



Impact Evaluation of School Feeding Schemes on Primary School Academic Performance in Ethiopia

Meskel Asgedom^{1,2}, Teshome Yismachew³, Wondimu Gebrehiwet^{2,3}, Fikru Tamirab²

¹ Department of Advanced Studies, Adama Science and Technology University (ASTU)

² Bahir Dar University

³ Hawassa University

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Correspondence: masgedom@yahoo.com

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Author notes

Meskel Asgedom is affiliated with Department of Advanced Studies, Adama Science and Technology University (ASTU) and focuses on African Studies research in Africa.

Teshome Yismachew is affiliated with Hawassa University and focuses on African Studies research in Africa.

Wondimu Gebrehiwet is affiliated with Bahir Dar University and focuses on African Studies research in Africa.

Fikru Tamirab is affiliated with Bahir Dar University and focuses on African Studies research in Africa.

Abstract

This study examines the impact of school feeding schemes on primary school academic performance in Ethiopia. A mixed-method approach combining quantitative data from standardised test scores and qualitative interviews with teachers and parents was employed. School feeding schemes significantly improved academic performance by 15% in mathematics tests among primary school students compared to control groups. The findings suggest that targeted interventions can substantially enhance educational outcomes when implemented effectively. Policy recommendations include extending coverage, improving nutrition quality, and integrating psychosocial support services.

Keywords: *African, Geographical, ImpactAssessment, SchoolFeedingSchemes, QualitativeMethods, QuantitativeResearch, EducationalPolicy*

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