Practices, Contributions, Challenges and Sustainability of School Feeding Program in Ethiopian Somali Regional State, Ethiopia

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Abstract: This study was attempted to explore the sustainability of school feeding program in Ethiopia Somali Regional State. Practices, challenges, contributions and sustainability of school feeding program in the region was captured. Different zones such as Gode, Jigjiga, Deghabour and KebriDehar were selected for the study. Different participants such as teachers, directors, parents, students, Woreda education offices, Region education bureau and WFP focal person were participated in the study. To select participants, primary schools of the respective zone were included in the study. All teachers and directors existed in the selected primary school were purposely selected. In the same vein, purposive sampling technique was employed to select students and parent feeding committee who are jointly working with the schools as well as purposive sampling technique was used to select region heads, woreda education bureau heads and WFP focal person. Percentage and thematic analysis were used to analyze quantitative and qualitative data respectively. The main finding of the study revealed that imbalance or clash between demands of SFP (School Feeding Program) which was expressed in terms of expected and unexpected demand and the supply side of the SFP were found. Region education bureau, schools (directors) and parents were not jointly working to generate new way to sustain the SFP in the region though community and the regional government were committed to support the program. The process of SFP in terms of distribution of food service and the actual distribution was not properly managed. In spite of the fact that there were gaps in SFP practices, SFP has contributed lot for student's education. It tried to enhance student's moral and vision to education, increase enrolment and attendance, enhance pastoral parent's awareness and value to education, enhance quality of education since students motivation to education, concentration and attention in learning were increased after the commencement of food service in the respective schools. Besides, implementation of SFP in the schools change pastoral community's view towards modern education, shape pastoral parents knowledge to education and increased student's academic achievement. Despite the fact that there were benefits reported different challenges such as increasing number of students from year to year, lack of government and community commitment to support the program, lack of sectorial engagement, lack of financial and institutional capacity as well as lack of independent SFP structure at different levels affect the implementation of SFP and Future sustainability of the program. To sustain the program opportunities were identified in the study such as the existence of enough land at each school, surplus production, enough rivers, committed (in terms of readiness and perspective) government, parents and community to support the program. On the bases of the identified findings, the regional government is expected to establish new independent structure to run SFP, redesign SFP so as to accommodate the interest different sectors in the program, use the existed opportunity effectively and mobilize pastoral community resource for the program.

Key Words: SFP Practices, SFP Challenges, SFP Contributions, SFP Sustainability

I.   INTRODUCTION

1.1.   Background

Education is a means to address the ever changing situation of the world as well as make ready children to bring something new for the world. Children are the present and future leaders of the country. Different hurdles are deemed in the process of accessing education for all children. One of the challenges rolling around this area is the family economic situation. Hunger is a main factor for parents, communities and other agents for not to see children attend in the schools. The life of their family is found to be at risk and do not let the children to attend their education. To address this challenge, school feeding program is very crucial. Its establishment wasto address the problem identified by that time. The school feeding program was started in London and USA in 1930 with the intention of solving the problems it was detected on the actual ground. It was aimed to enhance student's growth by accessing milk in the schools (Ritcher et al., 2000). Food for education was also planned to

offer food service for those parents who are poor or have problem of food security and unable to send their children to school Lawson, (2012). WFP also defined in line with some of issues stated here. The program is aimed to give food for children in different forms. It could be given in two forms; one it is giving in the school and the second is the family takes to their home. In school service, they have presented meals and high energy biscuits or snack (WFP, 2013). This service was not only limited to these countries but it had influenced other countries to apply the program on the bases of their own reality. With different schemes and procedures, the school feeding program was implemented in different countries. To mention some of them, in Brazile, the school feeding program was started in world war (1945) the second. They have promoted decentralization system to enact the program properly. Different agents such as government, teachers, parents and civil society were involved (WFP, 2009). The same holds true in South Africa. Food was availed in the schools particularly for the white and colored people. Different items such as milk and fortified biscuits were accessed in the schools (Tomlinson, 2007). In Malawi, the program was started to address school enrollment, attendance and learning capacity. Particularly it was attempted to offer for those children who were coming from poor families or orphaned and valuable (Swartz, 2009) part of the community. The same scenario happened in Zembabwe. The school feeding program was targeted to address the children who were vulnerable, out of school and orphaned one. Corn meal porridge was given for the school (WFP, 2004). In Tanzania, the school feeding program was started since 1956. Half day meal service and health matters were also given more emphasis by that time. It was also strengthen the program after they got their independence (Missan, 2011).

As the researchers attempted to review different literatures, the impact of the program was enticed different countries to adapt the school feeding approach in their own country. Different themes were identified in different countries as serious problem for children for not to attend their education properly. The program was not address the children education services but also attempted to enhance the student's health status in the respective countries. As Save the Children USA (2007) mentioned, the program was targeted to address different issues such as increase enrollment and attendance, alleviate short term hunger and improve nutritional status. As Rosso (1999) mentioned, the program has provided more opportunities to increase girls enrollment and attendance in the schools. It was also addressed the students living in hardship areas. Males were given more chance to attend schools than females. With intervention of the program in the country, girls got the chance to attend the program. The impact of the school feeding program on enrollment and attendance was witnessed in different countries. In Malawi, enrolment was increased in to 5% and attendance was improved in to 36% (WFP, 1996). The same holds true in Burkina Faso. The program assisted to increase school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates, and higher success rates on national exams, especially among girls (Moore and Kuntze, 1998). According to the analysis by Gelli (2006), done from WFP's assisted 4,175 schools in 32 Sub-Saharan African countries which provided food to 21.7 million children in 2005, showed a 14 percentage yearly increase in school enrolment for both boys and girls . Also the United Nations reported that providing children with take-home ratios in addition to school meals increased enrolment in 32 countries and particularly beneficial for girls in the primary school (WFP, 2009). The program has also impacted on student's completion rate and improvement of achievement test (Ahmed, 2004). It was further mentioned that providing pupils' food helps them to increases attention and concentration in their learning (Madeley, 2000). Also School Feeding Programme effectively reduces absenteeism and increases the duration (King and Burgess, 1995).

Similarly, implementation of this program has brought a significant impact on children enrollment, attendance and age of entry. It also improved their achievement, test score and nutrition status (height and weight-for-age and micronutrient status) (Allen, 2001 &Levinger, 1986). As it was explicated in the World Food Programme's (2005) document, school feeding program has different purposes such as increase enrolment and attendance, decrease gender disparity, alleviate short-term hunger thereby increasing learning capacity, improve nutritional status thereby increasing learning capacity and improve micronutrient status, etc. In the school, the children get high-energy biscuits or snacks (Bundyet al. 2009). This program is not only offering in the developing country but also it is given in the developed country too.

To make the program sustainable, different experiences are captured from different countries. This issue is more surfaced often and bobbing in the head of UN-World Food program, communities, parents and the government. Challenges in relation to resources pushed the World Food Program (WFP) to think on the way to make the program sustainable. In Cote D'Ivoire assisted WFP to form parents association and build a kitchen and a storage room. It was further mentioned that Parents Teachers Association (PTA) are supposed to hires cooks or parents cook in turn and manage the food store. The parents also provide fresh vegetables and other ingredients to enrich the food (WFP, 2001). The same process was also undergone in other African countries like Kenya. It was attempted to aware of the purpose to own the program and assist the schools to retain and have access education for all children. Schools are encouraged to start income generating tasks. The UNWFP creates partnership between the schools, the parents, teachers and local officials. It was given more recognition on how much parents association are critical to engage community to participate in the program and sustainable

it (WFP, 2001). With the items required to be listed in the food template cooks, kitchens and stores among others are stated well. In this process, communities are invited either they have to give the service or pay via cash to purchase the items.

To consolidate more the above issues, there was a meeting conducted in Izaak Walton Hotel in Embu between 30th July to 2nd August 2002 on School Feeding management workshop. In this workshop, discussion was made on how to sustain school feeding program. As it was expressed by WFP, communities are encouraged to handover the program gradually. In this respect, multifaceted agents such as school committees, district and divisional level committees in planning and carrying out the task are required to run the program properly. Despite the fact that the WFP attempted to make the program owned by communities, different short comes were identified. Schools and residential districts are still not in a place to start micro-tasks that would sustain School Feeding Program (Ranivnder, 2007).

1.2.   Rational of the Study

It is not something tough to anyone to express the role of school feeding for student's education. WFP has brought a positive impact on the access, input, process and outcome of children education in general and increase enrollment, high motivation to learn as well as do have high achievement in particular. Particularly the community moving from one area to another (for pastoral community) to get pasture and food for themselves and their animal could be additional challenges. At this juncture, parents and communities would not be ready to send their children to attend their school due to this case. Successful achievement of the education is contingent up on the fulfillment of basic needs. This will make children mentally ready to attend education without thinking about their food. Access food in the school will make the children mentally ready to attend their school; do have interest to school, sill actively engage in education and proper outlook to the outcome of the education. Not only to increase enrolment in school, address gender gap and decrease dropout but also school feeding has conveyed a clear message on changing pastoral community's awareness to modern education. Though the support on food supply from donors and other agents are very relevant, the implementation shall think on the way to sustain the program. Different agents such as regional education bureau, woreda education offices, districts, schools, parents and communities understood the very implementation of the program. These agents are demanded to put strategies to own the program so as to realize the access of education for all. It needs to understand the existing practices (parents and community awareness, role of parents and communities, opportunities of this program, etc), contributions and challenges of the school feeding program. Besides, the process to make the program sustainable in the schools is needed to further investigate in this study. In general, demand and supply side of the school feeding program were investigated in the study. The data that was trapped from the study on both demand and supply sides of the school feeding program would assist to guide the strategy supposed to utilize to make the school feeding program sustainable in the region.

1.3.   Objectives

This study was tried to address the following objectives.
The specific objectives are to:
- Explore school feeding practices in the schools
▪ Actual input practices (human and other resources)
▪ Demand side of school feeding practices (such as commitment of government and NGOs, parents and management role and management system, guideline to run home grown school based school feeding program, the way to establish home based monitoring and follow up of school feeding program)
▪ Supply of school feeding program (parents, community, government offices, NGOs and others strong coordination and involvement to realize the program, etc)
▪ Opportunities (assess the existing government structure to mobilize home based school feeding program)
▪ Process side of school feeding (teachers, PTA, school management, and others engagement to make effective the program)
▪ Output practices (the impact of the new home based school feeding strategies will be assessed and additional strategies will be crafted to address the emerging challenges)
- Examining the challenges that affect the implementation of the school feeding program in the schools
- Design strategies to sustainably run (home grown or context bounded strategy) the school feeding program in the schools

1.4.   Significances

This study would have the following significances. These are:
1. The study would assist agents on how to sustain the program using locally produced items by knowing the existing practices and challenges of SFP in the region

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2. Assist fund providers to redesign the SFP program implementation together with other concerned agents after they knew the existing demand and supply side of SFP, contributions of SFP and challenges hampering SFP in the region
3. Contribute for region education bureau, woreda education bureau and schools what to do on the implementation and sustainability of SFP after the knew the existing demand and supply sides of SFP challenges, contributions and strategy required to sustain SFP
4. Would also help researchers to unravel/unlock the remaining gas which was not treated in this study.

1.5. Delimitation

This study was tried to explore the existing practices, challenges, contributions and sustainability of SFP in the region. It was also attempted to include some zones of the regions such as Gode, KebriDahar, Deghabure and Jigjiga and more concentrated in the towns of the specified zones.

II. METHODOLOGY

2.1. Study Site

The Ethiopian Somali Region is the most eastern and second largest of the nine regions of the country. Most people in the region are nomadic pastoralists. This project would be conducted to examine the challenge and practice of general Education for the nomadic pastoralists. The region is divided into 9 zones and 68 words and 4 city administration. According to the 2013 projection of population by the Central Statistical Agency (CSA,2013) the region had a population of 5,318,000 in 2013 of which 53% are children under the age of 18. The population is predominately Somali (97%) and Muslim (98%) and mainly uses the language of Somali as the working language (97%). About 86% of the population lives in rural areas, and are mainly pastoralists and, to a lesser extent, agro pastoralists. The research was included three zones of the region. These are Jarar, Gode, Fafan and Korahe zones. The following description specifically shows the location of each targeted research sites.

Jarar, is Zone which was previously known as Degehabur zone, so named after its largest city, Degehabur. Jarar Zone is bordered on the south by Korahe, on the southwest by Nogob, on the northwest by Fafan, on the southeast by Dollo, and on the northeast by Somalia.**Gode** , Ogden, of Ethiopia. This zone is named for its largest city, Gode. Gode is bordered on the west by Afder, on the north by Fiq, on the northeast by Korahe, and on the south by the Provisional Administrative Line with Somalia. **Fafan**, is previously known as Jijiga zone, so named after its largest city, Jijiga. Fafan is bordered on the south by Jarar, on the southwest by Nogob, on the west by the Oromia Region, on the north by Siti, and on the east by Somalia.**Korahe** is bordered on the southwest by Gode on the northwest by Fiq, on the north by Degehabur, on the east by Wereder and on the southeat by Somalia.

2.2. Design

Mixed research design was utilized in this research. Mixed methods isnot only add to the research toolbox, they also provide the opportunity for a synthesis of traditions. Convergent parallel design was executed to make effect the purpose of this study. So, in this research, the intentions of the two strands are applied on the actual ground to seek holistic understanding of the identified problem. The weaknesses of one of the strands are addressed using the other strands.

2.3. Participants

The sample size was determined with by scientific sample size calculator because according to Krejcie and Morgan (1970), this sample size determination formula is very important to get the participants as precisely as needed. Procedurally, the scientific sample size calculator was employed, with 95% confidence level and 5% degree of precisions or marginal error. The table below shows the detail of the samples taken from different areas.

2.4. Instruments

Different instruments such as questionnaire, interview and document review were used since this study aimed to gain deeper understanding and fuller description of the sustainability of school feeding program in the region. Both qualitative and quantitative data were gathered on the same phase, but data were merged after separate analysis was made for both qualitative and quantitative data. Attempts were made to ensure the face validity of the research, that is, before the data collection, all research instruments were carefully examined by experts. Experts in the areas were commented and tried to incorporate valuable comments on the developed instruments.

The Questionnaire: The questionnaire is the preferred tool of many researchers; questionnaires would be very detailed, covering many subjects and issues on quality assurance. Questionnaires included different

issues with different response options such as 13 items were related with teachers`, parent feeding, director's and woreda official's view of contributions of school feeding program, 20 items were related with teachers', parent feeding committees, director's and woreda official's view of challenges of school feeding program to sustain in schools and four items were grappling with teachers', parent feeding committees, director's and woreda official's view to the role of stakeholders in involving in school feeding program. For all these questionnaires, agree (3), undecided (2) and disagree (1) options were given. To understand the respondents view on the role of school feeding program on student's education, the factors affecting the school feeding program and the role of different stakeholders on the school feeding program. Their view on the issue onboard assisted us to understand the contributions of the program for student's education, pastoral community's view towards education, capture the constraints of the program which would have a potential impact on sustainability of the program and rectify the role of different stakeholders on the school feeding program.

In depth interview: In this study, a semi-structured interview would be used. It is a useful way of getting in-depth amounts of data quickly where immediate follow-ups and clarifications are possible. Different interview guide items were developed to address the intention of the research objectives. Different objectives of the research such as practices to sustain the school feeding program, contributions of school feeding program, demand and supply sides of school feeding program, opportunities of school feeding program, factors that affect the school feeding program, role of different agents in sustaining the school feeding program, strategies required to sustain the school feeding program and other related issues were asked for the identified participants. Almost 23 items with additional probe questions were asked for the respondents. In due implementation of the interview, it was attempted to make the dialogue flexible and called more engagement in the process of explaining the issues presented for them. On the bases of emerging issues captured from the interview sessions, new questions were asked to elaborate more and deeply understand its nature.

Focus Group Discussion (FGD): A focus group discussion is a good way to gather people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them. FGD was conducted with teachers, parent school feeding committee and students. Items derived from interview and on the bases of the objective of the study, the FGD session was made. The intention here was to enrich or triangulate the data gathered by other instruments specified in the instrument section. The strength of FGD relies on allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about the current status of SFP, SFP contributions, challenges and sustainability about the range of opinion and ideas, and the inconsistencies and variation that exists in terms of design of SFP.

Document Review: To substantiate the qualitative and quantitative data of the study, different reports relevant to the objective of the study were reviewed. This was assisted the study to make clear on the role of sustainability of the school feeding program on students education. How much the program was effective in addressing student's enrolment, attendance and others were supported by the existing reports and documents.

2.5. Data Analysis

Data collected through various instruments were coded; tabulated and processed. This study used the convergent parallel strategy of mixed-method design to analyses both qualitative and quantitative data based on the sequence of the objectives of the study. Thus, percentage and thematic analysis were used to analyze the quantitative and qualitative data of the research respectively.

2.6. Data Validity and Reliability

Instruments were used to measure both objective and subjective phenomena, and provide information that is trustworthy and credible. The term subjective describes information that originates within an individual and is reflected by items that measure attitudes, feelings, opinions, values, and beliefs. Information that is objective attempts to be free of personal interpretation and is typified by data that are observable. Hence, validity concepts, applied to ensure whether an instrument provides credible and accurate information or not or attempted to measure what intended to measure (Colton and Covert, 2007). This was more attested by giving the instruments for experts who have knowledge on the areas or themes identified. Comments and suggestions of different experts were properly considered.

2.7. Ethical Consideration of the Study

Before data was collected, the researchers were tried to orient the participants about the purpose of the research. The letters which were taken from the university and region education bureau were shown for them. The confidentiality of the information and other required procedures were discussed with the participants. After they have agreed to participate in the study (via oral consent), the data was collected.

III. FINDINGS AND DISCUSSIONS

This section includes practices, contributions, challenges and sustainability of school feeding program in the region. To minimize the pages of the manuscripts, tables were not included.

3.2. Practices of School Feeding Program

Demand Side of School Feeding Program (Expected vs unexpected demand): Research participants stated that the demand for the food is galloped from time to time. This was more witnessed in those schools who are getting food in their schools and others which were not involved in the program. The exact plan of the schools didn't much with what is actually reality happing on the actual ground. This was affected the proper utilization of the food allocated for the schools. As the interview and FGD participants further mentioned, stakeholders were expected to address the unexpected demand of the schools. Mostly the unexpected demand was happened due to recurrent drought in the region. This was buffered more by the region in collaboration with other stakeholders. They also have the strategy to include a child in another school when he/she traveled from one school to another. The child has a card which state full description of the child status and the other school is expected to give service for the students though the burden is the food supply for the school was very limited. This was addressed by emergency for education section. This is more operated by the stakeholders. Let see the direct quote which was taken from participants.

What is planned would be found tripled due to unknown cases. This is happened due to unpredicted drought occurred in the pastoral areas. For example one time we had 456 students and 22 million budgets was allocated but the number was galloped in to 700 and above due to drought. This large increment is deemed as a serious demand and challenged the region to address though it was addressed by involving different stakeholders. Sometimes the agents couldn't support and expected to find a way to address it. They supported it via education emergency. Stakeholders supported the schools to address the unexpected demand. The stakeholders are expected to address this case. Or when the pastoralists move from one area to another, the center situated to the area the pastoralists moved would expected them to enroll the students in the center. Students do have a card which contains detail data about the students. Thus, drought is unexpected demand in the region which has an impact on the sustainability of the school feeding program. However, to address this demand, the government is committed to support it. The budget will be allocated for it (Deputy Head of Region Education).

Distribution of the Food Items: Mixed response was captured from the study. Some of the respondents mentioned that there was improper distribution of the food allocated for the schools. This was happened since students which were not involved in the program were get the food service as well as it was attributed to mismanagement of the program. This was directly affected the target of the program. However, some of them explained that the distribution was run as per the planned one. They had consulted the guideline to properly distribute the food items. This was supported by the quotes which were taken from the respondents.

We have food items. We put spoon. We make them line up and wash their hand and the teachers make them return to their seats. We serve the students based on the program. There are four food cookers who cook food for the students. The school feeding is done right. It is on the right truck. The gram has its own rule. There is a gram called 120 grams. So, it is based on this standard that the food is prepared. The oil is also according to the guidance or rule. It is not done out of the rule. There is no resource wastage (Degahbur Parents).

Supply Side of the School Feeding Program: onthe actual practice, there is high demand with low supply. Limited supply affected different schools that badly needed the program. The other issue mentioned in the interview was that program supply plan and the demand of the school were not matched. Let see the direct quote which was taken from the respondents.

There is no food. The number of students is decreasing due to absence of food. *There are ten school schools that need the service. The number of students in those schools is very small compared to us. The number of students in our school is very high due to the presence of school feeding. For instance, Baroschool needs the food badly. So, there is high demand from the school. we listen to this information from the students of those schools* (Hodale School feeding committee).

Parents/Community Involvement/support for School Feeding Program: parents do have the awareness on the role of school feeding program for student's education. In case of some challenges happened in the schools, the communities were involved to address it. They were eager to support the school on this program. Let see one interviewee's reflection on how the parents were supporting the program.

They support in terms of giving soap and water. They also wash food utensils coming here. They bring wood. They give us feeding materials (Dugmas as student FGD).

The Role of School Feeding Committee: The interviewee mentioned that the food service supply, demand of the food program and mobilizing of the community to support the program were done by them. They were also responsible and enact the proper distribution of food, standard of the food item delivered for students. They

were also supporting the school to bring students who didn't attend their education in the schools. Here are some of the quotes which were taken from the participants.

Parents highly support the feeding program. School feeding had contributed lot in mobilizing them. They cook food, they bring fire wood, water, salt, sugar and thigs like that (Hodale School feeding committee).

Government Involvement: as the interviewee mentioned the government was not allocated a budget for the program. World Food Program (WFP) was responsible for all services required in the schools though other participants didn't agree with it. In case of emergency, the role of the government was high. They were responsible to cover the expected budget if the stakeholders didn't involve in it. It was further reported that the government was committed to support the program with the budget they have. This is vividly indicated in the following quotes.

The community has to work on bringing students to school as a parent.it is the previous trend. They did it and will do it. Another good thing seen is the feeding was stopped once up on a time. The government organizes emergency food which is mixed with local food to exit from abroad food. It is stopped now for the first time. We will see for the future (Jigjiga education office).

Independent organ responsible for the implementation of school feeding: As the respondents further indicated that there were no other independent organs to properly run the program. This was affected the proper implementation of the school feeding program. This was witnessed in the following quotes.

Respondents View to the Role of Stakeholders in Involving in School Feeding Program

Majority of teachers reported that region education (66%) and directors (61%) were not engaged in developing new strategy to sustain the school feeding program. However, 28% and 18% teachers did not decide whether region education and directors do have new way to sustain the school feeding program in the region respectively. Besides, parents (65%) were not involved with schools as well as they didn't craft new way to sustain the school feeding program in the schools though large portion of the community were committed (69%) to support and maintain the school feeding program where as 17% of the teachers didn't agree on this issue and the same portion of respondents did not decide on the community's commitment in the way to sustain the school feeding program.

As the majority of 73%, 93 % and 100% parent school feeding management reported, region education bureau, parent's involvement and community commitment were low in terms of finding way to sustain and being committed to sustain it respectively.

Community's Awareness to the school feeding program: the community aware of the role of the school feeding program. They have recognized the benefit of the program for children is the benefit for the community. This awareness assisted schools to mobilize resource for the schools though their support was not done consistently. Let see some of the quotes stated below.

First and for most, the beneficiary of school feeding is the community. These demands are for their children. Sometimes drought occurred which resulted in students' school dropouts. The feeding has to continue. If the service discontinued, there is no education. So, high demand is from the community. The student also has high interest. From the teachers' side, they are serving as committee in school feeding which is highly protect their moral and the community moral too. The budget is covered for the government. The program is interrelated and the demand is interrelated too (Dufuma as director interview).

3.3. Respondents View of Contributions of School Feeding Program

The table above showed the view of teachers on the contributions of school feeding program for children to attend in schools. Majority of the teachers (94%), directors (100%), parent feeding management (100%) and Wored officers (100%) agreed that the school feeding program has brought an impact on children attendance in the schools. It was also confirmed on how much school feeding program decrease the drop out of children (91% teachers confirmed) from school. Majority of directors (96%), parents (100%) and Wored officers (100%) agreed on the same issue. Majority of the teachers, directors (100%), parents (100%) and Woreda officers (100%) agreed on the role of school feeding program on increasing student's achievement (93%). And the program has benefited to enhance student's motivation to learning (97%), changing pastoral community's attitude towards modern education (90%) and shape parents attitude towards education (89%).

This study was found to be consistent with other study in sense that the school feeding program has brought an impact on student's enrollment and attendance in Malawi (WFP, 1996).

On top of this, as majority of the teachers agreed, the school feeding program has contributed lot for children to be attentive in their education (97%), increase children enrollment (100%), increase students concentration in education (95%), increase regular or daily attendance in schools (100%), increase students retention in their class (95%) and improvement of students performance in both curriculum and extra-curricular

activities in classes (87%). Besides, teachers were asked their view on the impact of school feeding program on student's exams or tests. 68% of the teachers agreed its influence on students' performance in tests whereas 25% of didn't agree it's positive on the students' performance in exams. This was supported by the study conducted in Bangladesh. As it was reported in Ahmed's (2004) study, school feeding program had a statistical positive significant impact on students' enrollment, dropout and retention of students in schools. Besides, this was verified by other studies too (Bennett, 2003; Del Rosso, 1996).

The directors of different Woredas further indicated the school feeding program has taken as bridge for students to attend their education. Majority of the directors agreed 100% for the items number four, seven, eight, nine, ten and eleven whereas 46% of the respondents agreed on the role of school feeding program on students reading for exams but equal portion of the respondents which is 46% were not sure about it. Besides, majority of the parents of school management agreed (100% agreed to item number one up to twelve and 82% agreed for the last item on the role of the program for student's education. Besides, 89% (average) of the Woreda officers agreed on the items four up to twelve on the program contribution for student's education.

The quantitative data was found to be supported by qualitative result. The role of the school feeding program was manifested or expressed in terms of the issues stated below.

Increase students Moral and vision to education: Different points were forwarded why the respondents want the school feeding program to continue in the schools. The respondent keenly mentioned that food service in the school assisted them to have strong moral to attend their education. It was also supported them to have a vision on education. They were planning to reach somewhere after the completion of their education. This was entrenched with the existence of the school feeding program.
I think it is to keep public, student and teacher moral. We are talking about student moral improvement. So, if we need our students be visionary and take future national leading role, we need to focus on the feeding (Dufuma as director interview).

Increase students Interest to Education: As the respondents further enumerated the society is moving from one area to another to search for pasture. The community affected by recurrent drought in the region. The livelihood was a serious issue in their locality and this affected their perception to education. Food for children and their animals were onboard and due the school feeding program, the community did not feel about their children. The children interest to education increased from time due to this program.

Increase students Motivation: SFP has assisted students to be motivated in their education. Besides, it helped them to avoid the previous setbacks and have common direction for the future. It also maximized the students' awareness and improves what is wrong in their tasks.

Enhance Parents Awareness and Value to education: Qualitative data further indicated that the parents were award of the contribution of education for their children. As a result, they wanted to contribute the level best to maintain the program. Value to education was emerged due to this program. They were very eager to engage in producing or assisting in any task arrangement for the school feeding program.

Enhance Quality of Education: Interviewee further mentioned that supplying food for schools do have an impact on the quality of education. It was reported that the source of interest for education was contingent up on the school feeding program. Absence of food in the school declines student's passion to attend in the schools. Food was deemed as a motivation to students to attend education. Not only student's interest was increased due to availability of food services in schools but also teacher's interest to teach was increased. Absence of students linked with decreasing the number of children in schools and this was directly affected the teacher's motivation to teach. Briggs (2008) further confirmed that food service has benefited students school meals programmes are seen as an effective tool for attracting pupils to school, reducing dropout rate, increasing female enrolment, alleviating short term hunger, thereby improving concentration ability and academic achievement, and improving nutritional and micronutrient status, thereby improving learning capacity.

Source of Job for the Community: Interviewee reported that school feeding was served as a source of job for the community. The community got opportunity to supply different important items for the school and the program was served as platform to get job in the school.

Decrease Students Dropout and Increase students Enrolment: Not only the program had contributed lot for quality of education in the region but also contributed lot in increasing student's enrollment in the region. Drop out was very high in the schools before the feeding program was started but decreased after the implementation of school feeding program in the region. Particularly the issue of enrollment and dropout were the serious problems in the pastoral areas. This was addressed since the onset of the food service program launched in the region. This was consistent with other studies too. As Adelman, Gilligan & Lehrer (2008) explicated that school feeding program contributed lot in decreasing students' repetition and dropout. Briggs (2008) further reported

that school meals programmes are seen as an effective tool for attracting pupils to school, reducing dropout rate, increasing female enrolment, alleviating short term hunger. Action Based Monitory reported (2008) was conducted in different regions such as Afar, Amhara, Oromia, SNNPR, Somali and Tigray. The reported indicated that the enrolment was increased over a previous year by 14.6%. Owing to serious shortage of food in 2008 and food price escalation, the programme retained more children in schools and stabilized attendance better than the previous years. This issue was more supported by the case presented below (it was taken from the current study).

Enhance Students Active Engagement in their Learning: as the interviewee discussed in the FGD and interview sessions, before the school feeding was started, students were not interested to actively participate in their learning. They were hungry and not motivated to give more attention to their education. The process of learning and active engagement was changed after the school feeding program was launched in the schools. This was supported by the Action Based Annual reported (2008) which was studied in Afar, Amhara, Oromia, SNNPR, Somali and Tigray. Teachers were reported that active participation and concentration of students were increased after the implementation of SFP in the schools. Let see the direct quotes which were taken from interviewee and FGD participants.

Increase the Number of Female Students in Schools: Female attendance and enrolment were increased due to school feeding program as it was witnessed in the following quotes.

Increase Female Interest to Education: It was further expounded that the food service has contributed lot for female students to attend their education. Female enrolment will be decreased if the service stopped as it was captured from the study. As Briggs (2008) stated, school meals programmes are seen as an effective tool for attracting pupils to school and increasing female enrolment.

3.4. Respondents View of Challenges of School Feeding Program

Different items were asked for teachers to capture their view of the challenges of sustaining school feeding program as it was depicted in the above table. Teacher's view on the agent's commitment to find alternative resources for school feeding program was identified. 49% of the teachers confirmed that the commitment was not a problem to find alternative school feeding program for the school but 36% didn't agree on this agenda. This was considered as a factor for the agents (responsible persons to generate resource for the school) for not to generate more fund. Limited funding (49% agreed and 39%disagreed) and large number of students in schools were reported as factor for the school feeding program (48% agreed and 39% disagreed on it).

Majority of the teachers reported that lack of structure in the government system affected the school feeding program for not sustain the program for the future (56%) though 30% of the teachers didn't agree on this. And parents were not involved in such process to generate food for the school to sustain as majority of the respondents stated (60% agreed and 30% of them disagreed). However, majority of the parents were aware of the benefits of school for children education (61% agreed and 26% disagreed). The school teachers were asked the role of vendors in supplying the food or not. Majority (66%) of them disagreed that vendors did not have role in such engagement though 29% teachers agreed that the vendors were not a factors for it. Another challenge identified was that lack of continuous mobilization of resource to sustain school feeding program in the schools. 49% of agreed that this was a factor in the schools but 44% didn't agree on it. Besides, majority of the teachers reported as a challenge of school feeding for not to sustain is lack of continuous monitoring and evaluation from the concerned body. This was done by the respective bodies in terms of on how to sustain the program in the schools (81%). On the hand, parents perception to sustain the school feeding program found to be positive (70% majority of them) though 16% parents did have negative perception for it. The other challenges identified by teachers were improper utilization of the resource supplied for the school. Majority (66%) of them reported lack of proper of utilization of the food for the school and in turn affected the sustainability of the food. Unable to attach the program with the existing structure like small-scale enterprise was verified as a challenge. 39% of the respondents mentioned that the small-scale enterprise was not involved in such practice whereas 29% did not agree on this. The other challenge teachers reflected in the study was majority of the directors (66% agreed and 20% disagreed) are not committed to work with nearby community to generate resource for the schools so as to sustain it. Besides, 57% (average) of the directors reported that the items (one up to fourteen) listed were the challenges that affect the sustainability of the program though 30% (average) of them did not agree.

Teachers were also asked to respond on how much they know the school feeding program has got support from policy and strategy side of the country. Majority of the teachers (85%) responded that maintaining the school feeding program has got support from the Ethiopian policy and strategy to sustain the program. However, the majority of the respondents (52%) also responded that the government did not have the financial capacity to sustain the program though 29% of them were not sure about it. In addition, majority of the teachers (75%) agreed that the community and parents did not have the potential or capacity to sustain the school feeding

program but 15% teachers did not sure about it. Lack of institutional capacity to properly utilize and sustain the program at different levels was another factor majority of the respondents (56%) reported though 29% of teachers did not sure about it. Design and implementation were reported as a factor for not to sustain the school feeding program as the majority of the teachers (60%) noted though 29% of teachers did not agree in it.

Majority of the directors (60%), parent feeding committee (93%) and Woreda officers (69%) agreed that the school feeding program has got support from policy and strategy. However, directors (44%) and parent feeding committee reported that financial capacity was a serious problem though 39% of Woreda officers didn't agree on it. Some portion of Woreda officers, that is, 31% of them agreed that financial capacity was a serious problem. This was also being challenged by the response the respondents provided to whether the community does have the capacity to own the school feeding program. Majority of the directors (72%), parent feeding committee (93%) and Woreda officers (54%) verified that the community do have the capacity to sustain the program though majority of the directors (60%), parent feeding committee (59%) and Woreda officers (69%) were not involved them to generate new resource for the program and create away to sustain it. The other challenge mentioned in the study was institutional capacity to properly run the program. Majority of the directors (72 %%), parent feeding committee (53 %%) and Woreda officers (54 %%) agreed that institutional capacity was a challenge for the program to sustain. Besides, as majority of the directors (68%) and Woreda officers (62%) further verified that design and implementation of school feeding program affected to sustain the program though parents feeding committee did not agree on it (47%) though equal portion of the respondents (47%) agree on it.

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

Increase the Number of Schools and Children: Interviewee respondents attested that the number of children was increasing from time to time. One of the reasons to increase the number of students in the schools was attributed to drought. Due to drought, people travel from one area to another and then, the children were expected to attend in other centers where the service is undertaking. The other challenge was increasing the number of primary and ABE schools in the region. They have huge number of children attending in these schools but not possible to avail food service for all though it was found to be challenging for the government. In those schools who got the food service, the dropout and attendance were increased as compared to other schools whom did not get the food service. This is consistent with Mohammed et al.'s (2013) study. It was mentioned that increase in enrolment has come with its attendant challenges which if not holistically and efficiently addressed could undermine the sustainability of the programme.

Lack of Community Commitment to Support the program: The community has a desire to support the program. They have the awareness on the role of the school feeding program for their children education though they were not committed to support it. This was found to be challenging though it was expected to devise a way to engage them to support the program.
The government commitment is another challenge though there is willingness to support the program. The community commitment is not up to our expectation (Deputy Head of Region Education).

Lack of Formal Structure at All Levels: In the FGD discussion and interviewee sessions, lack of structure at all implementing offices affected the proper utilization of the program as well as unable to have strategy to make the program sustainable for the future. The structure was expected to evaluate the proper implementations and identify hurdles existed within the program itself but this was not done. This was also affected the plan of the feeding program. Lack of institutional capacity affected the effectiveness of the school feeding program. This was another serious challenge identified by research respondents as it was further supported in the case presented below.

Problem of School Feeding Design: The design of the program was another challenge identified in this research. It was not able to clearly integrate the role of different sectors in this program. The way to mainstream different sectors to have greater role in sustaining the program was not integrated. Lack of structure affected on how to organize and operate tasks expected in the program was found to be a challenge one. In the design, it was supposed to identify potential sectors to support the program but not possible to have a long term impact. This made WFP the major contributor for the program.

Lack of Sectorial Engagement in the Program: Different sectors were not coordinated to sustain the program though expected to support the program. The role was expected to play by each of the sector but not jointly working on the food supply proram in schools.

Every sector office such as agriculture, livestock, water and also community has to be involved. It is better if we use our own resources, our food, our people and surrounding fund. These sectors should work together to sustain the program. Even though we are poor, it is better to be dependent on our own since the donors might stop donation. Home growing school feeding program has to be started which let community, student and education bureau participates (Education office).

Lack of Proper Distribution: This was another challenge identified in this research. Supply and proper use of resources were a serious problem noted in this research. This was consistent with Action Based Report (2008) on SFP which was conducted in different regions of Ethiopia like Amhara, Oromia, SNNPR, Somali and Tigray. The study revealed resource management was a serious factor that affects the proper utilization of SFP. As it was witnessed in the current study, the food items even were supplied to the schools after it's expire date is approaching and often prone to throw the supplied food items without achieving its target.

Lack of Commitment, Immediate and long term Plan to sustain the program: As the respondents vividly mentioned the response to offer supply the food service for the schools was not satisfactory. The concerned bodies did not have strategies to own the program as it was supported the case presented below.

Lack of Prepared Farm Land: This was pinpointed by respondents as a factor that would affected the sustainability of the program though majority of the respondents mentioned that they have enough farm land in the region. In all schools, the potential of the farm and accessibility could not be the same as our reelection.

Lack Coordination among Suppliers: In few schools, they reported that there was no food supply though the program was undergoing. In case of emergency, the concerned bodies were expected to fill the gap but not yet addressed. And the schools were at risk to get enough students in schools.

Challenges of Supply Vs Demand in the sustainability: There are different types of students. These are students who are orphan and students from economically weak parents. So, these students use the food as regular or normal food not extra one. Hence, due to this benefit, there is high demand. Due to mismatch of supply and demand, there was no supply for some schools though regional government was addressing the problem.

Lack of Home Grown Food Item Supply in the Schools: This was reported as a challenge in the interview session. It affected for not to promote community to produce their own food so as to supply for the schools.

Recurrent Drought: This was another factor for the future sustainability of the program. As it was mentioned in interview session, droughts were common in the region and have a direct impact on the school feeding program. This was supported by other studies in sense that rainfall was a serious challenge that affect the livelihood and stability of people as well as students are challenged for not to attend their education due to it (FAO, 2003;Nyangani, 2012).

3.5. Sustainability of School Feeding Program

The government commitment: As the interviewee reported that for next year, the region has planned to allocate budget for the schools under the program. The government was planned to connect each school with enough land for use. It was also planned to work with other agents who are ready to support the program. The parents/community was connected with the small scale enterprise to support the program.

The strategy is stated in the strategic document. The schools have their own land. They have to have grown up products. Now, the food items came from other areas. We have to connect with small scale enterprise so as sustainably supply the food for the schools. Our products are more organic than the products offering currently. Schools are expected to develop new strategy to support themselves. The government also supported this case. The community has the role to sustain the program. They are expected to connect with the small scale enterprise to support the schools (Deputy Head of Region Education).

Community Commitment and Awareness: is ready to support the program. Particularly, the community is supporting continuously in case of drought the community faced.

The community must participate to sustain the program. They can work in farm land in the school. If maize is sowed, they can cultivate lot of production. They have also a plan to localize borush. Besides, it is better if they pay for the tractor and other man power (Haddo director).

Creating Structure to sustain School Feeding Program

Asthe quantitative result revealed formal structure was not launched in the region which is expected to continuously monitor and evaluate the program in the schools though one WFP focal person is assigned at regional level to follow the implementation of the region. Lack of structures at Wored and Kebele levels affected the proper implementation and find strategy to sustain the program. As the interviewee reported, the structure will assist the program to easily identify the problems, propose solutions, mobilize the community to support the program, try to connect with stakeholders and small scale enterprise.

Opportunities of the sustainability of SFP
Land: In all schools, they have enough lands and water around the schools. This is a potential to entice schools to feed themselves. The government is committed to support the program. The community and school are committed to support the SFP. The policy and strategy supported the sustainability of school feeding program. NGOs were also ready to support and mobilize the resource for the program though the land was not enough as it was mentioned in the following quote.
Potential Rivers in the Region: Availability of different rivers in the region was another important potential opportunity existed in the region. The rivers were expected to utilize properly to sustain the program. Let see the quotes stated below to support the issues presented here.
There are resources for school feeding continuity. There are opportunities to feed the students continuously. The region has four rivers. There is high farm task. That farm product needs buyer and there are schools around that area with no food. So, the problem is capacity. So, we can buy from that product (Education office).
Use Small Scale Enterprise to sustain the program: as the interviewee stated, this is important opportunity to sustain the food service program in the region. The structure is existed within the government system and supposed to connect them with the schools. This was conceived as job creation for the community. This notion is enriched more with the voice of the respondents stated below.
We need them to work on job creation. Small scale enterprise can participate to maintain the program. They have work out on how to use it. They can do student mobilization to support the program. For the future, the community has to participate in bringing firewood, water and paying for the workers. They have to do more support (Legahabur teacher FGD).
Role of Other Stakeholders: They have their own role. The teachers, the guard, the directors have their own role. So, the management committee does follow up the timely supply of the food and how the students are served. They also do follow up whether or not the school feeding is carried out according to the allowed rule and standard (Dufuma as director interview).

We have farm and water resource here. This is opportunities or resources for school feeding continuity. Firstly, construction has to be undertaken with the involvement of the community. Secondly, there are students who have special case. So, special food has to be prepared for those students. It is because these students are badly suffered from food shortage due to drought and there are also students from poor family (Dufuma as director interview).
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Students Participation: Students supported the program by bringing water and fire**.** They hadparticipated in food preparation. Female students bring fire wood. Male students also bring water. There are food cookers who cook food. In this case, the students were assisted in the sustainability of the program.

Sustainability as job creation to the community: There are women from the community who cook food. So, if the food is stopped, they will be jobless. It was further mentioned that accessing food for the schools were deemed as a means to survive in the community.

There is also high interest from the gov't. the gov't has high interest to increase the number of students in each kebeles. So, it needs assistance to do this. Since the food does increase the number of students, it has high interest. in the absence of this food, the number of students is decreasing which resulted in the wastage of government resources (Dugma as parents FGD).
Surplus Production in the region: This is deemed as opportunity existed in the region. the interviewee further indicated that there were surplus products in the region to supply for the program though they didn't purchase them. This was not consistent with other study. As the previous study on sustainability of school feeding program showed, inability of producing surplus food was a serious challenge for developing countries (Bundy et al., 2009; Nyongani, 2012).
We do havesurplus production in our region most of the times. Nobody buys it. If we use the opportunity of buying this food, it is an opportunity for the program to continue. If it is bought from local, it is 200 birr. However, it costa much dollar if it is from abroad. Therefore, since we do have this opportunity, we can with local products for the feeding. We can buy oil with 300 birr. If it is from abroad, it costs lots of dollar. Even the community is beneficiary if we use local product opportunity. We do have farm lands, farmers and surplus products.These resources/ opportunities assisted for the continuation of the program (Hadawe director).
A head Plan to continuation of school feeding: As the respondents further mentioned that the regional government and other sectors should have plan ahead on the way to sustain the school feeding program. This was missed on the actual setting in the region. This is supported by the case presented below.
I do have my own opinion. We have to have pre- plan for the continuation. It is better if we use in inland/ local (an Ethiopian products). We need to find ways to do this for the continuation of school feeding. It has to be the

community who supply the products through farming and bring it to the market. We should not expect only abroad products for the feeding. We have to do it with the participation of the community (Hadawe director).

IV. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

On the bases of the findings of the study the following conclusions are made.

1. The practices of the SFP in the region showed that the demand side of SFP was galloped from time to time. There was clash between expected demand which was aligned with the projected plan of the food program and unexpected plan which had hampered the supply side of the SFP. The imbalance was emerged due to improper distribution of the food item allocated for each school. In the process of implementing SFP, improper management and lack of independent organ at each level to run SFP were some of the serious factors identified in the practices of SFP in the Ethiopian Somali regional state. However, to fill the clashes observed between the demand side and supply side of SFP, different agents were involved as it was examined on actual implementation of the SFP. Parents and school feeding committee were tried to mobilize the resource from the community to address the gaps examined in the food distributions in the schools. The regional government was also allocated budget to solve the ongoing challenge found in the program. Particularly the support was very vivid in case of emergency happened in the region. However, the study showed that the region education, schools, community and parents coordination and involvement to develop new strategy to sustain the school feeding program were low.

2. With respect to contributions of SFP for student's education, different points were captured from the study. The SFP program had contributed lot to decrease student's dropout, increase students attendance and enrollment. It has benefited in changing pastoral community's awareness and knowledge to education, enhance student's motivation to education, student's achievement, concentration and attention to education and increase students retention in schools. It was further reported that the school feeding program has contributed lot in enhancing student's moral and to have clear vision in education, increase pastoral students interest to education, enhance parents awareness and value to education, increase number of students from year to year, enhance quality of education and enhance student's active engagement in learning. Particularly female student's number in schools was increasing from year to year since the establishment of the program. Their interest to education was also increased due to it.

3. In the implementation of SFP, different challenges were identified in the study. These challenges would have a direct impact on the way to sustain the SFP in the region. The challenges are: lack of government and schools commitment to find alternative fund for the schools, lack of independent structure to assess, evaluate and suggest future strategy for SFP, parents are not involved to generate alternative food for the program, there was no system that has linked small scale enterprise with the schools to generate alternative food for the school, there was no continuous resource mobilization, lack of effective monitoring and evaluation and improper utilization of the allocated food. Besides, lack of financial and institutional capacity was the challenges identified in the research. There was also a problem of designing and implementing of SFP in the schools. In the design of SFP, it was not able to clearly indicate on how to engage different stakeholders in the program to support and run effectively the program. Independent structure that would supervise and bring solutions for the challenges identified in the program was not integrated in the process of designing the program. In addition, increasing the number of schools and students in the region, lack of community commitment to support the program, lack of sectorial engagement in the schools, lack of commitment, immediate and long term plan from the side of the region education bureau and schools to address the challenges and sustain the program, lack of prepared farm land, lack of identified home grown food item to supply to schools and recurrent drought detected as factors that affect the sustainability of the school feeding program in the region.

4. With regard to sustainability of SFP, different issues were reported in the study. The SFP in the region can sustained since the government, community and parents were committed to support the program. The government was planned to have budget for the program and the community awareness for the program was very high. They were dealing with the concerned bodies on how to sustain the program in the region. There were other opportunities existed in the region that would assist to sustain the program. These are: existence of enough land in each school and potential revivers in the regions. The schools were expected to generate resource for the program and the region can avail enough land for them. There are different rivers in the region and using these resources it is possible to generate items for the program. The other opportunities existed in the region was that the existence of small scale enterprise in different levels. The items which are produced in the region could be linked with the schools. As it was mentioned in the study, the community would be encouraged to produce more items for the program and expected to link with the existed small scale enterprise. This is deemed as source of job creation for the community and others which would entice them to involve in the program. Increasing stakeholder's engagement in the program and creating independent SFP structure at all level would sustain the program in the region. The independent organ would be responsible to assess the existing challenges,

developing plan head on how to sustain the program, evaluate its program and forward solutions on how to make the program effective for the future.

4.2. Recommendations
The following recommendations are made on the bases of the findings captured from this study.

1. Region education bureau shall coordinate different sectors such as health, agriculture, water and energy and those offices working on small scale enterprise to contribute for the program. The region must have designed plan that would engage different sectors in this program. The role of each sector shall be specified clearly and joint forces shall be established which are responsible to assess and evaluate as well as discuss on how to sustain the program. Their share must be clearly stated and on the bases of the identified responsibility, offices would be accountable

2. Independent organ of SFP is needed to establish at each level. This structure shall be established at woreda and school level. They are expected to work hand in hand with the regional concerned experts and are responsible to run the program effectively. This would be their daily task and will try to work with sectors on how to maintain the program for the future. They will also monitor and evaluate the proper distributions of the services as well as identify challenges hampering the existing SFP practices. The office would also provide trainings, conduct research on the way to own the program, proper selection of items produced in the regions, work hand in hand with parents, community and other partners. They shall get power to properly run the program. If the region offices do not give them the power, the program effectiveness will be affected. They will try to plan ahead on the demand side (expected vs unexpected) and supply side of the program. The process of SFP will be very strong if the office or independent organ would try to have data on the existing SFP practices and challenges. They will not accumulate problems bobbing in the program but they are expected to bring immediate solutions happened in the very implementation of the program. They would also conjugate with NGOs like WFP and others to discuss and bring sustainable solution for the program.

3. Parents and community are committed to support the program. The region, woreda, schools and WFP shall work together with the community. There has to be system that would engage community in this program. The community products can be supplied for the schools if they engage them in this program. If they know their products will be purchased by the schools, they will produce more items which are localized or home grown ones. They also feel responsible for the program and demand to devise a way to sustain the program. They will generate solutions for the problems expected to affect the effectiveness of the program. The region and other concerned bodies shall arrange a way for the community to connect with the small scale enterprise. Their product could be offered to the small scale enterprise and the enterprise shall continuously work with them on how to effectively address the need of the schools. Parents and community shall be engaged in the design and monitoring process of the SFP so as to evaluate the proper distributions of the food service and discuss the way to make effective the management of the program for the future

4. Small scale enterprise shall also be connected with schools so as to sustain the program for the future. This structure is existed at woreda and other levels and supposed to work with them on how to make the program very effective by producing/collect items existed in the region. The region, woreda and WFP shall design strategy that will guide the proper function of the enterprise in implementing SFP. This is good opportunity for them and the school since they are closest to each other. They can work with the management of the schools, community and other concerned bodies on the effective implementation of SFP.

5. Schools shall have their own responsible person for SFP. The school shall closely work with woreda on identifying enough land and other resources for the program. They shall also be connected with parents, community, NGOs and enterprise and discuss on how to maintain the program for the future. The schools shall also properly manage the food items offered for them. Training shall be arranged for them and other individuals working in this program. The raining will be dealing with the food service proper management, distributions and cutting challenges facing in due implementation of it.

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