Feeding Program

Education has high rate of return to the individual as and to the whole society since man power is the main resource of a country. Evidences suggest that individuals who are educated have high productivity and the personal and community return of education are high (Hailemariam, 2017).Studies such as the one conducted by (Molinas and Mothe, 2013) suggest that investing on education has higher impact in developing countries rather than in the developed once. Since investing on education helps in alleviating hunger and poverty.

Though education is free, the direct and indirect costs of education will be limiting children from going to school. “Direct costs include fees, books and supplies, uniforms and travel to school, while indirect costs are in the form of the opportunity costs of children’s time”(Alia, 2012 ; p19). To help children from low income families go to school, SFPs are put in place. School feeding could also be seen as one of the key strategies in contributing to household food security and to improve the health and general well being of a child (Taras, 2012).

School feeding is designed for areas which are facing economic problem with a reduced attendance and enrollment. In an economically deprived family rather than going to school children might be staying at home and help their parents in house work or might be working outside to generate income .Since the main priority of the family is only surviving for the day , reducing the cost of a family could impact enrollment and attendance of pupils (Dehressa, 2011).

In home taken ration, the additional food that will be taken home can be used as a supplement for the family or make an additional income if sold (Lawson, 2012; Dehressa, 2011). Other than this using locally produced food will help the program with regards to cost and sustainability (AILA, 2012).The SFP will make the family to prepare lesser food by excluding the ones in the program.

Though SFP and THR have their own pros and cons both lower the opportunity cost of their children while they send their children (Lawson, 2012).

Excessive poverty limits a family from sending children to school. Since the concern of the family will not be educational need rather daily survival. Parents wouldn't send children to school if the cost of sending them exceeds the expected benefits of a child's education. That is the benefit of sending the children should offset the cost. (Lagabo, 2012). This encourages parents to send their children to school. As a result this adds up for the growth and development of children and the society as a whole (Ogobol, 2017). It will also have a positive impact in alleviating the cross generation cycling of poverty (Partnership for child development, 2012).

School feeding programs and THRs might also enable to increase household income by freeing up the earnings that were used for meal .At which this can be invested on other productive assets. This has shown to have a higher return of investment in Ghana, Kenya, Lao PDR and Zambia. School feeding is considered to be a distinctive safety net program , it has a medium and long term effect on value transfer, education and nutrition of an individual and of the society as a whole (Molinas and Mothe, 2013).

2.4.2 Impact of school feeding on nutrition and dietary intake

School age is considered to play a pivotal role in one's life. The future of an individual depends on it in that it affects learning, physical, mental and emotional health too at which what happens at this age regarding nutrition continues lifelong. Therefore, getting adequate nutrition at this age is very important. Most pupils in developing countries usually go to school without taking any food in the morning (Degarge, 2015).

Nutritional intervention done at this phase play a significant role since it will have impact on child's survival, health and development (Adelman, Gilliga, & Lehrer, 2009). But this school feeding programs are considered as educational interventions and not nutritional in some groups (World

Bank, 2006). In the contrary studies indicate school feeding improved the dietary diversity and the nutritional status of school children (Ghana School Feeding Program, 2011).

School feeding programs are expected to directly or indirectly mitigate malnutrition. But since the programs will relieve hunger, the students will also be able to concentrate on their education. School feeding programs mainly have two important nutritional functions. One of this is that they help the students get better nutrition which contributes to educational achievement (Neeser, 2012; Vermeersch and Kemer, 2004).

Food for Education programs are a good way for increasing educational achievement. They also have a positive impact on the attainment of nutritional goals. Taking the right amount and healthy food is needed for the brain to do its normal activities. However, in families which are living in poverty their choice of food is very limited (Lawson, 2012).

A study by Bundy et al. (2009) infers that school breakfast significantly increased energy intake, protein, and iron. About 55-75% of humans' calories contribute to carbohydrate in the human diet. Daily intake of 130 grams is needed by the brain to perform its activities normally. This number might even be elevated at childhood since it is a critical stage of development (Davis & Melina, 2010).

In a study that was undertaken in Kenya children that were taking adequate diets had higher cognitive skills while compared to those who did not (Boniface, 2012). Another similar study (Taras, 2012) showed that there exists a relation between poor nutrition and low school performance. But the impact of malnutrition might depend on the duration and degree of its occurrence and the stage at which it occurred.

In the United States of America, diet quality is typically measured using the Healthy Eating Index (HEI) or the Diet Quality Index DQI-I. The healthy eating index measures the quality of the food from each group whereas DQI-I the content of the food at which if it contains sufficient energy and nutrients (Woodhouse, Lamport, 2012).

The development of children is highly affected by Nutritional deficiencies such as Zinc, omega3 fatty acids and protein. It mainly hinders the cognitive development of children (Burrows et al, 2017). A diet that consists of protein, carbohydrates, and glucose is recommended since it advances the students' energy levels, cognition and concentration. Florence et al, (2008) stated that students who were taking less nutritious diets were the ones that didn't perform well in literacy assessment. School feeding programs contribute to dietary diversity. According to (Stujvenberg, 1999) biscuits which were fortified with iron and iodine which were given to the children as a SFP reduced absenteeism.

The theoretical literature review shows the historical background of SFP in the globe including Ethiopia. The potential outcomes and impacts of school feeding programs which were mostly positive were also stated. These were mostly viewed as the effect of the program on nutrition and dietary intake and the economic role of the programs. It also included the positive impact of SFP on school performance. As it was stated earlier on the review these programs have a huge impact in improving the health, nutrition and economic development of an individual and the community as a whole.

2.5 Empirical literature

A study by Baker, (1980) showed that the students in a SFP were shown to have a higher growth outcome of 3% in both height and weight than the control group. A survey that was undertaken in Bangladesh described that fortified food that was provided in SFP had a positive effect on improving the physical growth indicators that were height and weight of school children (Ahmed, 2004; Lawson, 2012).

Positive effects of school feeding were seen in rural parts of Jamaica, the students that received SFP had a significant height and weight than the ones which were not in the program. (Jomma et al, 2011). In a study conducted by Zenebe et al (2018) a significantly higher mean dietary diversity was seen among the SFP beneficiaries.

2.5.1 School Feeding Program and School Participation (Enrollment and Attendance)

Though the international community and the governments of developing countries are taking part in improving enrollment only 59% of the student pursued their primary education (UNESCO, 2012). The primary objective of school feeding programs is enhancing school participation. These programs assist the beneficiaries to attend school and receive better nutritional food. Empirical studies in this regard state that these programs have a positive effect on students' academic performance.

According to the study conducted in Bangladesh the enrollment rate was increased by 6% of the total days per month and dropout rate decreased by 7.4% (Ahmed, 2004). Similarly, in a study that was conducted on 32 African countries on WFP (World Food Program) run projects enrollment increased by 22% for boys and by 28% for girls during the first year (Gelli, Jukes., & Drake, 2007). According to Yendaw and Dayour (2014), enrollment increased from 35.8% to 64.2% as a result of introduction of SFP. In this study it was stated that 70.1% of children attend school throughout the week since they had a positive thought towards the meal quality and quantity that was provided. But 63.2% of the students attend school once a week due to negative perception about the quality and quantity of food prepared in school. This implies that emphasis must also be given to the quality and quantity of meals that are provided by SFPs.

According to Lawson (2012), food for education programs increased enrollment and school attendance. Similarly, a study that was conducted in Kenya reported that enrollment and attendance of the students has been significantly increased by the school feeding program since its introduction in 2002. In this study among the SFP teachers 46.9 percent stated that the program has strongly improved enrollment. About Forty percent of the teachers also reported that the program has advanced their schools enrollment. However, only 3.1 percent reported a little improvement on the enrolment while the remaining 6.2% did not perceive at all that there was improvement (Alia, 2012).

A study that Vermeersch and Kremer (2004) conducted stated that there was a statistically significant relation between attendance and school feeding at which children in the treatment group had 35.9 percent of the time compared to 27.4 percent in the control group. Another research that was conducted in Abuja on a school feeding program stated that the Annual Attendance of Pupils under SFP increased from 69% to 98 % (Uwameiye and Salami, 2013).

A study that was conducted in Malawi states that there was an improvement in enrollment and in attendance about 5% and 36% simultaneously (WFP, 2006). Another similar study Aldeman et al (2012) that was undertaken in Uganda reported that the WFP supported SFP indicate that there was about a 9 % increase in that a child would be enrolled in primary school by 2007. Older children with age range 16-19 had an increased morning attendance rate because of the SFP. For children aged 6–17 there was a 14.6 percentage point increase because of SFP. School Feeding Programs were also seen to decrease grade repetition in this study. The progression to secondary schools could also be positively affected by these programs. And the age at entry could also be affected by these programs.

According to a study in Burkina Faso SFP resulted in improved enrollment and attendance. This program also had a positive impact on lessening class repetitions and dropout rates with elevated scores on national exams especially for girls. In nomadic areas with school feeding programs the enrollment of girls is shown to increase the additional THR also contributes to this. In these areas schools remain closed till the feeding programs start. Niger also has shown to have increased its enrollment as of the start of the school feeding program (Yendaw and Dayou, 2015).

In Ethiopia according to WFP records, a school feeding program that was conducted between 2010/11-2013/14 had an impact in that there were higher enrollment rates in Afar and Somali regions. In Somali region, it went to 100% from 64% whereas in Afar region from 35 to 60 percent. Moreover, the attendance rate was also high which was 97 % (Global Alliance for Improved Nutrition, 2016). The other benefit of school feeding programs is that these programs had a positive effect on age at entry (Buttenheim et al, 2011).

However, according to Deressa, the attendance rate that is increased by school feeding programs might result in overcrowding and might also reduce the household income due to reduced child labor (Deressa, 2011).

School feeding programs are also expected to reduce the number of children that do not attend school because of being unhealthy or being malnourished (Hailemariam, 2017). Thus School feeding could be seen as one of the key strategies in contributing to household food security and to improve the health and general well being of a child (Taras,2012).

In a study that was conducted in Ethiopia there was no significant positive impact of School Program on enrollment, attendance and drop-out although it has some roles with regard to these objectives. But it stated child labor, cost and the availability of the school with the quality were related with enrollment. Domestic work, school distance and hour, the age of the household head were stated .The results also show to be related with attendance. Both the economical as well as the nutritional standards of SFP were recommended to be improved (Dheressa, 2011).

In another study that was conducted in Yeka sub city school feeding program that was run by Ye Enat Weg had a significant positive impact on students' average score and absenteeism of the children who participated in the SFP (Hailemariam, 2017). In addition a study that was carried out in Arada sub city on Ye Enat Weg SFP showed a little significance of the program academic achievement and attendance and a more significant relation with academic achievement (Yohannes,2017).

2.5.2 School Feeding Program and Student learning activity and achievement (curricular and extracurricular)

Empirical evidences suggest that the School feeding program has a positive impact on curricular and extracurricular activities. These programs do not seem to have similar effects on all subjects, even within a given subject.

In a study that was conducted in Nairobi adds that SFP also improves participation in extracurricular activities (Matengo, 2016). This was also seen in a Nigerian study that a 55.2% of improvement was seen in curricular and extracurricular activities because of a school feeding program (Adekunle et al, 2010)

According to Armstrong (2010), in an economically deprived child, since the neural development of children is affected, the ability of the children in planning, language development, remembering details and paying attention is mainly affected.

According to (Ahmed, 2004) SFP increased test scores by 15.7 percent points. However as opposed to this FFE program in Bangladesh showed a negative impact on achievement test score of the participating fourth grade students(Ahmed and Del Ninno , 2002).But the other confounding factors that were not taken into consideration might have resulted this. Another increment in school participation and achievement by 8.5 percent in the SFP participants was seen in Kenya (Vermeersch and Kremer, 2004).

According to a study that was done in Arada sub city in Addis Ababa a significant impact of School Feeding Program was not seen on academic achievement (Yohannes ,2017).According to another study that was conducted in Yeka sub city SFP increased average score of the student by 3.58% - 3.68% on average as compared to the control group (Hailemariam, 2017).

2.5.3 School Feeding Program and Behavior of students

Evidences suggest that nutrition principally breakfast helps to improve the psychological wellbeing so that the students will be less aggressive with fewer discipline problems by getting good along their colleagues and teachers (Burrows , 2017).

There is a controversial idea that is indicated at which these programs might have a hidden curriculum by sending a message of dependency to the children, a study that was conducted in Canada can be taken as an example for this. The study points out that these programs are stigmatizing the non participating children from the participating ones (McIntyre, 1999).

Students with SFP had improved alertness and completion of tasks. There was also an increased time spent in classroom because of decreased time spent on improving the behavior of the students. Enhanced social interaction with friendly social interaction was also noticed among these students (Robert et al, 1996). In addition another study states that students that are under breakfast SFP were excited and more ready to learn than the ones that were not under the program (Sweeney, 2006).

A study conducted by (Kleinman, 2002) indicates that fewer problems in behavior were seen after a school breakfast program started. Children which do not get plenty of food were more likely to visit a psychologist at which they had trouble in getting along with other students with a risk of getting suspended from school (Alaimso , 2001).

Another study by (Bundy, Burbano, Grosh, Gelli, Jukes, & Drake , 2009) showed an improved classroom behavior among SFP participants (Bundy et al., 2006). This programs not only affect the behavior of the students but also the families at which they make a decision of sending their children to school. Thus this will add to the positive impacts of the programs by improving as enrollment, attendance, and length of schooling, and decrease in dropout rate, tardiness, and absenteeism (Adelman et al, 2008).

Administration of mid morning milk has shown to improve the problem of nervousness which is related to hunger. Behaviors such as withdrawal, hostile behavior and nervousness were advanced with midmorning snack. Breakfast programs were shown to improve the readiness of the children with better discipline. The students which were included under these programs were expected to be less hyperactive (O'Neill, 2012).

The students in SFP also started the day with better motivation .A child who is hungry might be in a difficult situation to focus in class since he might be worried about his grumbling stomach and about the way how he will get the next meal rather than on education. Therefore these programs will allow the child to concentrate in class (Sweeny, 2006).

The sum of the empirical literatures reviewed concerning School Feeding Program stated that School Feeding Programs have a positive impact on school participation. They show that these programs are positively associated with increment in enrollment and attendance. Furthermore, it looked at how the SFP has also been able to help improve the learning achievement and behavior of pupils.

A good number of theoretical as well as empirical studies illustrate the positive impact of SFP. Though some studies remarked that it involves only the school children and not the others who are at

home by illness or which are small for the school age. They argue that the THR are better since they include all of this children. Additionally they argue that these programs might increase the number of children at school and might cause overcrowding. But the positive impacts of the program outweigh the negative one as shown above. The number of researches done in the area of School Feeding Programs in Addis Ababa with both governmental and NGOs is limited. Therefore, this study will be helpful in filling the gap in this area. Two studies were conducted in the city one in Arada and the other in Yeka sub city. Whereas these studies focused only on school participation, but this study incorporated the dietary intake of the SFP at Ye Enat Weg in order to give a better picture to policy makers ,Ye Enat Weg and other related sectors.

2.6 Conceptual Framework

School feeding programs improve 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. These programs also positively influence the behavior of the students .School feeding programs increase the interest of students to stay within the school compounds and learn. This in turn leads to increase student’s class attendance. These increases in class attendance and class participation may reduce absent days from the school.

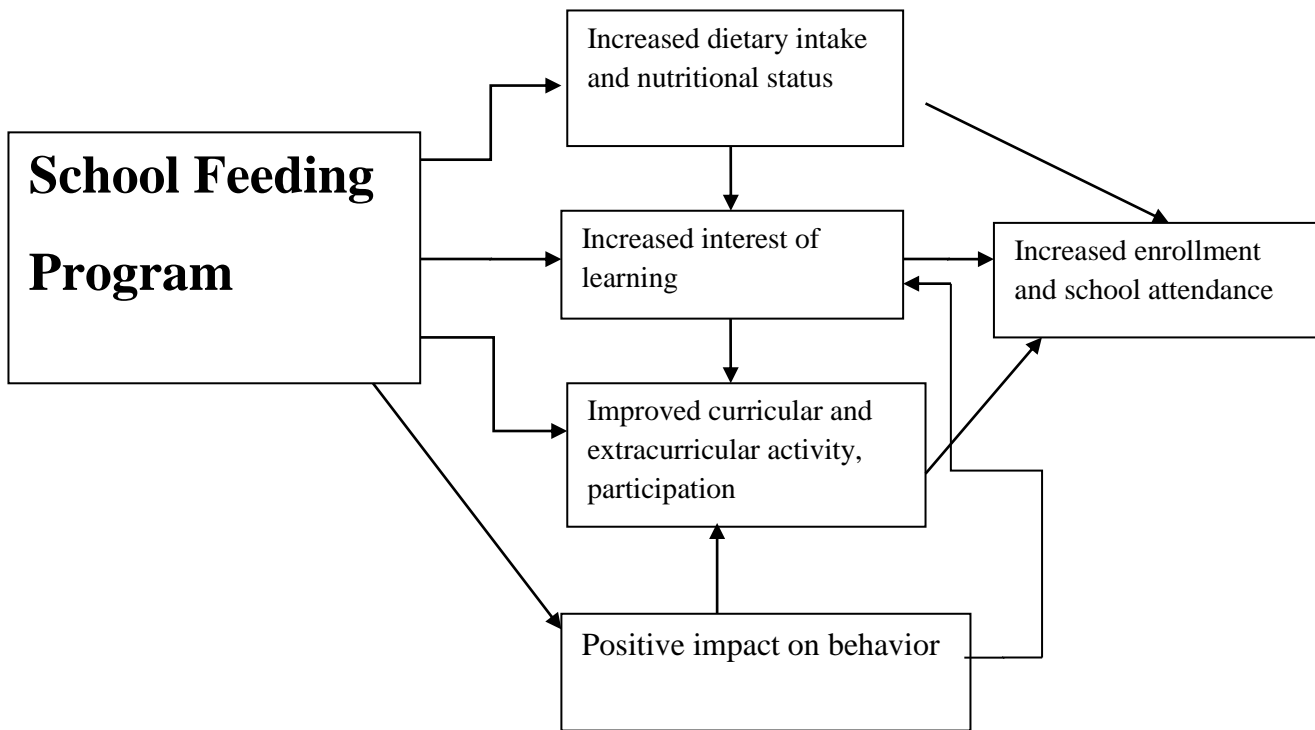


Figure 1 Conceptual framework- The impact of school feeding program on school participation and dietary intake of children from grade 6-8

Source-Developed by the researcher

CHAPTER THREE

RESEARCH DESIGN AND METHODS

The purpose of the current study was to identify the impact of Ye Enat Weg School feeding program on school participation and dietary intake of children in selected primary schools in Gulele Sub city Addis Ababa. This third chapter is prepared to highlight the overall methodological considerations of the thesis. It presents the research design, population and sampling technique, source and tools of data collection, method of data analysis, methods and detailed explanations of the sample design.

3.1. Research Design

The research design describes the plan at which the information was collected from the research participants (Alia, 2012). A descriptive research design with quantitative and qualitative components was used in this study as the study focused on the research variables that have already occurred and they cannot be influenced by involvement of the researcher. This study involved variables such as the enrolment, attendance, learning interest, extracurricular activity participation dietary intake of pupils as a result of the feeding program.

This design was chosen to enable the researcher describe the impact of the program without any interference and showed the outcome of the program in terms of variables. It covered five primary schools at Gulele Sub city with students from grade six up to eight who are beneficiaries of the program. The sub city was chosen because it is one of the sub cities at which the organization was aggressively working on with the largest number of needy children (Ye Enat Weg key informant ,2018).

3.2. Population and Sampling Technique

Gulele sub city was chosen among the other sub cities because it takes the largest proportion (29%) of the beneficiaries that the program is working on and it has the highest number of needy children

(Ye Enat Weg key informant,2018). A total of five schools are currently under the program. All the five schools which are enjoying the benefit of the program are included in this study. For the quantitative study because the program participants were already assigned and had homogenous character a proportional multi stage stratified sampling was used. For the qualitative study, ten teachers, five school vice directors, twenty three women among the 38 women who participated in cooking and delivering the food, Ye Enat Weg charitable Association's director one higher program expert were included. The target population and sample size of the research are indicated below.

3.2.1. Target Population

The target population in this study included all beneficiaries of Ye Enat Weg School Feeding Program. It included primary school students at the ten sub cities of Addis Ababa with a total number of about 20,000 children in 208 schools in Addis Ababa which were under the program. . The program was working on 20 primary schools in the sub city till the other 15 schools were supposed to be taken by the government's newly established program in the current academic year. This was a total of 4440 students during the last academic year. But currently there are 1600 students under Ye Enat Weg SFP.

3.2.2. Sample Size

For the quantitative purpose of the study, school feeding program beneficiary students from grades 6-8 at the 5 schools in the sub city were included in the study. Students of these grade levels were used because they would understand the items in the questionnaire in comparison to lower grade students and had better understanding about the SFP and its contribution. And if they were included in the program from the begging they would have better exposure and experience about the program. Primary source of data were used because it was more reliable and the data were collected only for the purpose of this study with relevant questions for the research.

In 2010 E.C (2017/18) academic year, a total of 19,449 students were in the sub city under government primary schools. Out of this, 4,440 were under the program. To identify the sample size for the study, a simplified formula for proportions, Cochran's formula (1977) sample size calculation

formula was used. This formula was used because we had a finite large number of populations with a known population size.

$$n_o = \frac{z^2 pq}{e^2}$$

Where n_o is the sample size z is the selected critical value of confidence level which is 1.96, P is the estimated proportion of the students in the SFP (4440) that is present in grade 1-8 public schools of Addis Ababa (19,449) . $q=1-p$, e is the desired level of precision which is 0.05.

$$\begin{aligned} n_o &= \frac{z^2 pq}{e^2} \\ &= \frac{(1.96)^2 (0.22)(0.78)}{(0.05)^2} = 263.57 = 264 \end{aligned}$$

When a sample represents a significance (over 5%) proportion of the population a finite population correction factor can be applied. This can reduce the sample size required for finite number of population (Cocharn, 1977).The formula for this is:

$$n = \frac{n_o}{1 + \frac{(n_o - 1)}{N}}$$

Where n = the adjusted sample size, n_o = the original required sample size and N = population size.

Therefore, the total number of population (Ye Enat Weg school feeding beneficiaries in Primary (Grade 1-8) public schools of the sub city) was 4,440. And, the total government primary school students of Gulele sub city in 2010 E.C was 19,449 (AABO, 2018).There are 1600 students in the five respective schools who are benefiting under Ye Enat Weg’s SFP. Therefore, the proportion of the primary school SFP beneficiaries in the sub city was 22% percent. This was inserted to the correction formula and a final sample size was minimized to 260. But a 10% non response rate added which has increased the sample size to 286.

To have a fair distribution among the schools Stratified sampling with proportional allocation of the students were used as the students were already listed by the program and were homogenous. Simple random sampling was used to select among the students who were from grade six up to eight. The numbers of program beneficiaries at each school were taken from Ye Enat Weg (May, 2018) as indicated in the table below.

Table 1-Schematic presentation of sampling procedure of impact of Ye Enat Weg school feeding program

School Name	n (6-8 grade)	Percentage from the total beneficiaries at the schools(%)	n(sample)
Kelemamba	95	22.5	61
Kuskuam	141	37.2	91
Addis Zemen	128	36.6	82
Addis Tesfa	52	20.8	33
Belay Zeleke	28	14	19
	Total=444		286

Source-Gulele sub city Bureau of Education

A purposive sampling was used to collect data for the qualitative study .Purposive sampling was used because it allowed the researcher to explore data from different information rich subjects that know more about the area of study. A total of 40 participants were include, among these there were five school vice directors, ten teachers that also volunteered in coordinating the program at the schools and 23 women who prepared and served meals. In addition, the director and one higher program expert from Ye Enat Weg charitable organization were interviewed.

3.3. Sources and Tools of Data Collection

3.3.1. Sources of Data

Primary data were obtained from the students, women who were preparing and serving food in the program, school principals and the program coordinators at different levels of the organization.

Primary data were used in order to get the real information at the ground. The data helped know the impact of the program from different sides in the program from the beneficiaries as well as from the program coordinators and staff working under the program. This was useful to evaluate the impact of the program by adding the secondary data from school attendance rates and reports of the schools.

Observation was also employed as a data collection tool to view the contents of the meal provide and the frequency of the meal that was provided by the program and to see the overall practical process of the school feeding. Secondary sources such as lists of grades 6 up to 8 of the participant students from the schools containing their name, sex ,age, their school attendance were used. And a record of the enrollment rate of the schools was also used. In addition, SFP reports were also used as a secondary data source to have data on the effect of the program on school participation.

3.3.2. Data Collection Tools

In order to collect data for this study, the researcher used different instruments. These included self administered questionnaire, observation checklist, and interview guide and document analysis. The researcher used these tools for the purpose of data triangulation.

3.3.2.1. Questionnaire

A set of questionnaire that contained three separate sections was used for the quantitative survey of the study. These were items related to personal information, regarding attendance, school participation and regarding dietary intake of the program respectively. It contained close ended questions with some open ended questions.

Questionnaire was used to enable the researcher to collect data from a large sample within a short time. The questionnaire was prepared in English and then was translated in to Amharic to avoid possible barrier of communication which may be caused due to using a foreign language (English). It was assumed that students would find Amharic easier to understand and respond, thus allowing collection of appropriate data. Amharic language was used since it is the language of communication in the area.

3.3.2.1. Interview

Interview guides were used for the qualitative study. This comprised of three different interview guides which were used for the teachers /vice principals at the schools, for the women who were preparing food and for the key informants at Ye Enat Weg charitable organization. These guides were first written in English and then were translated to Amharic to avoid the possible difficulty of communication that may be caused due to a foreign language.

Semi-structured interview was employed among key informants of the schools that included 5 school principals, 10 school teachers and Ye Enat Weg charitable organization's director and one higher program experts. As a result this helped the researcher to explore the effect of the program on attendance and enrollment, student interest in learning and participation in extracurricular activities and also dietary intake of the program.

The dietary intake of the students which was given under the program was assessed by assessing the dietary diversity of the students at home and the content of the meal administered was assessed by interviewing the 11 women who participated in preparing/serving food. The women who were available during the time of data collection and the ones that were volunteer were interviewed. Direct observation was also done. But only the women who had beneficiary children under the program were interviewed about dietary recall. In addition, the women were also asked about the effect of the program on learning interest participation in extracurricular activities. Furthermore, the overall benefits of the program as well as the limitations were also addressed in the questions.

3.3.2.3 Observation

An observation checklist was also used by the researcher to help in data triangulation and see what happened on the ground. Non participatory observation by the researcher was employed in order to examine how things were employed.

3.3.2.4 Document analysis

Additionally, program evaluation and plan documents from Ye Enat Weg and surveys conducted on similar basis were also be used. These also helped in data triangulation and as a base for some of the data gathered.

3.4 Procedures of data collection

In this study four types of data collection tools were used. This was done to have a triangulated data. The researcher used a self administered questionnaire as data collection tool for the quantitative data. The data were collected by the researcher and with the help of other friends of the researchers who had shown interest to support the researcher with the relevant experience and educational background. The questionnaires were handed to the students after they had their breakfast/lunch they filled them and handed them back at the same time. Clarity with regards to the questions that the students had doubt was given during the time of data collection.

In order to test the understandings of the respondents, pre-test was done before the survey was conducted. The respondents in the pre-tests were similar to those who were included in the actual survey. In other words, respondents for the pre-test and for the actual survey were drawn from the same background of the population. A total of 15 individuals participated in the pre-testing of the questionnaires. Two of them were teachers and three of them were women who prepared food the rest ten were beneficiary students. Based on their feedback, a few minor adjustments were made before the questionnaire was administered to the sample. And the reliability of the test was made with a result of Cronbach's alpha value of 0.837.

The interview with teachers and with the vice principals at the sampled schools was undertaken by the researcher in line with the quantitative data collection. In parallel with this the interview with the women who prepared and served food was also conducted by the researcher. Both the quantitative and the qualitative data was collected from November 5-December 5. The interviews were written down not recorded with the list and date of the interview. Each had an average duration of 20 minutes. Key informant interview at Ye Enat Weg charitable association was also done by the researcher at different times during the time that was allotted for data collection.

Additionally observation was done by the researcher by using the observation checklist. Secondary sources of data such as list of the students, attendance, documents and literatures were also used in line with the qualitative and quantitative data. The confidentiality of the responses was kept. Both

the qualitative and the quantitative data were presented in parallel. They were presented on descriptive bases by using words, tables and graphs at the following chapter.

3.5 Methods of Data Analysis

Primary data were obtained from the students, women who were preparing and serving food, school principals and vice principals, teachers and the program coordinators at different levels of the organization. Secondary data sources from the school attendance and enrolment rates were also used. Additionally observational reports by the researcher on the diet that was provided by the program were also used.

At the field level, all completed questionnaires were checked by the researcher for completeness and consistency. Data entry codebook that links the questionnaire to data to be entered in the computer was developed and data cleaning and entry into SPSS version 24 (Statistical Package for Social Sciences). The data was cleared, verified and analyzed by using this software. The Qualitative data was thematically coded, transcribed, translated, condensed and then was analyzed by using the same software

Descriptive and inferential statistical analyses were conducted. Mean frequency, percentage and standard deviations were used to evaluate the impact of the program on attendance, learning interest and participation in extracurricular activities and dietary intake of the children. Qualitative data analysis technique by coding themes was also employed for the qualitative data that was collected from the program coordinators, school program coordinators and women who were preparing the food. Qualitative analysis considered the inferences that were made from the opinions of the respondents. The findings were discussed and presentation made on graphs and tables depending on the nature of the result.

3.6 Validity and reliability

Validity is a measure of accuracy, It measures whether the instruments of measurement have measured what they intended to measure (Tambachinic and Fidel, 2007). To determine the validity

of the instruments the researcher presented the questionnaire and the interview guide to the advisor for critique. Then to ensure the validity, the data collecting instruments was tested in pilot study. The pilot study was used to assess the clarity of the questions so that the necessary changes could be made.

Reliability is the stage of internal uniformity or constancy over time (Faenkel and Wallen, 1993). To ensure the reliability of the study the researcher employed multiple sources of data questionnaire, interview, documentation and observation. A Cronbach's alpha value of .837 was also obtained. Therefore this study is reliable. This helped the researcher in doing predictions and minimized error.

3.7 Ethical clearance

When human beings are the focus of investigation, it is necessary to look at the ethical implications of what studies were proposing to investigate. Most ethical issues fall into one of four categories: protection from harm, informed consent, right to privacy, and honesty with professional colleagues (Leedy & Ormrod, 2005). Hence, utmost effort was exerted to comply with all ethical standards throughout data collection and report writing process.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings and analysis of the study on the impact of Ye Enat Weg School Feeding Program in school participation and dietary intake. Out of the 286 questionnaires that were distributed 26 of them contained a missing value. Therefore a total of 260 children who were enjoying the benefit of the program at five schools in Gulele sub city with a response rate of 98.9% were included in the quantitative survey. In addition 40 key informants that comprised of teachers, school directors, vice directors, women who participated in preparing the meals, a program expert and the association director were involved in the key informant interview for the qualitative survey. The program was first introduced at the schools by the year 2011E.C. In this chapter the impact of Ye Enat Weg School feeding program has been discussed via descriptive statistical tools. Additionally the reports obtained from observation and other secondary data sources are also included.

4.2 Respondents' profile

Table 2 Profile of quantitative study participants

Variables	Frequency	Percentage (%)
Sex		
Male	146	56.2
Female	114	33.8
Age		
10-14	210	80.8
15-19	48	18.4
20-24	42	0.8
Grade		
6th	113	43.5
7th	84	32.3
8th	63	24.2
Number of years students stayed in the project		
4yrs	71	27.3
3yrs	69	26.5
2yrs	46	17.7
1yr	27	10.4
Less than a year	47	18.1

The mean age of the quantitative study participants was 13.63 years. The minimum age was 11 while the maximum was 20 years. Most of the respondents (56.2%) were males. Majority of the students (43.5%) were six graders. The highest proportions of students (27.3%) were in the project for duration of four years. Therefore we were able to gather the data from students who enjoyed the benefit of the program for longer period which would help us to see the overall trend of the program.

In the qualitative study a total of 40 key informants were included. Amongst these ten teachers, one vice school director from each school was incorporated from the five schools. Among the teachers five of them were participating as coordinators of the program at their respective schools and the other five took part in the coordinating committee. Additionally 23 women who were preparing and serving food at the schools were also interviewed. This comprised of four women at each of the following schools Addis tesfa, Addis Zemen and kuskuaam six women from Belay Zeleke and five women at Kelemanba . Eleven of this women said that they had children under the program. Besides the director of Ye Enat Weg and one higher program expert were also included.

4.3. Program objectives

The primary objective of Ye Enat Weg charitable organization was to support primary school Children from poor families through school feeding. It had the aim of improving primary school enrollment, retention, and academic performance of destitute children.

According to Ye Enat Weg's key informant in addition to benefiting the students that were under the program the program had an objective of financially empowering the women who were preparing the food by giving them some business insight and promoting independence. The director added that the general objective of the program was "providing support for social problems".

4.4. Program introduction and selection criteria

According to the gathered qualitative data the school feeding program was introduced to all the five schools by the year 2015 G.C. The major (93.3%) criterion used for selecting the beneficiary students were that "students who were orphans, had either a dead mother or father, were HIV carrier or were very poor". The additional criterion stated at Belay Zeleke primary school was inclusion of

students with special needs. The trend of selection as mentioned by the school coordinators was that after the above criteria were clearly told to them in their respective classes, the students went and registered if they thought that they were eligible for the program. Then the respective Woreda would screen out the registered students by discussing with the school. In addition, according to Ye Enat Weg's highest program expert, the selection of the students was done in cooperation between the schools, the respective Woreda's bureau of Women and Children Affairs.

Only 20% of the qualitative study participants at the schools believed that all the students who were in need were benefiting under the program. This shows that all the needy children were not yet integrated in the SFP.

The program allots a yearly budget to perform its activities. Despite the large number of the needy children the organization was a little short handed to include all the needy children. Since majority of the students need support. According to Ye Enat Weg key informant and the school teachers the women who were responsible for preparing and serving food were selected by the woredas at which the schools were found. There were a total of 38 women working under the program at the five schools. Kelem Anba, Belay Zeleke and Addis Tesfa ,Addis Zemen primary schools each had six women who prepared and served the food whereas Kuskuam had 14 women.

Moreover they were not provided with a constant salary, they rather shared the money that was left after preparing the meal. According to Ye Enat Weg one woman was allotted for 20 students. But this was not the case in many schools. Considering the number of children at the schools with the number of women it could be noted that what was put in practice was different from the rule. As an example there were only six women for 421 children at Kelem Anba Primary school. This was not proportional. Therefore, this might create a problem in the program such as long lines, the women also might feel exhaustion and might show unwanted behavior, the women might also become fatigued and as a result the quality of the food might get affected. This would directly or indirectly affect the meal that the students would get from the program. And the students might also feel unhappy because of the stated reasons. The reason that was mentioned for this among the women was that as their number increased the amount of money that they could get would in turn be small because they divide what is left after preparing the meal each month equally among them.

4.5. Overview of the Program and participation of the students

The program delivered meal during breakfast and lunch time. The school feeding program did not have a uniform supply of resources for ingredients of the meal. All the five schools got the ingredients that were used for meal preparation from different places that were chosen by the women. According to all the key informants who participated in this study the program has allotted a budget of 14 birr per day for a daily meal of each student .This was formerly 12 birr per child but starting from this academic year following the adding of one boiled egg on the menu 2 birr per day was added for each child.

During the time of data collection the number of students who were under the program and the total number of children at the five schools is listed on the table below.

Table 3 Number of pupils under ye Enat Weg SFP at Gulele sub city

Name of the primary school	Number of children under SFP	Total number of children in the school
Addis Tesfa	250	855
Addis Zemen	350	1655
Belay Zeleke	200	1216
Kelem Anba	421	577
Kuskuam	379	1561
Total	1600	5864

The table shows the number of the children in the program while compared to the total number of the students'. Out of the schools Kelem Anba primary school takes the largest proportion. Then Kuskuam and Addis zemen Primary Schools follow. The other two schools contain the least number of students. But the number of students at Kelem Anba seems to be large compared to the total number of students. The 72.96% of the students out of the total pupils were included in the SFP. There was no clear reason that was stated for this.

Among the sampled beneficiary students the majorities (93.8%) were part of both breakfast and lunch session and only 6.2% of them stated that they were part of the lunch program only. This might be because of problems that were related with the program or with the students, given that both breakfast and lunch were served with a time limit. Studies suggest that Meals that were served at the beginning of classes were seen to have been favorable (Poppe et al, 2012). It is good for the students to have their meals before they start class.

The results of the interviewees with school program coordinators and the women who were involved in preparing food stated that the program provided meal during breakfast and lunch time. Observational findings of the study also confirmed this. According to the qualitative data gathered from the program coordinators at the schools and Ye Enat Weg once the program has been started in the academic year it was undertaken for five days a week during regular school days. And it usually ended in the mid of June of the academic year. During 2011 E.C(2018/19 G.C) academic year the program started at the five schools in Gulele sub city on November 5,2018 G.C. Taking into note that most schools were opened in mid September and will end on the first week of July. The organization was late to start program. This must be taken into coordination because the children have no other option during this time. Moreover, some of the women who were preparing food for the children mentioned that they saw the students begging along the streets, working as a “Taxi redat /Lisro” during summer. While the students were in school they got food so they may not need to work to get food .Therefore the program has a huge benefit regarding this. Similar findings supporting this was reported by a study that was done in rural parts of Ethiopia .The study stated that the time at which the students spent on paid jobs was decreased as a result of SFP(Poppe et al,2012).

Majority (93.8%) of the students who participated in this study reported that they took part in the SFP for five days in a week. Participation of two up to three days in a week was reported among 5.4% of the pupils and only 0.8% took part two to three days a week. From this it can be noted that most of the students are benefiting from the program. This shows that the program has helped to attend school regularly and that it improved their school participation.

4.6. Attendance of beneficiary students

One of the objectives of this study was to see the impact of the school feeding program on attendance.

Table 4 Contribution of SFP in decreasing absence

SFP contributed in decreasing absence	Frequency	Percentage (%)
Yes	227	87.3%
No	33	12.7%

As reported by 87.3% of the students the introduction of SFP by Ye Enat Weg in the schools contributed in reducing absence from their classes. More than half (56.5%) of the sampled students were absent from school during 2010 E.C academic year. From the students who were not present 54.3% were absent for less than five days per year .And 2.7% were absent for 6 up to 10 days whereas only 0.4% were absent for greater than ten days per year. This shows that majority of the students were present at their schools for most of the school days in the academic year.

The reason that was given by the students as a cause for their absence is presented on the table below.

Table 5 Table showing Reason of absence of beneficiary students

Reason for absence	frequency	Percentage(%)
Illness	83	54.3
Helping at home	41	15.8
Being hungry	27	10.4
Never been absent	109	40.3

Among the absent students the major reason for their absence was illness 54.3% followed by helping at home which is 15.8%. The slightest reason that was mentioned by the students for their absence was being hungry (10.4%). The students who mentioned being hungry as a reason of absence were mostly the new beneficiaries of the program who joined the program this year. This shows that the program assisted majority of the students to attend school.

Results of the secondary data also support this. From the schools that documented the attendance of the beneficiary students a one week attendance list was assessed. The result showed that about 97% of the students were present on the attendance list of Belay Zeleke, 93% in Addis Tesfa and 98 % in Addis Zemen. Therefore the program has assisted the students to be present at schools and to regularly follow their classes.

According to the teachers who were sampled in the qualitative study the SFP has shown a decrease in absence and helped in retention. One of teachers mentioned, “the students are now able have lunch and are able to stay and study at school. Previously some students used not to come back after lunch time because they were exhausted or were living far”. Moreover the teachers also said that after the commencement of the program the students were also coming to school early in the morning. The number of late comers has also been significantly decreased. Similar results were shown by Kleinman ,Hall,Green,Korzec,Patton,Pango,Murphy (2002) after the students started participating in SFP they became punctual and were able to reach on time for their classes.

Overall results of the study show a positive contribution of the program towards attendance. A related result was shown in a study that was conducted in Nigeria. The students who were under SFP showed better attendance (Uwameiye and Salami, 2013). In line with this a study in Nairobi shows a similar result in that the students were able to attend school regularly (Alia, 2012, Yendaw and Dayour, 2014). Another study that was conducted in Yeka sub city also has shown a similar result at which the SFP has contributed for the regular presence of the students (Hailemariam, 2015).

4.7. Program beneficiaries’ participation in curricular and extra extracurricular activities

Among the study participants, greater part of them affirmed that they had enough time to study and do their homework at home this accounts for 69.6 %. Out of this, 37.7% had 1-2 hours for homework and study. Whereas 26.2% had less than an hour and 4.7% had 2-3 hours to study do their

homework. Only 1% of the pupils had more than three hours. This shows that the program has also helped the students to concentrate on their studies. Though there might also be additional factors other than food like the economical status of the family and other related factors that might affect this. But as it was stated earlier by the qualitative participants some of the students used to work to earn money and get food. So the program would have a great impact on these students by enabling them to have more time to study.

The majority (97.7%) of the study participants mentioned that there was a tutorial program at their respective schools. A greater part of the respondents who account for 95.4% stated that they took tutorials and 90.4% of the pupils said that the school feeding program has motivated them to be part of school tutorials. This shows that the program is playing a major role by allowing the students to focus on their studies.

During the interview with the key informants of Ye Enat Weg “improvement both in curricular and extracurricular activities of the children and some of the students showed a great improvement even at their class ranks”.

One of the teachers that Participated in the qualitative study also mentioned that “once the students were included in the program they showed a considerable improvement in their grades and many students were fainting and falling down before the start of the program, but after the program has been introduced all this problems were eased” Another teacher also stated that “most of the students in the program are now even the highest scorers of their respective classes. There were students who were working to support themselves but now since they got food they can concentrate on their studies”. This shows that the students were able to go to school instead of working and even if they work they might be working only for their dinner.

The teachers also stated that since “The students who were living with HIV virus used to take antiretroviral medications with an empty stomach so most of them used to fail. But now the students took their medication after having their breakfast and lunch. Therefore, these students were able to concentrate on their education only and are also able to partake in play activities”. The following table summarizes the changes that were observed by the teachers because of the program.

Table 6 Changes observed among the participant pupils in SFP

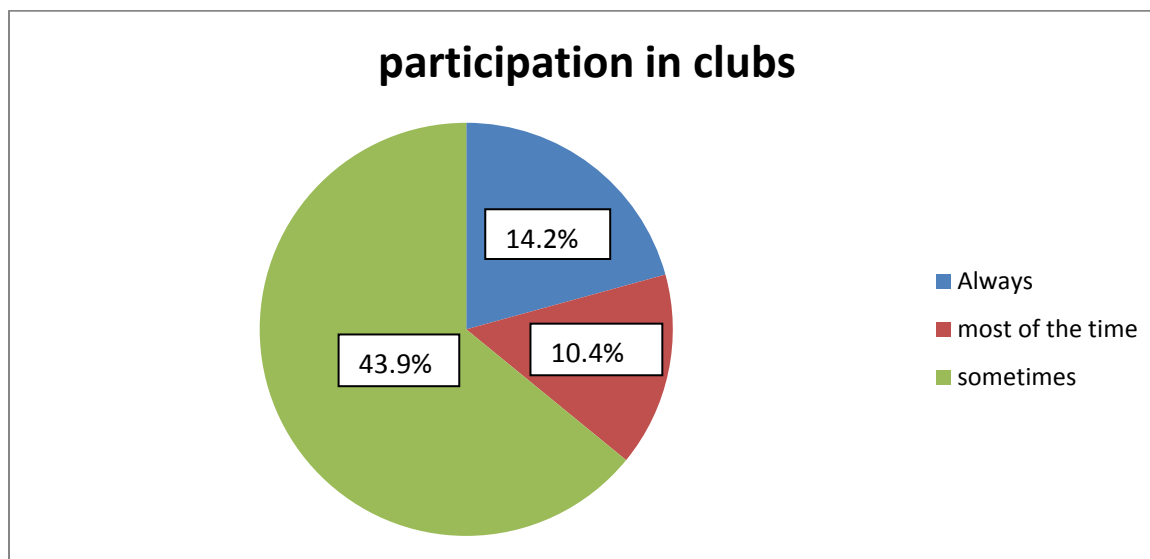
Change observed	Frequency	Percentage
Improvement in learning interest	5	33.3
Change in class rank	7	46.6
No class repetition	3	20.1

According to the teachers and vice principals 30.4% of the students showed improvement in learning interest. And 34.8% of them mentioned that a considerable change in rank was seen among the students. Therefore the program has brought a significant impact on the curricular achievements of the students.

Almost all of the women who were preparing the meals reported an improvement in the learning interest of the children after the introduction of the program. The women who had children in the program added that their children spent more time in their studies and showed an improvement in their grades. And the other 34.8% of the women said that the children even became one of the highest rankers in their classes. School feeding programs are thought to improve school performance poor nutrition is usually related to low performance (Taras, 2012). As the students are able to get food at least twice a day their learning interest and class rank is shown to be improved.

One of the objectives of this study was to see the impact of the SFP on extracurricular participation of the students. Although their frequency of participation varied nearly two third (67.3%) of the students who were in this study participated in school clubs.

Figure 2 Participation of students in clubs



Out of the students who participated in clubs, 14.2% joined always, 10.4% in most of the time and 43.9% sometimes. This shows that most of the students who were in the program were participating in extracurricular activities though their degree of participation was different. In a study that was conducted in Nairobi by Matengo (2016) improvement in extracurricular activity participation as a result of SFP was noted.

As most of the program beneficiaries are children they partake in play activities. The following table shows the change that was noted in the duration of play activities of the students before and after the program.

Table 7 The participation of children in plays before and after SFP

	Before SFP		After SFP	
	Frequency	Percentage (%)	Frequency	Percentage (%)
<30 minutes	143	55	72	27.7
31 minutes – 1 hour	35	13.4	75	28.8
>1 hour	3	1.2	50	19.2
Not playing	79	30.4	41	15.8

Among the pupils who were considered in this study, 67.7% of them were participating in play activities before the introduction of the program in the schools. Moreover following the commencement of the program the number had significantly increased to 91.5%. On top of this, the duration of participation in plays was also reported to be increased after the program.

Most of the teachers (80%) reported an improved participation of the students in extracurricular activities like playing for longer duration and improved club participation among the students. The teachers also added that before the program there were many students just sitting and not playing but after the program the children became active both in curricular and extracurricular activities.

A study in Nigeria also stated that a significant increase in curricular and extracurricular activities (55.2%) among school feeding beneficiaries (Adekunle, 2010). On top of that another study also mentioned that students who were under a SFP has been shown to be more active and exited for curricular and extracurricular activities (Sweeney , 2006).

4.8. Benefits of the school feeding program

The participants of the quantitative study mentioned the benefits that they obtained from the program. The following table summarized them.

Table 8 Benefits of the program

Program benefit	Frequency	Percentage(%)
I don't get hungry when I am in school	26	10
Understand my lesson better	47	18.1
Helps me improve my learning interest	19	7.1
Makes me come to school everyday	20	7.7
All the above benefits	144	55.4
Helped my family and made me healthy	3	1.2
I don't know	1	0.4

More than half of the students (55.4%) stated, on top of not getting hungry at school and a change in their learning interest they had a significant change in understanding their lessons better because of the school feeding program. They also added that the program has helped them to go to school every day.

Whereas 18.1% of the students were able to understand their lessons better because of the SFP. Besides 10% of the students stated that they did not get hungry while they were in school after they got into the program. About 7.7% of the students mentioned that they were able to come to school every day because of the program. Among the beneficiary students 7.1% of them stated that the program has assisted them in improving their learning interest. Furthermore the least benefit that was stated by the children was that it helped them to stay healthy and was a good help for their family too (1.2%). This shows that the program has helped the students to be able to go to school and to understand their lessons better. In addition it also increased their learning interest.

Among the women who prepared the food explained the program benefit as “it enabled us to be independent and earn our own money”. Additionally most of these women explained the benefit of the program in two different ways one was that “it has helped us to earn our own money whereas the other was that it relieved the burden on parents by providing meal for their children. And the family can use the money for other undertakings within the family. In addition they stated that this program helped the children to get a hot meal in school without wasting their valuable time.

4.9 Findings from observation

During Non participatory observation of the researcher, the children were having their meals at the respective dining halls for the schools. Most of the sizes of these halls were not proportional to the number of children. The halls were based on the number of children that were in the program during the last academic year which was considerably smaller. And the number of children in the program has increased during this academic year.

All the schools had a dining and a separate place for storing utensils and materials. The contribution of Ye Enat Weg was only offering the meal budget. The schools provided the dining halls, electricity and water. Among the five schools Belay Zeleke and Kelem Anba have built dining halls. The dining halls at both this schools were constructed only for this purpose. But the other schools

changed rooms that were class rooms to dining halls. Except Belay Zeleke primary school the halls at the other schools were small to accommodate all the children that were in the program at the same time. Therefore the students had to take turns and stand in lines.

Among the schools listed Kelem Anba takes the largest number with the least number of total enrollments. The school used little pieces of paper as an ID which had the names of the students written on them and the students gave that to one of the coordinators when they entered the dining halls and took back their IDs after they ate and left. This would make the process of supervising and knowing the exact number of the students who attended the program on daily bases difficult.

Kuskuam primary school students showed Id with their name and photo on it when they got to the dining hall. In the other two schools the teachers who coordinated the program marked the names while they entered the dining halls. But in some of the days the children were just entering without the names being marked. The reason given by the teachers for this was that they knew the children so there was no need of ticking. Whereas at Belay zeleke primary school the women who prepare and serve food were strictly ticking the names.

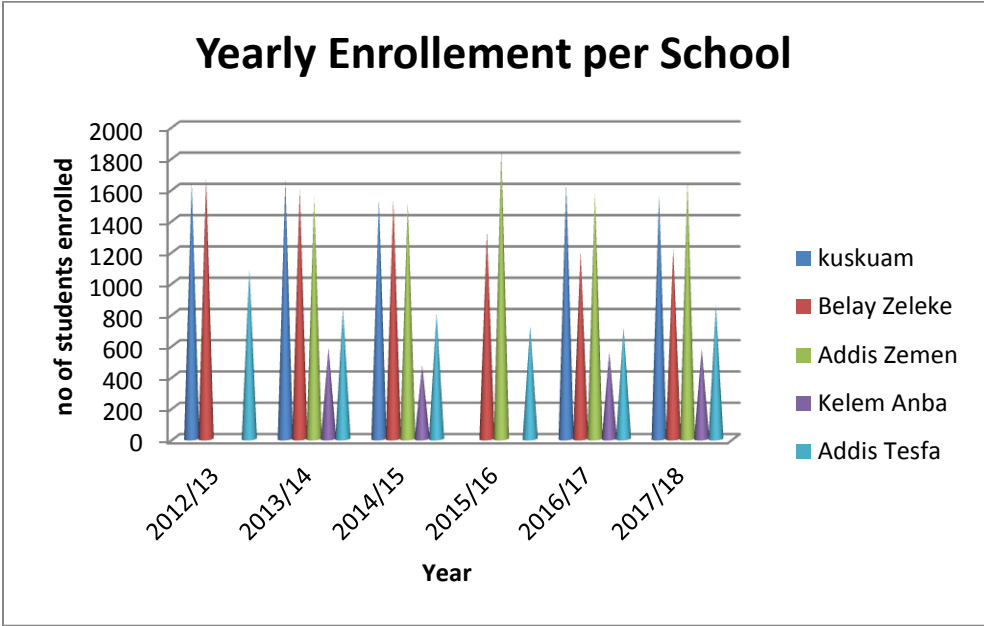
Among the five schools Kuskuam has built its own bakery and has started to sell bread for the outside community as well as for the program. According to the Vice principal of the school the school started this business so as it could help them to cover the cost of the other 471 left needy children in the school. It's a good system that needs to be encouraged and be practiced at the other schools too. At which this will help in the sustainability and expansion of the program at the school. But a uniform supply chain for buying of the ingredients wasn't observed among the schools.

At some of the schools members of the committee had shifts and monitored the program routinely. Kuskuam, Addis Zemen and Belay Zeleke were good examples for this. But at the other two schools, only one volunteer was always participating in this activity. The participation of the teachers helps in the effective execution of the program.

4.10 Trends of Enrollment

Assessing the impact of the SFP on enrollment was one of the objectives of this study. The following chart shows the trend of enrollment.

Figure 3: Yearly enrollment trend per school between 2012/13 and 2017/18 E.C



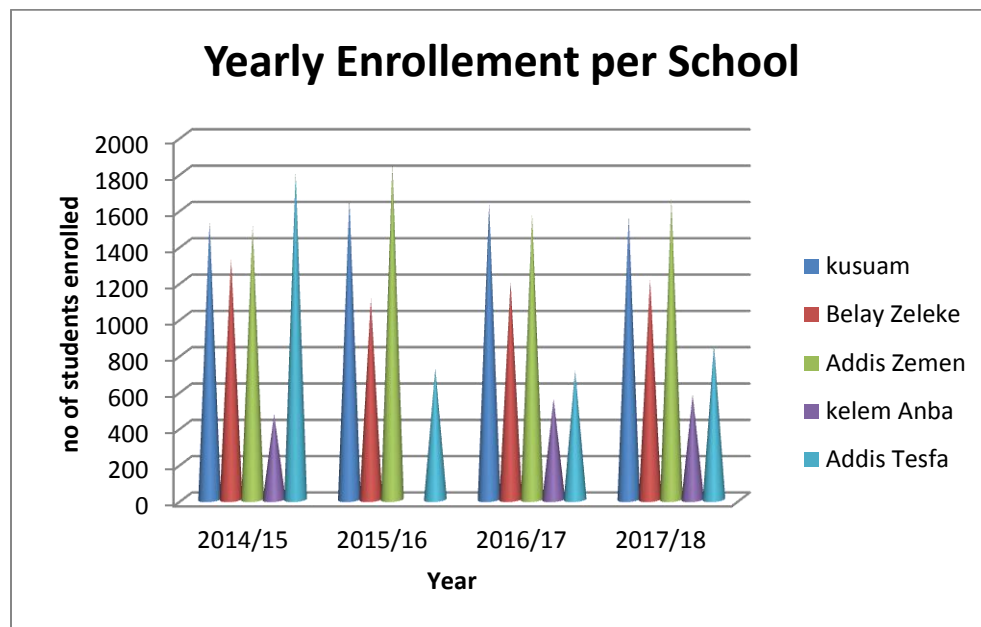
Source –Documentation from the schools

The chart above indicates fluctuations in enrollment rate at the schools. It does not show a clear increase or decrease in the rate of enrollment with the introduction of the program. Even at some of the schools there was almost a similar trend of enrollment. It was reported on the qualitative study that the program was an incentive to the pupils thus making them attend school regularly. The highest enrollment being recorded was in 2015/16. The enrolment trends are shown for the years 2012/13, 2013/14, 2014/15, 2015/16, 2016/17, 2017/18 .Some numbers enrollment rate of the schools are not presented because they couldn’t be found in the school documentations.

According to the vice directors who participated in the qualitative study only one of them believed that the program had an impact on the enrollment of the school. But the others implied that the program had an effect in retaining the students and improving their punctuality and attendance. A different result was` reported by Alia (2012) in this study the school feeding has shown a significant change in enrollment. The reason behind this variation might be due to the fact that the school feeding program has been introduced to almost all of the schools thus it might have only affected the attendance of the students. Thus the students might have already been enrolled but were absent for a

different period. In this regard, other related factors such as child labor, cost and the availability of the school with the quality should also be considered (Dheressa, 2011).

Figure 4: Yearly enrollment trend after SFP introduction per school between 2014/15 and 2018 G.C



Source –Documentation from the schools

The chart above shows the enrollment trend after the inception of the program. No significant change in the rate of enrollment could be noted during the 4 year duration of the project. The reason for this might be that the program was initiated at all the schools at the same time. Therefore the students might not choose among schools.

4.11. Food and dietary intake of the program

4.11.1 Meal content of the program (Diet of the program)

Among the sampled students a considerable amount (94.2%) mentioned that they didn’t think about food while in class. This helped the students to concentrate in their classes and not to worry about their food.

Ye Enat Weg has prepared and distributed a new menu for all the beneficiary schools in the current academic year. Before the menu and the budget were amended by this academic year they were used

for the past three years since the program has been introduced. The current menu of the program is annexed.

The menu of the program was based on the common foods that are normally eaten by the community. However they lack the food groups that are recommended for a diversified diet. A balanced diet positively impact academic performance. Therefore the variety of the meals that are provided should also be valued (Barnabas, 2014).

More than half percentage (54.2%) of the quantitative study participants stated that they got the meals according to the menu. Normal bread from bread stores was mentioned by the students rather than the 'Defo Dabo' on Tuesdays. The reason stated by the women during the interview as a reason of serving 'the normal bread' was that "the students were not eating the 'Defo Dabo' they rather preferred the 'normal bread' from the bakeries." Breakfast is the main meal of the day that provides energy therefore the meals that are served at this time should be carefully chosen by allowing the students get the required amount of nutrients (Bundy et al, 2009).

Furthermore 26.5% of the students said they had a Vegetable Sandwich in place of Bread with Marmalade. The reason given by the women that prepared the food for this was not being able to get marmalade in the market with the amount that could be sufficient for all the students. That was the reason that nine of the women stated for replacing it with 'Defen Misr' sandwich at Addis Tesfa primary school and with vegetable sandwich at Belay Zeleke. Nevertheless the vegetable sandwich would also be good for the students nutritiously rather than the marmalade.

Moreover 17.3% of the quantitative study participants stated that they had Macaroni in one of the week days. These schools which provided macaroni prepared it on Friday because they were free to repeat one of the meals from Monday to Thursday so they chose to have it rather than repeating.

In addition 1.9% of the students stated that they had meat. According to the women that prepared the food the meat stew was served for one or two days around holly days and was only mentioned at Kuskuum Primary school. But other donators contributed for this not Ye Enat Weg. School feeding programs are believed to impact the micronutrient level of targeted children therefore the content of the meals and the variety of the food should be taken into consideration (Lawson, 2012).

As stated earlier the program has a menu that has been distributed to all the schools. Regardless of that there were some modifications made by the women who prepared the food at the sampled schools. The ingredients that have been used at these schools are shown on the table below.

Table 9 Ingredients of the meal provided by Ye Enat Weg SFP

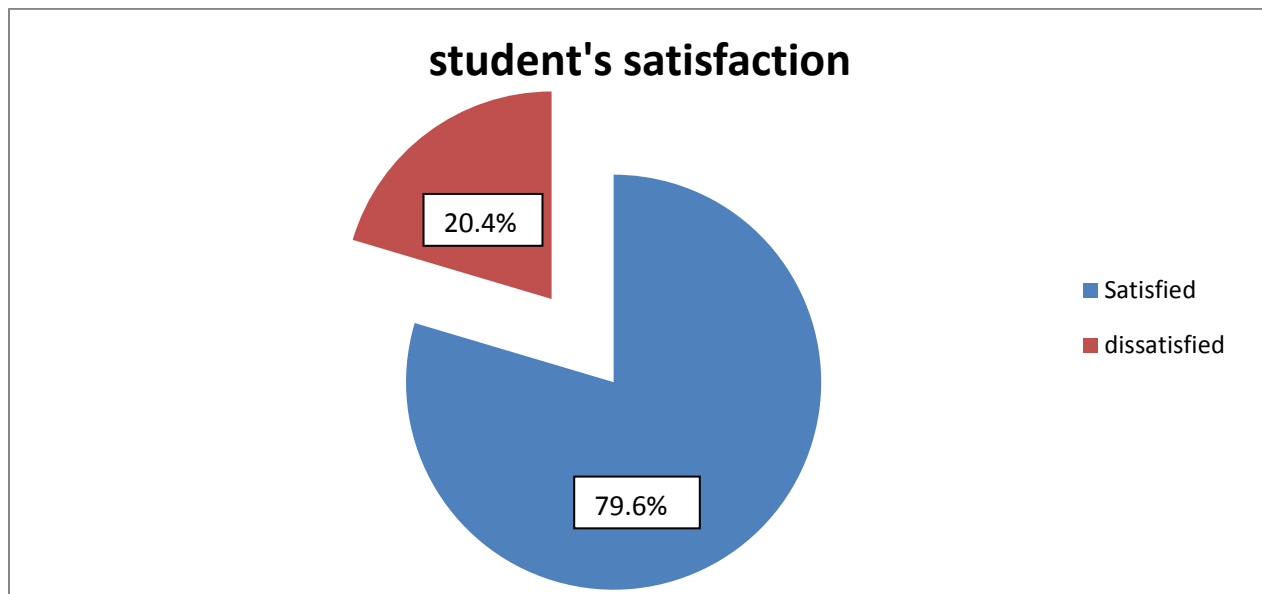
All the ingredients used by the program	Frequency	Percentage
Shiro,Berberie,Marmalade,Oil,Water,Potato,Lentil,Egg,Sugar,Tea,Enjera and Bread	10	43.5
Shiro,Berberie ,Oil,Water, ('Defen Misir') as a sandwich with marmalade)in place of bread,Lentil,Egg,Sugar,Tea,Enjera and Bread	3	13
Shiro,Berberie ,Oil,Water,Potato and Carrot(as a sandwich with marmalade)in place of breadLentil,Egg,Sugar,Tea,Enjera and Bread	6	26.1
Shiro,Berberie ,Oil,Water,different vegetables for preparing rice, Lentil,Egg,Sugar,Tea,meat , Enjera and Bread,Marmalade	4	17.4

The ingredients that were commonly (43.5%) referred by the women preparing the food were “Shiro,Berberie,Marmalade,Oil,Water,Potato,Lentil,Egg,Sugar,Tea,Enjera and Bread”. These ingredients matched with the menu of the program. But the other left differed a little from this .The causes for this divergence were also the reasons that were stated above for serving ‘Defo dabo ‘, Macaroni and Sandwich.

4.11.2 Satisfaction of the students with the provided meal

The study has also assessed the satisfaction of the students with the meal that was provided by the schools. Out of the 260 sampled students 79.6% were satisfied with the food that they got from the program, while 20.4% were dissatisfied. This shows that majority of the students were happy with the food that was provided by the program.

Figure 5 satisfaction of the students in the provided meal



The major reason stated for dissatisfactions with the food that was provided by the program was problem with the quality of food (11.1%) and the quantity of the food was the other reason which contributes to 9.3% of the food. The students who stated quantity as a reason mentioned that on days especially when they had bread for breakfast and rice for lunch they got hungry easily. Whereas the repetition of food and the unpleasant cooking of the food were mentioned among the students who stated quality as a reason. The other reason that was mentioned by the students as a qualitative problem was that they were not able to eat marmalade with bread since it tasted bad as if it stayed long inside the can. In the finding of study a by Yendaw and Dayour (2014) 70.1% of children had a positive thought towards the meal quality and quantity that was provided so they attended their classes regularly. But 63.2% of the students attended school once a week due to negative perception about the quality and quantity of food prepared in school. This shows that the quality and quantity of meals that are provided by SFPs play a major role in the SFP.

4.11.3 Meal frequency

The frequency at which the students used to get meal before the program was also assessed in the study. The results are presented on the table below.

Table 10 Meal frequency of the pupil in a day before being included in the program

How often did you used to get food	Frequency	Percentage
Once a day	52	20
Twice a day	191	73.4
Three times a day	15	5.8
Greater than three times a day	2	0.8

The findings of this study show that 20% of the students had a meal only once a day before they were incorporated into the program. Whereas majority (73.4%) said they had a meal twice a day. From this we can see that though the program might not directly affect the frequency of getting the meal for most of the students, it would allow them to add dinner from one of the meals that they used to have. And the family also could also benefit from shifting the food to the other members of the family or would also be able to use the money that was used to prepare the meal for covering other expenses.

4.11.4 Dietary recall of the women who had children in the program

Eleven women that were preparing food in the program had children in the program .They were asked about their diet during the last 24 hours at home. Based on the dietary recall report of this sampled 11 mothers that had children in the program, the menu for the program adds one food group (egg food group) .The following table shows the dietary recall of the mothers during the past 24 hours.

Table 11 The 24 hr dietary recall of the women who prepared food

Food group	Frequency	Percentage
Cereals and tubers with Legumes,nuts and seeds	6	26.1
Cereals and tubers and Dark green leafy vegetables	5	21.7%

As it was shown in the table the food that these students got at home were mainly cereals and tubers that consisted of the common staple foods (26.1%). Whereas the other left (21.7%) had an additional food group from dark green leafy vegetables. This provided a better food variety. Most of the foods that were provide by the program fall into three groups these were Cereals and tubers, egg and Legumes, nuts and seeds. Meals containing diversified food groups from the local food items are recommended by studies. But considering of meals that consisted of Dark green leafy vegetables or vegetables, Cereals and tubers, Milk and milk product, meat or egg are recommended for the school age (School food guidelines, 2009).

4.12. Program coordination and monitoring

According to Ye Enat Weg key informants, the organization formed a committee that at least had five female teachers as members at each school to coordinate the SFP. This committee was active at some schools even having more number of volunteer teachers. This is encouraged because the teachers are the ones who are nearer to the project. And this could be a great benefit for the program if properly employed.

Moreover, Ye Enat Weg has a yearly plan of covering all the schools that are under the program at the ten sub cities. According to Ye Enat Weg's key informant they plan to go around to all schools in accordance to a yearly plan and also added that they went to the schools when there was a disagreement among the women who prepared the meals, hear a complaint about the food quality, or when any other problem that was related to the project was encountered. In addition, stated that they

have regular meetings with the female teachers who were selected as volunteer members of the school coordinating committee every two to three months. In these meetings report of the program was presented. And these reports were used for the development of future yearly plans of the program. A yearly report was presented for the general assembly that consisted of volunteer teachers and other governmental bodies like Bureau of Education during the past 4 years. Moreover, they also presented a special report for the donors.

4.13 Strength and weakness of the program

Only 45% of the quantitative study participants believed that the program could continue as it is. On the contrary among the sampled students more than half (55%) believed that the program needed improvement. The major suggested improvement areas were grouped into three major areas. The following table summarizes them.

Table 13 Suggested areas of improvement

Areas that need improvement	Frequency	Percentage(%)
Related to the food served by the program	97	37.3
related with human and material resources of the program	41	15.9
schedule of the program	5	1.9

As it has been shown on the table, the major suggested area was the one that was stated concerning the food that was provided by the program (37.3%) the second area was related with human and material resources of the program (15.9%) and the less frequently suggested area was related with the schedule of the program (1.9%).

Among the students who suggested an improvement related to the food served mainly stated that the program needed to provide food with better quality and quantity by especially considering the quantity for the older children .And some stated that the food needs to be thoroughly cooked and be tasteful .Moreover, provision of a variety of food by the program was also suggested by the students. Some of the students also mentioned that they got bored of the repeated food items.

The students that implied an advance in the area related with human and material resource pointed out that there were long lines which kept them waiting while entering the dining halls. Some of the students stated the behavior of the women who prepared and served food as a problem. They said they were sometimes mistreated by them. And some of the students mentioned that the number of women that prepared and served the food was small compared to the number of students. Shortage of plates and cups also adds to this category.

About 1.9% of the students mentioned that they lived at far places. Because of this reason they sometimes escaped the breakfast session. Therefore, they implied that the program needs to extend the time available for breakfast session.

Based on the qualitative study that was undertaken by interviewing teachers and vice directors of the schools, 86.6% of them ranked the program as good whereas the rest 13.4% as very good. The major strengths of the program stated by these participants were improvement in attendance, reduced dropout, improvement in curricular and extracurricular activities (80%) and reduced class repetitions (20%). More than 2/3rd of the women who prepared food for the program (87%) described the program as more than average while 13% of them reported it as excellent.

The major area of weakness that was pointed by the teachers and school vice directors (33.3%) was that all the students who were in need were not included by the program. Moreover 13.3% of the teachers in the qualitative study mentioned that the program usually begun late at the schools at a given academic year. The other point that was raised by them as the drawback of the program was that the students who came from far places during the breakfast session would sometimes not get food (20%). The other weakness stated was the problem with a dining hall (13.4%). Some teachers stated that “it is far both for the women who prepared the food as well as for the students since the hall is located at the 4th floor” .while others said that the dining halls were not wide enough to accommodate all the students at the same time.

According to the women at one of the five schools the size of dining hall and the accessibility of the hall were a huge setback for them. The dining hall was found on 4th floor and they mentioned that it was hard for them to travel all that far while preparing the food at the floor and carrying it around all the way up was a problem.

However the major limitation (43.5%) of the program that was unanimously stated by the women who prepared and served food at all the schools was a financial problem. As most of them said, “on top of the additional 2 birr that has been currently added the program is still working by the budget that was set out with the market condition and price that was present 4 years ago”. They stressed out the fact that despite the added 2 birr on the daily meal budget the egg that would be served once a week would take it back. According to them, the daily budget of the program hasn’t considered the inflation and the ongoing price changes in the market. Furthermore 21.7% of them stated that they fear that the program might create a sense of dependency for the children. And about 17.3% of the women stated both financial problem and less variety of food as a limitation.

The program has now handed over some of the schools (15) to a newly established program that will be run by AABO .The bureau has planned to take over the program with a similar budget and menu like that of Ye Enat Weg’s. The number of children that were under the program at each respective school has also been increased during this academic year. This will be good in making the program sustainable. And would be able to include more number of children that are in need.

According toYe Enat Weg the program has benefited about 77,436 students at ten sub cities in Addis Ababa till this Academic year. The program has helped in the improvement of both curricular and extracurricular activities of the students. But according to Ye Enat Weg key informants, individuals and companies that are supporting the program should make it continuous according to the key informant “sometimes we are facing problems because the funding isn’t continuous, the funders participate actively at the beginning but not later on”. There is a difference in the variety of food that was provided by other NGOs which are working on SFP. Therefore the key informant further stated that they should be encouraged to work in harmony so that similar type of food could be served for the students at which this would eliminate program repetitions in similar areas. Moreover the key informant added that the government should start supporting this type of projects by also introducing similar projects out of Addis Ababa. The other key informant of the association further added to that the economic empowerment of the families of these children as well plays a major role. Beside the several strengths that the program had it needs several areas that need adjustment so as it could be more effective. Studies of this kind will also be helpful to identify areas which need improvement so that the organization could work towards improving them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the study presents summary of findings, conclusions and recommendations based on the data collected from the respondents and observations made. It also provides recommendations on what should be done to improve the SFP then followed by identification of areas that call for further studies.

5.1. Summary

This study aimed at identifying the impact of Ye Enat Weg School feeding program on school participation and dietary intake of children in Addis Ababa in Gulele Sub-city. The study employed descriptive research design by involving both qualitative and quantitative data. It used both primary and secondary data sources. A total of 300 respondents were involved (260 beneficiary students and 40 key informants). Prominent findings of the study were. A significant enhancement in attendance, improvement in learning interest, Improvement in grades and rank, partaking in tutorial services improved, extracurricular activity participation advancement, income generating for the women that prepare the meals, punctuality of the students increased. An additional food group was added. But according to the results of the study the program had no effect on enrolment.

5.2 Conclusions

Ye Enat Weg charitable association introduced a School Feeding Program in 2015 at Gulele sub city. The project aimed to ease the problem of food, material and emotional support of the children who were in need. From the findings of the study, school feeding program is a valuable intervention that is generally appreciated by the students and teachers. Majority of the students (95.4%) were motivated by the program to participate in tutorial classes.

The findings of this study imply that the study program contributed greatly to regular attendance in schools. More than half of students benefited in the program in that it enabled them to improve their learning interest, understand their lesson better, and not to be hungry when they are in school. About 2/3rd of the students who were under the program participated in school clubs.

Furthermore, the study also had a positive impact in improving the duration of play activities and the percentage of the students' who participated increased from 67.7% to 91.5%.

Students who were able to eat twice at least two times a day and could save the other meal that they used to have at home as an additional third meal. The program also added an additional food group to the beneficiaries. Besides it helped the women who prepared and served food to generate their own income. The program as well acted as an income transfer to the students' families. No significant contribution of SFP towards enrolment was noted from this study.

Overall, the study affirmed that Ye Enat Weg School Feeding Program has brought about a significant change among beneficiary students.

5.3. Recommendations

Based on the conclusions drawn, the following recommendations are made.

Ye Enat Weg charitable association is recommended to -

- Revise the menu of the program and serve diversified meals since the program is for children they need a variety of food consisting different food groups for their growth and development.
- Have a uniform supply of ingredients for the program.
- Revise the daily budget for the meal this in return will help to improve the quality and quantity of the food and the women who are working by preparing the food could also benefit and would provide a quality meal.
- Oversee effect of the nutritional and health status of the children on regular bases
- Supervise how the program's attendance at schools is taken

- Initiations of the program as the schools open for the academic year and end as the schools close.

The schools are advised to:

- Provide sufficient and suitable dining halls
- Participate in the coordination and control the SFP as if it were their own
- Try other optional methods that would enable the needy students that were not in the program to get into SFPs
- Make the utensils used for preparing /serving of the meals available and area of cooking for the women comfortable

Education Bureau

School feeding program is very crucial because it involves the coming generation. Therefore federal and Addis Ababa city administration should draw more attention, commitment and resource to the nutrition agenda and:

- Holds further research to determine the impacts of the SFP on the students by using nutritional measurements.
- Finds ways similar studies could be done in other sub cities to improve the provision of the service.
- Designs and implements School Feeding Programs as part of an effective package of interventions that addresses the nutrition and health needs of school-age children across the whole city.

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APPENDICES

Appendix I English version of Questionnaire for the students

St. Mary's University School of Graduate Studies School of Business

Part I Questionnaire for Students

Dear respondent,

Good morning /afternoon. My name is _____

First of all thank you for your willingness to be part of the survey. This questionnaire is prepared to collect information for a study to be conducted in requirement for the Partial Fulfillment of Master of Arts (MA) degree in project management at Saint Mary's University. I am undertaking a research entitled with "impact of Children School feeding program on school participation and dietary intake". You are selected to participate in the survey. Please provide actual information for the questionnaire.

Finally, I confirm you that the information you shared with me will be kept confidential and used for the academic purpose only.

Thank you again for your kind cooperation and time.

Name of the school _____

Grade _____

Part I personal information			
No	Question	Choose	Skip
1.	Gender	1. Male 2. Female	
2.	Age in Years?	_____	
3.	How long have you been the beneficiary of the school feeding program	_____years	
Part II questions regarding Attendance and School participation (curricular and extracurricular activities)			
No	Question	Choose	
4.	Have you ever been absent from school during the last one year?	1.yes 2.No	
5.	If your answer for the above question is yes for how many?	_____	

6.	If you say “Yes” for question 4 above indicate the reasons for your absence?	1. Illness 2. Helping in domestic work 3. Refused to go to school 4. Hunger	
7.	Do you get enough time to study and do homework at home?	1. Yes 2. No	
8.	If you say “Yes” for question N _o 8 above, how many hours do you study and do homework per week?	_____ hrs	
9.	Do you participate in school club?	1. Yes 2. No	
10.	If your answer for the above question is yes, how often do you participate?	1. Always 2. Most of the Time 3. Sometimes 4. Never	
11.	Is there a tutorial program at your school?	1. Yes 2. No	
12.	12. Do you think the school feeding program motivated you to participate in school tutorial services?	1. Yes 2. No	

13.	How do you think the program helps you?	1. I don't get hungry when in school 2. I understand lesson better 3. It helps me to improve my learning interest 4. It makes me come to school every day 5. I don't know 6. If other explain _____	
14.	Do you think that provision of food in schools decreased students' absence in your class?	1. Yes 2.No	
15.	Did you participate in playing activities during class breaks before you were included in the program?	1. Yes 2.No If Yes For how many hrs per day? _____	

16.	Do you currently engage in playing activities during class breaks (After the program)?	1. Yes 2.No If Yes For how many hrs per day? _____	
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PART III: Questions Regarding Dietary Intake

No	Question	Choose	
17.	How often do you currently get food during the day time by the program?	1. Breakfast only 2. Lunch only 3.Both lunch and breakfast 4.Never	
18.	How often do you get food during the day time before the program?	1. Once a day 2. Twice a day 3.Three times a day 4.more than three times	
19.	How often do you get food from the school in a week?	1. One to two days per week 2. Two to three days per week 3. Three to four days per week 4.Five days per week	
20.	What type of foods do you eat at school?	Name them _____ _____	

21.	Have you been hungry(think about food) during the school hours since you have been included in the program?	1. Yes 2.No	
22.	Are you satisfied with the food that you get from school you?	1. Yes 2. No If no what is your reason? _____ _____	
23.	Are there things that you like to be improved in the school feeding program?	1. Yes 2. No If yes list them_____ _____ _____	

Appendix III Key Informant Interview with school coordinators/teachers and directors

Name of the school _____

Date _____

Occupation /Sector _____

Consent form

My name is Bisratemariam Gebreamlak, a graduate student of Project management at Saint Mary's University. The purpose of this interview is to collect data for my Master's thesis about "Impact of Ye Enat Weg School Feeding Program on School Participation and Dietary Intake in Gulele Sub-city", Addis Ababa. The information to be gathered in this interview will be used only for academic purposes and will be strictly confidential. Your full name will not be written down anywhere and there will be no way to identify you. Your participation is voluntary. You may refuse to answer any question and choose to stop the discussion at any time. You can also ask questions about this study at any time. There is no direct benefit or money to be given to you in participating in this study. However, I hope that the study will benefit your community by helping me understand the impacts of School Feeding Program to recommend what could be done to improve school participation and dietary intake.

Thank you in advance!

1. What is your role in the school feeding program?

2. When was the Feeding Scheme introduced in the school?

3. What was the total enrollment of children under the feeding scheme during the 2017/18 academic year?

Boys _____, girls _____, total _____

4. How were the beneficiaries selected for the school feeding program?

5. Is every needy child in the school entitled to the feeding scheme? If No, why?

6. What has been the trend of the enrollment of children under the feeding scheme since the start of the program (2011- 2018)? Has there been a difference?

2011/12 Academic Calendar _____

2012/13 Academic Calendar _____

2013/14 Academic Calendar _____

2014/15 Academic Calendar _____

2015/16 Academic Calendar _____

2016/17 Academic Calendar _____

2017/18 Academic Calendar _____

7. How Do you see the rate of enrollment after the start of school feeding?

7. Do you think school feeding program helped in reducing students' dropout?

8. How would you describe the trend of students' attendance in class over the years since the program started?

9. Do you think that beneficiary students have started participating more actively in extracurricular activities since the program commenced?

10. Do you think the program has helped in improving the learning interest of the children?

11. What type of food is served by the program?

12. What are the constituents of the meal?

13. How many times are meals served in a day?

14. Who is responsible for cooking and monitoring the feeding session?

15. How knowledgeable are they about food and nutrition?

16. Do you think school children get enough food while in school? If not, why?

17. How do you evaluate the current School Feeding Program?

18. According to your observation, what are the strengths and weaknesses of the school feeding program in your school?

Appendix IV Observation Checklist

1. Name of the primary school?
2. Number of children during lunch/breakfast program?
3. People who cook /serve the food?
4. The place where the food is cooked and where utensils are kept?
5. How many times in a day is the SFP undertaken?
6. Is the menu in practice?
7. Who participates in coordinating the breakfast and lunch programs?
8. Where do the students have their meals?
9. How do the students get their meals?

Appendix V Interview guide for Program Coordinators

Name of the school _____

Date _____

Consent form

My name is Bisratemariam Gebreamlak, a graduate student of Project management at Saint Mary's University . The purpose of this interview is to collect data for my master's thesis about the impact of children School feeding program on school participation and dietary intake in Gulele subcity, Addis Ababa. The information gathered in this interview will be used only for academic purposes and are strictly confidential. Your full name will not be written down anywhere and there will be no way to identify you. Your participation is voluntary. You may refuse to answer any question and choose to stop the discussion at any time. You can also ask questions about this study at any time. There is no direct benefit or money to be given for you in participating to this study. However, I hope that the study will benefit your community by helping me understand the impacts of School Feeding Program and recommending what should be done to improve school participation and dietary intake.

Thank you in advance!

1) What are the goals of the SFP?

2) How do you view the impact of the School Feeding Program (SFP) at Gulele subcity?

3) How do you see the value of the program with regard to dietary intake?

4) How would you describe the enrolment situation in the schools since you started the program?

5) How would you describe the trend of students' attendance in classes since the start of the program?

6) How would you explain the participation of the children in curricular and extracurricular activities in relation to the feeding program?

7) Can you tell me what the failures and successes of the SFP have been so far?

Appendix VI Interview guide for the women who prepare and serve food

Name of the school _____

Date _____

Consent form

My name is Bisratemariam Gebreamlak, a graduate student of Project management at Saint Mary's University . The purpose of this interview is to collect data for my master's thesis about the impact of Children School feeding program on school participation and dietary intake in Gulele subcity, Addis Ababa. The information gathered in this interview will be used only for academic purposes and are strictly confidential. Your full name will not be written down anywhere and there will be no way to identify you. Your participation is voluntary. You may refuse to answer any question and choose to stop the discussion at any time. You can also ask questions about this study at any time. There is no direct benefit or money to be given for you in participating to this study. However, I hope that the study will benefit your community by helping me understand the impacts of School Feeding Program and recommending what should be done to improve school participation and dietary intake.

Thank you in advance!

1. Do you have a child that is in the feeding program?

1. Yes 2. No

2. How many times in a day is the meal provided?

3. What are the ingredients of the meal? What about the amount per child?

4. Please tick on the dietary diversity of the food given to students in 24 hours recall from the mothers working in the program.(Adapted from FANTA)

Cereals and tubers Egs.teff,wheat,barely,potato and other tubers		Organ meat (iron rich) Egs. liver, kidney	
Dark green leafy vegetables		Meat and Fish	
Vitamin A rich fruits and vegetables Egs-cabbage, watermelon, Avocado, carrot, tomato		Eggs	
Other fruits		Legumes, nuts and seeds	
		Milk and Milk products	

5. What changes have you noticed in your child’s learning interest since he/she started participating in the program?

6. Has there been any significant change in your child’s extracurricular activities since he/she started participating in the program? How can you explain this?

7. Can you state the overall benefit of the program for your family?

8. What limitations do you think the program has?

9. How do you rate the quality of the school feeding program?

1. Poor 2. Average 3. more than average 4. excellent

Appendix VII Ye Enat Weg's weekly menu

Days	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Enjera firfir with tea	Defo dabo with tea	Bread with marmalade and tea	Enjera firfir with tea	Repeat a meal from one of the days
Lunch	Enjera with Misir Wot	Rice with bread	Enjera with Dinich wot	Enjera with Shiro and a boiled egg	Repeat a meal from one of the days repeated

Appendix VIII Amharic questionnaire

አባሪ ለተማሪዎች የተዘጋጀ የመጠየቂያ ቅጽ

ጤና ይስጥልኝ!

ስሜ ብስራተማርያም ገ/አምላክ ሲሆን በዚህ ጥናት ላይ ለመሳተፍ በመስማማትህ/ሽ እጅግ አድርጌ አመሰግናለሁ። ጥናቱ በቅድስት ማርያም ዩኒቨርሲቲ ለድህረ ምረቃ ትምህርት ማጠናቀቂያ የተዘጋጀ ነው። ጥናቱ በእናት ወግ የበጎ አድራጎት ማህበር ስር በጉለሌ ክፍለ ከተማ ባሉ ት/ቤቶች የሚካሄደውን የምገባ ፕሮግራም በተማሪዎች ትምህርት ገበታ ላይ መገኘት እንዲሁም አመጋገብ ላይ ባለው ተጽዕኖ ላይ ያተኩራል። ለጥናቱ ተብለው የተሰበሰቡ መረጃዎች ምስጢርነታቸው የተጠበቀ ነው። የሚውለውም ለትምህርታዊ ጉዳይ ብቻ ነው። የምትሰጠን/ጩን መረጃ ለዚህ ጥናት በጣም አስፈላጊ ነው። ስለዚህ ትክክለኛ የሆነ ምላሽ እንድትሰጠን/ጩን በትህትና እንጠይቃለን።

የመለያቁጥር-----

የት/ቤቱ ስም _____ ክፍል _____

ክፍል-1: የግል መረጃዎች		
ተ.ቁ	ጥያቄ	ምርጫ
1.	ፆታ	1.ወንድ 2.ሴት
2.	ዕድሜ	_____
3.	በት/ቤቱ የምገባ ፕሮግራም ውስጥ ከተካተትክ/ሽ ምን ያህል ጊዜ ሆነህ/ሽ?	_____
ክፍል-2: በትምህርታዊ እንዲሁም ትምህርታዊ ነክ ባልሆኑ እንቅስቃሴዎች ላይ የሚደረግ ተሳተፎን የሚመለከቱ ጥቂዎች		

ተ.ቁ	ጥያቄ	ምርጫ
4.	ባለፈው የትምህርት ዘመን (2009 አ.አ) ከትምህርት ቤት ቀርተህ/ሽ ነበር?	1. አዎ 2. አይደለም
5.	ከላይ ለተጠቀሰው ጥያቄ መልስህ/ሽ አዎ ከሆነ ምን ያህል ጊዜ ከት/ቤት ቀርተህ/ሽ ነበር?	<hr/>
6.	ለጥያቄ ቁጥር 4 መልስህ/ሽ አዎ ከሆነ ከት/ቤት ለመቅረትህ/ሽ ምክንያት የሆነህ/ሽ ነበር ምን ነበር?	1. ህመም 2. በቤት ውስጥ ሥራ በማገዝ 3. ትምህርት ቤት መሄድ ባለመፈለግ 4. ምግብ ባለመመገብ
7.	በቤት ውስጥ ለማጥናትና የተሰጠህን/ሽን የቤት ሥራ ለመሥራት በቂ ጊዜ አለህ/ሽ?	1. አዎ 2. አይደለም
8.	ከላይ ላለው ጥያቄ መልስህ/ሽ አዎ ከሆነ ለማጥናትና የተሰጠህን/ሽን የቤት ሥራ ለመሥራት ምን ያህል ጊዜ ይኖርህል/ሻል?	<hr/>
9.	በት/ቤት ክበቦች ውስጥ ትሳተፋለህ/ሽ?	1. አዎ 2. አይደለም

10.	ከላይ ላለው ጥያቄ መልስ/ሽ አዎ ከሆነ ለምን ያህል ጊዜ ትሳተፋለህ/ሽ?	1. ሁል ጊዜ 2. አብዛኛውን ጊዜ 3. አንዳንዴ 4. በፍፁም
11.	በት/ቤታችሁ ውስጥ የማጠናከሪያ ትምህርት ይሰጣል?	1. አዎ 2. አይደለም
12.	የምገባ ኘሮግራሙ በት/ቤት ውስጥ የሚሰጡ ማጠናከሪያ ትምህርቶችን እንድትከታተል አበርትቶህል?	1. አዎ 2. አይደለም
13.	በምገባ ኘሮግራሙ ምን ጥቅም አገኘህ?	1. በትምህርት ላይ እያለሁ የረሀብ ስሜት እንዳይሰማኝ ያደርጋል። 2. ትምህርቴን በአግባቡ እንድትከታተል ያደርጋል። 3. የትምህርት ፍለጎቴን ጨምሮልኛል። 4. ት/ቤት በየቀኑ እንድመጣ ረድቶኛል። 5. አላውቅም። 6. ሌላ ካለ _____
14.	ይህ የት/ቤት የምገባ ኘሮግራም ከትምህርት ቤት የሚቀሩ ተማሪዎችን ቁጥር ቀንሷል ብለህ/ሽ ታስባለህ/ሽ?	1. አዎ 2. አይደለም
15.	በምገባ ኘሮግራሙ ከመካተትህ/ሽ በፊት በዕረፍት ሰዓት በትምህርት ቤት ውስጥ በተለያዩ ጨዋታዎች ላይ ትሳተፍ/ፊ ነበር?	1. አዎ 2. አይደለም መልስ/ሽ አዎን ከሆነ በቀን ለምን ያህል ሰዓት? _____

16.	በምግብ ንግድ ማራጫ መሳተፍ ከጀመርክ/ሽ በኋላስ?	1. አዎ 2. አይደለም መልስህ/ሽ አዎን ከሆነ በቀን ለምን ያህል ሰዓት? _____
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ክፍል-3: ምግብን እንዲሁም በፕሮግራሙ ላይ ሚቀርቡ ምግቦችን ሚመለከቱ ጥቂዎች

ተ.ቁ	ጥያቄ	ምርጫ
17.	በምግብ ንግድ ማራጫ ውስጥ በየትኛው መርህ ግብር ተሳትፏህል/ሻል?	1. በቁርስ ሰዓት 2. በምሳ ሰዓት 3. በቁርስና በምሳ ሰዓት 4. በየትኛውም አልሳተፍም
18.	የምግብ ንግድ ማራጫ ከመጀመሩ በፊት በቀን ለምን ያህል ጊዜ ትመገብ/ቢ ነበር?	1. አንድ ጊዜ 2. ሁለት ጊዜ 3. ሦስት ጊዜ 4. ከሦስት ጊዜ በላይ
19.	በሳምንት ውስጥ በንግድ ማራጫ ምግብ ለምን ያህል ጊዜ ታገኛለህ/ሽ?	1. በሳምንት ከአንድ እስከ ሁለት ቀን 2. በሳምንት ከሁለት እስከ ሦስት ቀን 3. በሳምንት ከሦስት እስከ አራት ቀን 4. በሳምንት አምስት ቀን
20.	በት/ቤቱ የምግብ ንግድ ውስጥ የምትመገቧቸውን የምግብ ዓይነቶች ጥቀሱ?	_____ _____

21.	<p>በምገባ ኘሮግራሙ መመገብ ከጀመርኩ/ሺ በኋላ በትምህርት ሰዓት ስለምትመገቡ/ገቢዉ ምግብ አሰላስለህ ታውቃለህ/ሽ?</p>	<p>1. አዎ</p> <p>2. አይደለም</p>
22.	<p>ከት/ቤቱ በምታገኘው የምግብ አቅርቦት ደስተኛ ነህ/ሽ?</p>	<p>1. አዎ</p> <p>2. አይደለም</p> <p>ደስተኛ ካልሆንክ/ሽ ምክንያትህ/ሽ _____</p> <p>—</p>
23.	<p>በምገባ ኘሮግራሙ መሻሻል ያለባቸው ነገሮች አሉ?</p>	<p>1. አዎ</p> <p>2. አይደለም</p> <p>ካሉ ዘርዘራቸው/ሪያቸው _____</p>

አባሪ 2 በት/ቤቶች ውስጥ ለሚገኙ የኘሮግራም አስተባባሪዎች /አስተማሪዎች አንዲሁም ርእሰ መምህራን ቃለ የተዘጋጀ መጠይቅ

ጤናይስጥልኝ

እኔ ብስራተማርያም ገ/አምላክ የተባልኩኝስሆን በዚህ ጥናት ላይ ለመሳተፍ በመስማማቱት እጅግ አድርጌ አመሰግናለሁ። ጥናቱ በቅድስተ ማርያም ዩኒቨርሲቲ ለድህረ ምረቃ ትምህርት ማጠናቀቂያ የተዘጋጀ ነው። ጥናቱ በእናት ወግ የበጎ አድራጎት ማህበር ስር በጉለሌ ክፍለ ከተማ ባሉ ት/ቤቶች የሚካሄደውን የምገባ ፕሮግራም በተማሪዎች ትምህርት ገበታ ላይ መገኘት እንዲሁም በተማሪዎች ቁጥርና አመጋገብ ላይ ያተኩራል።

ለጥናቱ ተብለው የተሰበሰቡ መረጃዎች ሚስጢርነታቸው የተጠበቀነው። እርስዎ የሚሰጡን መረጃ ለዚህ ጥናት በጣም አስፈላጊ ነው። ስለዚህ ትክክለኛ የሆነ ምላሽ እንዲሰጡኝ በትህትና እንጠይቅዎታለሁ።

የመለያቁጥር-----ቀን _____

የት/ቤቱ ስም _____

የሥራ ድርሻ _____

1. በምገባ ኘሮግራሙ ውስጥ ያለዎት ምንድን ነው?

2. የእናት ወግ የምገባ ኘሮግራም በት/ቤታችሁ መቼ ተጀመረ?

3. በእናት ወግ የምገባ ኘሮግራም ስር በት/ቤቱ በ2017/18 የትምህርት ዘመን ምን ያህል ተማሪዎች በምገባ ኘሮግራሙ ተካትተዋል?(ወንድ፣ሴት፣ደምር)

4. በምገባ ኘሮግራሙ ውስጥ የሚሳተፉ ልጆች የሚመረጡት በምን መስፈርት ነው?

5. የምገባ መስፈርቱን የሚያሟሉ ተማሪዎች በሙሉ በኘሮግራሙ ውስጥ ተካተዋል?

6. በት/ቤቱ የምገባ ኘሮግራም ከተጀመረ በኋላ ያለው የተማሪዎች ቁጥር ምን ይመስላል? (2011 - 2018)

2011/12 እ.ኤ.አ. _____
 2012/13 እ.ኤ.አ. _____
 2013/14 እ.ኤ.አ. _____
 2014/15 እ.ኤ.አ. _____
 2015/16 እ.ኤ.አ. _____
 2016/17 እ.ኤ.አ. _____
 2017/18 እ.ኤ.አ. _____

7. የምግባ ኘሮግራሙ የተማሪዎች ትምህርት ማቋረጥን በመቀነስ ረገድ አስተዋጾ አድርጓል ብለው ያስባሉ?

8. በት/ቤቱ የምግባ ኘሮግራሙ ከተጀመረ በኋላ በተማሪዎቹ የትምህርት ገበታ ላይ ክፍል ውስጥ መገኘት (አቴንዳንስ) ላይ ያመጣው ለውጥ አለ ብለው ያስባሉ?

9. በት/ቤቱ የምግባ ኘሮግራም ተማሪዎች ተጠቃሚ ከሆኑ በኋላ ትምህርት ነክ ባልሆኑ የት/ቤት ተሳትፎዎች ላይ ምን ለውጥ አምጥቷል ብለው ያስባሉ?

10. ይህ የምግባ ኘሮግራም ከተጀመረ በኋላ በልጆቹ የመማር ፍላጎት ላይ ለውጥ አምጥቷል ብለው ያስባሉ?

11. በኘሮግራሙ ምን ዓይነት የምግብ ዓይነቶች ይቀርባሉ?

12. በኘሮግራሙ ላይ ለሚዘጋጁ ምግቦች የምትጠቀሟቸው ግብአቶች ምን ምን ናቸው?

13. በምግባ ኘሮግራሙ በቀን ስንት ጊዜ ምግባ ይካሄዳል?

14. ምግብ በማብሰልና ምግባውን በመቆጣጠር የሚሳተፉት እነማን ናቸው?

15. በምግባ ኘሮግራሙ ውስጥ የሚሳተፉት ተማሪዎች በቂ ምግብ ያገኛሉ ብለው ያስባሉ? ካላሉ ለምን?

16. በእናት ወግ እየተካሄደ ያለውን የምገባ ኘሮግራም እንዴት ይገመግሙታል?

17. በእርስዎ አስተያየት የምገባ ኘሮግራሙ ጠንካራና ደካማ ጎኖች ምንድን ናቸው?

አባሪ 3 ለኘሮግራም አስተባባሪዎች የተዘጋጀ ቃለ መጠይቅ

ጤናይስጥልኝ

እኔ ብስራተማርያም ገ/አምላክ የተባልኩኝሰሆን በዚህ ጥናት ላይ ለመሳተፍ በመስማማቶት እጅግ አድርጌ አመሰግናለሁ። ጥናቱ በቅድስተ ማርያም ዩኒቨርሲቲ ለድህረ ምረቃ ትምህርት ማጠናቀቂያ የተዘጋጀ ነው። ጥናቱ በእናት ወግ የበጎ አድራጎት ማህበር ስር በጉለሌ ክፍለ ከተማ ባሉ ት/ቤቶች የሚካሄደውን የምገባ ኘሮግራም በተማሪዎች ትምህርት ገበታ ላይ መገኘት እንዲሁም በተማሪዎች ቁጥርና አመጋገብ ላይ ያተኩራል።

ለጥናቱ ተብለው የተሰበሰቡ መረጃዎች ሚስጢርነታቸው የተጠበቀው። እርስዎ የሚሰጡን መረጃ ለዚህ ጥናት በጣም አስፈላጊ ነው። ጥናቱ ለኘሮግራሙ ጠቃሚ ነው። ስለዚህ ትክክለኛ የሆነ ምላሽ እንዲሰጡኝ በትህትና እንጠይቅዎታለሁ። ስለትብብርም አመሰግናለሁ።

1. በእናት ወግ የበጎ አድራጎት ማህበር ውስጥ ያልዎት የሥራ ድርሻ ምንድን ነው?

2. በእናት ወግ እየተካሄደ ያለውን የምገባ ኘሮግራም አስተዋፅኦ እንዴት ያዩታል?

3. የምገባ ኘሮግራሙ ዓላማዎች ምንድን ናቸው?

4. ከኘሮግራሙ መጀመር በኋላ በት/ቤቶቹ ያለውን የተማሪዎች ቁጥር እንዴት ያዩታል?

5. ኘሮግራሙ በተማሪዎች ትምህርታዊ እንዲሁም ትምህርታዊ ባልሆኑ እንቅስቃሴዎች ላይ ምን ለውጥ አምጥቷል ብለው ያስባሉ?

6. በአጠቃላይ በኘሮግራሙ ምክንያት የመጣውን ለውጥ ሊነግሩን ይችላሉ?

7. በኘሮግራሙ ሊቀጥሉና ሊሻሻሉ ይገባሉ የሚሏቸውን ነገሮች ቢጠቅሱልን?

አባሪ 4 በኘሮግራሙ ውስጥ ምግብ በማዘጋጀት ላይ ለሚገኙ ሴቶች የተዘጋጀ ቃለ መጠይቅ

ጤናይስጥልኝ

እኔ ብስራተማርያም ገ/አምላክ የተባልኩኝስሆን በዚህ ጥናት ላይ ለመሳተፍ በመስማማትዎ እጅግ አድርጌ አመሰግናለሁ። ጥናቱ በቅድስት ማርያም ዩኒቨርሲቲ ለድህረ ምረቃ ትምህርት ማጠናቀቂያ የተዘጋጀ ነው። ጥናቱ በእናት ወግ የበጎ አድራጎት ማህበር ስር በጉለሌ ክፍለ ከተማ ባሉ ት/ቤቶች የሚካሄደውን የምግብ ኘሮግራም በተማሪዎች ትምህርት ገበታ ላይ መገኘት እንዲሁም በተማሪዎች ቁጥርና አመጋገብ ላይ ያተኩራል።

ለጥናቱ ተብለው የተሰበሰቡ መረጃዎች ሚስጢርነታቸው የተጠበቀነው። እርስዎ የሚሰጡን መረጃ ለዚህ ጥናት በጣም አስፈላጊ ነው። ጥናቱ ለኘሮግራሙ ጠቃሚ ነው። ስለዚህ ትክክለኛ የሆነ ምላሽ እንዲሰጡኝ በትህትና እንጠይቅዎታለሁ። ስለትብብሮም አመሰግናለሁ።

የመለያቁጥር----- ቀን _____

የት/ቤቱ ስም _____

1. በኘሮግራሙ ውስጥ ተሳታፊ የሆነ ልጅ አለዎት?

ሀ. አዎ ለ. የለኝም

2. የምግብ ኘሮግራሙ ምግብ በቀን ለምን ያህል ጊዜ ይካሄዳል?

3. በኘሮግራሙ ላይ ለሚዘጋጁ ምግባች የምትጠቀሟቸው ግብአቶች ምን ምን ናቸው?

4. ባለፈው 24 ሰዓት ውስጥ ልጅ/ጆችዎ የተመገቡአቸው የምግብ አይነቶች

ድንች፣ ስኳር ድንች ፣ ቀይ ስር የመሳሰሉ ከአፈር ስር የሚበቅሉ አትክልቶችና ጥራጥሬ		ጉበት፣ ኩላሊት፣ ልብ የመሳሰሉት (አርጋን ሚት)	
ገመን፣ ቆስጣና የመሳሰሉት ቅጠላቸው አረጎዴ የሆኑ አትክልቶች		ስጋ እና አሣ	
በቫታሚን እና የበለጸጉ አትክልትና ፍራፍሬዎች የካሮት፣ ቲማቲም፣ ጥቅል ገመን፣ ማንጎ ሀብሀብ		እንቁላል	
ሌሎች ፍራፍሬዎች		አተር፣ ባቄላ፣ ምስር፣ ኦቾሎኒ	
		ወተትና የወተት ተዋፅኦዎች	

5. ልጅዎት በምግባ ኘሮግራሙ መሳተፍ ከጀመረ/ች በኋላ በልጅዎት የትምህርት ፍላጎት ላይ የመጣ ለውጥ አለ? ካለ ምን ዓይነት ለውጥ አስተውለዋል?

6. ልጅዎት በምግባ ኘሮግራሙ መሳተፍ ከጀመረ/ረሽ በኋላ በትምህርት ሠዓት ውጪ በሚያደርገው/በምታደርገው እንቅስቃሴ ላይ የመጣ ለውጥ አለ? (ለምሳሌ በልዩ ልዩ ጨዋታ፣ በክብብ መሳተፍ)

7. በእርስዎ አስተሳሰብ የምግባ ኘሮግራሙ በልጅዎትም ሆነ በሌሎች ተሳታፊዎች አመጋገብ ላይ ያመጣው ለውጥ አለ? ካለ ምን?

8. በአጠቃላይ ኘሮግራሙን እንዴት ያዩታል?

9. ንፎግራሙ ለቤተሰብ ምን ጥቅም አለው ይላሉ?

10. በንፎግራሙ ውስጥ መሻሻል አለባቸው የሚሏቸው ነገሮች ምንድን ናቸው?
