



A Framework Exploring School-Based Nutrition Interventions and Academic Performance in Urban Ethiopian Primary Schools

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Abstract

Urban Ethiopian primary schools face significant challenges in achieving academic performance targets due to malnutrition among students. The prevalence of undernourished children hinders their cognitive development and overall educational outcomes. Theoretical synthesis approach will be utilised to construct this framework based on existing literature and relevant studies from other contexts. This framework offers educators, policymakers, and researchers a theoretical foundation to better understand the relationship between school-based nutrition interventions and student academic outcomes. Future research should aim at validating these insights with empirical studies, particularly focusing on diverse socio-economic backgrounds within urban Ethiopia.

Keywords: *Sub-Saharan, African, Ghanaian, Cross-Cultural, Socio-Ecological, Qualitative, Anthropometric*

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