

**UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**NATIONAL GUIDELINES ON SCHOOL FEEDING AND
NUTRITION SERVICES TO BASIC EDUCATION STUDENTS**

NOVEMBER, 2020



Prepared by:
Ministry of Education, Science and Technology
Government City Mtumba
Afya street
P.O.BOX 10
40479 Dodoma.

Email: info@moe.go.tz
Phone: +255 26 296 3533
Website: www.moe.go.tz

PREFACE

The Government of the United Republic of Tanzania strives for economic transformation to enable the country achieve a higher middle income status as projected in the National Development Vision 2025. To this effect, the Ministry of Education, Science and Technology (MoEST) has a noble responsibility to formulate policies, laws, regulations and guidelines to oversee education sector and develop strategies that reflect the national development agenda. In this context, the 2014 Education and Training Policy emphasizes that Government will ensure that schools and colleges have basic services and the services include nutritious meals for students, communication infrastructure, electricity and safe water supply. This is because teachers and students' participation in the teaching and learning process depend heavily on availability of basic services in schools.

Literature shows that provision of nutritious meals in day schools improves student's health, increases attendance, academic performance and reduces student's truancy. This Guideline for school feeding and nutrition service is specifically formulated after realizing the importance of this service in education performance. The Guideline also addresses short term hunger, which is rampant and unacceptable in quality education provision. The main objective of this Guideline is to guide implementers and stakeholders on key issues related to best managerial practices of school feeding and nutrition



services. Moreover, community and Government leaders at all levels are expected to use this Guideline as a tool for guiding their managerial and leadership duties.

Effective implementation of this Guideline depends on the active participation of key stakeholders and implementers, who include: MoEST; President's Office Regional Administration and Local Governments (PO-RALG); Other Sector Ministries, Departments and Agencies (MDAs); regions; councils; Local Governments Authorities; schools; parents/guardians; communities and Development Partners.

In realizing the intended goals, it is my expectation that all key actors of this Guideline will observe regulations as per set standards; play their roles and responsibilities as stipulated in the document. It is important to emphasize that the active participation of every individual will contribute to positive impact in provision of school feeding and nutrition service.

Dr. Leonard D. Akwilapo
Permanent Secretary
Ministry of Education, Science and Technology



ACKNOWLEDGEMENTS

The development process of this Guideline involved joint efforts of various experts and stakeholders under the coordination of the Ministry of Education, Science and Technology (MoEST). Therefore, the Ministry acknowledges the contributions of individual experts from various Ministries and public Institutions including: PO-RALG; Prime Minister's Office (PMO), Policy and Coordination; Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC); Ministry of Agriculture; Tanzania Food and Nutrition Centre (TFNC); Sokoine University of Agriculture (SUA), University of Dar es Salaam (UDSM); The Open University of Tanzania (OUT); University of Dodoma (UDOM); National Kiswahili Council (BAKITA); World Food Program (WFP); Nutrition International (NI); and all other stakeholders who participated in various stages.

The Ministry further expresses special thanks to Project Concern International (PCI) a Global Communities Partner, for their financial support and participation throughout the development of this Guideline.



Lastly, much appreciation is extended to MoEST and PORALG management team for their commitment and coordinating the accomplishment of the Guideline.

Dr. Lyabwene M. Mtahabwa
Commissioner for Education
Ministry of Education, Science and Technology



ACRONYMS/ ABBREVIATIONS

ADSF:	African Day of School Feeding
BEMIS:	Basic Education and Management Information System
BEST:	Basic Education Statistics of Tanzania
CSO:	Civil Society Organization
FAO:	Food and Agriculture Organization
HMIS:	Health Management Information System
MDAs:	Ministries, Departments and Agencies
M & E:	Monitoring and Evaluation
MoHCDGEC:	Ministry of Health, Community Development, Gender, Elderly and Children
MoEST:	Ministry of Education, Science and Technology
NGOs:	Non Governmental Organizations
NI:	Nutrition International
NMNAP:	National Multi-sectoral Nutrition Action Plan
PCI:	Project Concern International
PO-RALG:	President's Office Regional Administration and Local Governments
RCC:	Regional Consultative Committee
SUA:	Sokoine University of Agriculture
TFNC:	Tanzania Food and Nutrition Centre
WASH:	Water Sanitation and Hygiene
WFP:	World Food Program



DEFINITION OF TERMS

Food:	Any safe substance consumed to provide nutritional support and which is culturally acceptable
Basic Education:	Pre-primary, primary and secondary (Form 1 - 4) levels of education
Nutrition:	The process whereby the body obtains nutrients from food that are necessary for health
Balanced diet:	Diet composed of variety of five food groups with sufficient nutrients required in the human body
Malnutrition:	Undernutrition or overnutrition resulting from unhealthy eating or diseases
Short term hunger:	Day starving (missing some meals in a day like breakfast or lunch)
Hidden hunger:	Deficiency of micronutrients (vitamin and/or minerals) in the body



Education Stakeholders: People who can affect or be affected by education affairs such as Sectoral Ministries, Departments and Agencies, Private Sector, Development Partners, United Nation (UN) agencies, Civil Society Organizations (CSO), Faith Based Organizations (FBOs), International and local Non-Governmental Organizations, parents/guardians, communities, students and Media



TABLE OF CONTENTS

Preface.....	i
Acknowledgements.....	iii
Ackronyms/Abbreviations.....	v
Definitio of Terms.....	vi
Table of Contents.....	viii
Section One.....	1
School Feeding and Nutrition Service.....	1
1.1 Introduction.....	1
1.2 Background.....	2
1.3 Importance of the Guideline.....	5
1.4 Objectives of the Guideline.....	6
1.5 Users.....	6
1.6 Beneficiaries.....	7
Section Two.....	8
Implementation of School Feeding and Nutrition Service.....	8
2.1 Introduction.....	8
2.2 Policy Background.....	8
2.3 Procedures for Food Procurement.....	9
2.4 Types of Food.....	12
2.5 Basic Requirement for Provision of Food and Nutrition Service.....	13
2.6 Health and Nutrition Services.....	13
2.7 Food Adequacy and Unit Standards.....	14
2.8 Record Keeping.....	15
2.9 Food Quality Control.....	15



2.10 School Based Food Production.....	16
2.11 Facilitation for Food Production.....	17
Section Three.....	18
Roles and Responsibilities.....	18
3.1 Introduction.....	18
3.2 Roles and Responsibilities of Education Stake Holders.	18
Section Four.....	31
Sustainability of School Feeding and Nutrition Service.....	31
4.1 Introduction	31
4.2 Sustainability of School Feeding and Nutrition Service..	31
Section Five.....	3
Monitoring and Evaluation of School Feeding and Nutrition Service.....	34
5.1 Introduction.....	34
5.2 Implementation Indicators for School Feeding and Nutrition Service.....	34
5.3 Report Writing and Presentation.....	37
5.4 Monitoring and Supportive Supervision.....	39
5.5 Stakeholders' Meetings.....	40
Appendices.....	41
References.....	45



SECTION ONE

SCHOOL FEEDING AND NUTRITION SERVICE

1.1 Introduction

Availability of food and nutrition service to students while at school is an important issue. Studies show that the provision of food, nutrition service in schools helps to improve students' health; increases attendance and attention in classes; academic performance; and reduces truancy (Maijo, 2019; Lukindo, 2018; WFP, 2013). In this view, the Ministry of Education, Science and Technology decided to develop the National Guideline for School Feeding and Nutrition Service for Basic Education Students.

It is anticipated that the effective implementation of this Guideline will contribute to the elimination of the prevailing short-term and hidden hunger to students, hence improves their nutritional and health status. This, in turn, will enable students to acquire the intended knowledge, skills and competences necessary for their own life and the national development at large.

This document guides the implementers on the effective establishment, coordination and management of school feeding programs. The Guideline is composed of five sections; namely, school feeding and nutrition service; implementation modalities of school feeding and nutrition service; roles and



responsibilities; sustainability of school feeding program; and monitoring and evaluation (M & E).

1.2 Background

The provision of food and nutrition service in schools aims at increasing students' enrolment, attendance and attention in classes, and general academic performance. Also, the implementation of this Guideline will enable Basic Education Students to successfully contribute to the national development plans. There have been various efforts to improve food and nutrition service at school purposely to sustain the nutrition and health status of students which is associated with education benefits across national, regional and global levels.

Food and nutrition service is one of the important cross-cutting issues that can contribute to achieve Sustainable Development Goals (SDGs) in a country by 2030. The specific goals that were considered for the development of this Guideline include:

- Goal Number 1: no poverty;
- Goal Number 2: zero hunger;
- Goal Number 3: good health and well-being;
- Goal Number 4: equitable and quality education;
- Goal Number 5: gender equality;
- Goal Number 6: clean water and sanitation (WASH); and
- Goal Number 17: partnerships to achieve the goals.

Nevertheless, the World Food Programme (WFP) policy and research report from Food and Agriculture Organization (FAO)



recommend each country to have school feeding and nutrition programs. Moreover, the African Union (AU) insists that each member state should put an emphasis on the provision of food and nutrition service to students.

This Guideline is part of the implementation of the WFP and FAO 2018 - 2020 Action Plan on the provision of food and nutrition service in schools; by focusing on home grown food crops. The implementation of the plan will stimulate food production at household and school level. The outcome of this plan will lead to elimination of short term hunger; improvement of health and nutrition status of students, increasing access to quality education and completion rate in the areas where the plan is implemented.

Also, the 3rd African Day of School Feeding Meeting (ADSF) that was held in Zimbabwe in March, 2018 reported that Gambia, Zimbabwe, Benin, Burkina Faso, Guinea Bisau, Niger, Ivory Coast and Burundi successfully implemented the program (ADSF, 2018).

In Tanzania, school feeding and nutrition service is provided jointly by the Government, communities and other stakeholders including private sector. The Education and Training Policy of 2014 emphasizes on the need for schools and colleges to have access to basic public services including nutritious meals, communications, electricity, clean and safe water, and health services. In addition to the policy, the Government



issued the Education Circular No. 3 of 2016 on implementation of Fee Free Education. The Circular has outlined the roles of education stakeholders in various levels including parents/guardians and communities. One of the responsibilities of these stakeholders is to collaborate with school leadership to ensure provision of food and nutrition service to students while at school.

In 2019, the MoEST in collaboration with PCI conducted a study in 120 schools in 12 councils of 7 regions in Tanzania Mainland. The study findings indicated that there was a need to improve provision of food and nutrition service to Basic Education students while at school. The study further revealed that provision of food and nutrition service was effective in areas where parents and communities were contributing. It was found that in some areas parents/guardians collaborated with development partners to make arrangements for contributing food and nutrition and other services as described in Section two of this Guideline. The study further observed that implementation of school feeding and nutrition service in related areas had benefited in improving nutrition status, health, enrolment, attendance, academic performance and reduced truancy and dropouts among students.

Similarly, the study found that parents and community responses and awareness on the provision of food and nutrition service in some areas were low, which calls for more advocacy and awareness creation. However, the presence of



policy, experts and Government commitment and availability of water sources were noted as the opportunities. Therefore, based on the above identified challenges and opportunities, this guideline has been developed at the right time to ensure effective provision of the service.

1.3 Importance of the Guideline

The justification to have this Guideline on school feeding and nutrition service is based on the fact that Tanzania Mainland has never had such a Guideline before. This idea has been supported by the study that was conducted in 33 middle and lower income countries. The results from this study show that 17 countries (52%) had put in place the guidelines on school feeding service (FAO, 2019; WFP, 2009). Although, Tanzania was not among the studied countries, yet the Government has considered such findings in developing this Guideline.

Statistics show that by 2019 there were 22,772 registered Basic Education Schools, both Government and Non-Government; and the number is increasing. This calls for the need to expand and improve food and nutrition service in schools. Nevertheless, the experience shows that there are stakeholders, private sector and organizations that are actively operating on such as service without proper coordination. Therefore, this document will act as an instrument to guide education stakeholders at all levels.



1.4 Objectives of the Guideline

1.4.1 General Objective

To guide supervisors, implementers and stakeholders on the best ways to participate, supervise, implement and improve food and nutrition service to Basic Education Students.

1.4.2 Specific Objectives

- i. To guide key actors on sustainable provision of food and nutrition service in schools;
- ii. To guide on standard procedures and requirements for effective operationalization and enabling food availability in schools;
- iii. To guide key actors on how to widen the scope of contributors on the school feeding and nutrition service;
- iv. To provide key actors with types and unit standards for the food and nutrition service for students;
- v. To guide on how to plan and implement sustainable strategies for school feeding and nutrition service; and
- vi. To provide guidance on supervision, monitoring and evaluation of service delivery performance.

1.5 Users

The intended users of this Guideline are leaders and Government officials at Ministerial levels, Departments and Government institutions, regions, councils, NGOs, private sector, media and Development Partners. Other targeted



users are Local Government Authorities at ward, village/mtaa, school committees/boards, teachers, parents/guardians and community at large.

1.6 Beneficiaries

The targeted beneficiaries are Basic Education Students in both Government and Non-Government schools.



SECTION TWO

IMPLEMENTATION OF SCHOOL FEEDING AND NUTRITION SERVICE

2.1 Introduction

Provision of school feeding and nutrition service is important for better student's health, attendance, and reducing truancy and hence improved overall performance. This Section provides policy background and relevant provisions that back up initiatives to support student to acquire food and nutrition service while at school. Other areas covered include how schools will produce and obtain food from contributions; basic standards and requirements for compliance; and types of health and nutrition services that could accompany food provision. The aspect of food control in order to ensure quality and safety has been highlighted. Finally, the Section describes how schools will be enabled to effectively implement the provision of food and nutrition service in their local context.

2.2 Policy Background

Implementing provision of food and nutrition service in schools has complied with the Health Policy of 2007, Education and Training Policy of 2014 together with the National Multi-sectoral Nutrition Action Plan (NMNAP) 2016/17 - 2020/21. Also, the second Five Years National Development Plan (2016/17 - 2020/21) stresses food and nutrition security issues.



Education and Training Policy of 2014 outlines Government's commitments and priorities to be implemented in collaboration with education stakeholders.

These include friendly environment and provision of basic services in schools. It emphasizes that the Government will ensure provision of basic services including nutritious food, communication, electricity, safe water, health services in schools and colleges (MoEST, 2014, Pg. No. 33). It further emphasizes that the Government will maintain conducive environment for provision of food and nutrition service (MoEST, 2014, Pg. No. 33).

In addition, this document guides parents/guardians and other education stakeholders on the modalities for contributing food items/commodities to schools, particularly day scholars while students in boarding schools (public and private) will continue with the existing arrangements. Therefore, it is emphasized that in line with existing policies and regulations, parents/guardians and communities will be mandated to be the main source of food contributions to schools.

2.3 Procedures for Food Procurement

Currently, for those schools implementing school feeding programs in the country, it has been noted that the operational procedures are diverse from one school to another. Furthermore, the magnitude of the problem of students running hungry while at school has been predominant in day



schools as opposed to boarding schools. Therefore, through this Guideline the procurement of food items and service will be guided for the success provision of school feeding service to Basic Education Students. However, it is acknowledged that the main source of food items will be obtained from parents/guardians contributions and communities. On top of that food is expected to come from school farms and various stakeholders.

Statistics show that between 50 and 70 percent of schools have not yet introduced feeding programs. Among the schools that provide food and nutrition service, there are schools that feed their students for all the five school days while other schools feed their students occasionally. Besides, there are schools that restrict food services to students whose parents contributed (MoEST, 2019 Pg. No. 3). In this regard, guiding the key actors on how to solicit food items is crucial. Therefore, the following are the key procedures for soliciting food items/ commodities:

2.3.1 Sources of Food Contribution

Food stuffs for students will be obtained from the following sources:

- i. Government for public boarding schools;
- ii. Private school owners for both day and boarding schools;
- iii. Parents/guardians with students in public day schools;
- iv. Education stakeholders;



- v. Development Partners;
- vi. Private sector; and
- vii. Schools through production projects such as farming, poultry and beekeeping, aquaculture, animal husbandry and gardening.

2.3.2 Types of Contributions

- i. Food items/commodities;
- ii. Labor force;
- iii. Infrastructure and related equipment;
- iv. Facilitations (technical capacity building); and
- v. Financial contributions.

2.3.3 Modalities for Contributions

- i. School management will ensure the establishment of parents/guardians' committee responsible for overseeing food items contributions;
- ii. Village/mtaa authorities will supervise the process of establishing parents/guardians food committee during parents/guardians meeting that will involve students' representatives;
- iii. The parents/guardians food committee will oversee all matters related to provision of food and nutrition services in the school;



- iv. School Committees/Boards will be responsible for the supervision and monitoring of the availability and delivery of food and nutrition service in schools;
- v. Public boarding schools will continue receiving food from the Government as per existing procedures; and
- vi. The support from other actors such as Non-Governmental Organisations (NGOs), Civil Society Organisations (CSOs), Faith Based Organisations (FBOs), Development Partners (DPs), Private Sector and celebrities will be provided to schools in accordance to guidelines and agreements with the responsible ministries.

2.4 Types of Food

Schools will provide food to students in accordance with the required standards depending on locally available food stuffs. It is emphasized that whenever possible, food items should be fortified. Experience shows that most societies in the country are capable of producing food crops such as cereals, roots/tubers, legumes, vegetables, fruits and animal source food. Therefore, this Guideline provides for:

- i. Parents/guardians should contribute foods that are locally available especially cereals, legumes and nuts; and



- ii. Parents/guardians committee will ensure the availability of other food items such as vegetables, fruits, oils, meat, milk and iodated salt are supplied.

2.5 Basic Requirements for provision of Food and Nutrition Service

2.5.1 Infrastructure and Equipment

Enabling and adequate infrastructure and equipment necessary for the provision of food and nutrition service in schools should be in place. These include: spacious and well ventilated kitchen building with fuel efficient stove, storage facility, water supply, cooking and serving utensils, canteen facility, garbage disposal facility, and appropriate hygiene and sanitation facilities.

2.5.2 Remuneration for service providers

Parents/guardians committee will collect monetary contributions from parents/guardians for the purpose of remunerating service providers as agreed during their meetings.

2.5.3 Other Requirements

Fuel, cooking oil, salt, sugar and other related items will be purchased using money contributed by parents/ guardians.

2.6 Health and Nutrition Services

- i. Health and nutrition services including vaccinations, medical screening or examination, nutrition



status assessment, deworming and treatment of schistosomiasis (a disease caused by parasitic worms) drugs are relevant services that could accompany food provision. Other services are micronutrient supplementation for those in need (e.g. iron tablets) as per Government guidelines;

- ii. Play grounds and sports gears are important for students' health hence should be available;
- iii. Nutrition education should be disseminated by engaging appropriate professionals, establishing nutrition clubs and other possible strategies; and
- iv. Cooks and other food service providers should adhere to health care practices that include regular health checkups, personal hygiene and hand washing practices.

2.7 Food Adequacy and Unit Standards

- i. Students should be provided with food every school day;
- ii. Students should be provided with balanced diet (meeting most of nutrient requirements) and sufficient quantity of food (see Appendix 1);
- iii. Provision of lunch to day scholars should be mandatory. Additional meals may be provided as an option depending on the capacity and arrangements of school.



- iv. Boarding school students in both public and private schools will be provided with food and nutrition service as per existing procedures.

2.8 Record Keeping

- i. The school should put in place recording system on food contributions, storage and distribution from the storage facility for the sake of accountability;
- ii. There should be capacity building for the record keepers;
- iii. For the transparency and accountability purposes, information on status of food contributions and consumptions should be shared on quarterly basis with parents/guardians and posted on school noticeboard.

2.9 Food Quality Control

- i. Food quality control should take place by assessing and testing food items in order to ascertain required quality and safety standards;
- ii. Food items should be handled and stored in clean and safe environment;
- iii. Schools are encouraged to improvise storage mechanisms during bumper harvest of some seasonal food crops such as fruits, roots, tubers and vegetables;



- iv. Food particularly cereals must be stored to maintain good condition to avoid loss, contamination and spoilage, for example mycotoxins poisoning including aflatoxin in cereals, beans and groundnuts;
- v. Expired food stuff should be disposed as per Government regulations;
- vi. Education sessions on food handling, preservation and storage should be conducted on regular basis;
- vii. Donated food must be fortified and verified by Tanzania Bureau of Standards; and
- viii. Nutrition educational sessions on health eating should be provided in schools using experts.

2.10 School Based Food Production

Schools should design and implement self-reliance projects that intend to complement the food contributions from parents/guardians and other donors. These self-reliance projects will also benefit students with knowledge, skills, attitudes and practices toward becoming self-reliant and productive. Such projects should not be limited to crop production but also to livestock, poultry and bee keeping, aquaculture and horticulture. Schools with adequate land should set aside pieces of land for these operations.



2.11 Facilitation for Implementation

- i. Advocacy, sensitization and mobilization on provision of food and nutrition service in schools should be prioritized as key interventions to all education stakeholders;
- ii. Education on health and nutrition service should be frequently provided to the community at all levels;
- iii. Provide capacity building to supervisors and implementers on various aspects including supervision, management, monitoring and evaluation of food and nutrition service in schools;
- iv. Ensure integration of provision of food and nutrition service agenda in all multisectoral stakeholders' forums; and
- v. Ensure there is transparency and accountability at all levels of implementation in order to promote and encourage community readiness.



SECTION THREE

ROLES AND RESPONSIBILITIES

3.1 Introduction

This section outlines the roles and responsibilities of various stakeholders on provision of food and nutrition service in schools from national to school levels. The main purpose of the section is to facilitate the effective provision of the service. Delivery of these services is a shared responsibility between government and all education stakeholders. The roles and responsibilities of key actors consider the following main aspects: supervision, overseeing and coordinating; food production and/or procurement, processing and storage; and parents/guardians and community participation in decision making.

3.2 Roles and Responsibilities of Education Stakeholders

Provision of food and nutrition service is a cross-cutting issue, hence calls for active involvement of various sectors. This section describes key actors and their responsibilities.

3.2.1 Ministry of Education, Science and Technology

- i. To ensure the provision of food and nutrition service to basic education students in collaboration with stakeholders complies with the existing policies, regulations and guidelines;



- ii. To collaborate with PO-RALG in reviewing Basic Education data collection instruments for the purpose of integrating food and nutrition service indicators in the existing Basic Education Information Management System (BEMIS);
- iii. To collaborate with PO-RALG to coordinate and harmonise various stakeholders' initiatives on food and nutrition service in schools;
- iv. To collaborate with PO-RALG to prepare annual implementation report on food and nutrition service in schools;
- v. To coordinate annual stakeholders' meetings on food and nutrition service delivery;
- vi. To monitor, provide supportive supervision and conduct evaluation annually;
- vii. To participate in various local and international platforms on school feeding and nutrition service; and
- viii. To collaborate with PO-RALG to collect data on school feeding and nutrition service interventions implemented by various stakeholders in order to create national database.



3.2.2 President's Office - Regional Administration and Local Governments (PO-RALG)

- i. To coordinate implementation of school feeding and nutrition service delivery to Basic Education Students at all levels;
- ii. To prepare annual work plan for supervision, monitoring and evaluation of school feeding and nutrition service delivery;
- iii. To identify contributors and implementers of school feeding and nutrition service and monitor their performance;
- iv. To collaborate with MoEST to analyse and consolidate councils' implementation reports on school feeding and nutrition service delivery for taking appropriate decisions and measures;
- v. To collaborate with the MoHCDGEC to ensure school feeding and nutrition service is incorporated in the annual Joint Multisectoral Nutritional Review (JMNR);
- vi. To collaborate with MoEST to share the country progressive status on school feeding and nutrition service plans and implementation to stakeholders' platforms;
- vii. To coordinate provision of health and nutrition service including vaccination, treatment of schistosomiasis and



deworming, nutrition status assessment, medications, micronutrients supplementation and nutritional counseling in schools;

- viii. To coordinate and scale-up interventions for nutrition and health education, disease prevention (infectious, non communicable, and zoonotic diseases) in schools;
- ix. To mobilize, promote and encourage communities to produce more food crops and consume highly nutritious food, including fortified food;
- x. To mobilize communities on animal husbandry, aquaculture, and consumption of animal source foods in schools;
- xi. To conduct monitoring and evaluation of school feeding and nutrition service delivery in collaboration with MoEST; and
- xii. To collaborate with MoEST to collect data on school feeding and nutrition service interventions implemented by various stakeholders in order to create national database.

3.2.2.1 Regional Level

- i. To sensitize education stakeholders to provide food and nutrition service in schools;
- ii. To ensure the provision of school feeding and nutrition service is integrated in the regional annual plans;



- iii. To coordinate plans and activities related to school feeding and nutrition service to students;
- iv. To coordinate and oversee implementation of the education guidelines on school feeding and nutrition service in schools;
- v. To conduct monitoring and evaluation of school feeding and nutrition service delivery within the region and to share feedback to Regional Consultative Committee (RCC), PO-RALG and MoEST; and
- vi. To document and consolidate information on school feeding and nutrition service interventions from the councils.

3.2.2.2 Council Level

- i. To sensitize education stakeholders to implement school feeding and nutrition service;
- ii. To ensure the availability of human, financial and material resources for school feeding and nutrition service delivery;
- iii. To ensure the provision of school feeding and nutrition service is integrated in the councils' annual plans;
- iv. To sensitize parents/guardians and communities through Local Government Authority leaders to participate in school feeding and nutrition service delivery by engaging



them in crop production, food contributions, water services, source of fuels, labor force, equipment for storage and cooking and/ or monetary contributions;

- v. To control food quality and safety by providing education and setting strategies for ascertaining the required quality and safety standards.
- vi. To coordinate provision of health and nutrition service including vaccination, treatment of schistosomiasis and deworming, nutrition status assessment, medications, micronutrients supplementation, nutritional counseling and provide referral services in schools;
- vii. To sensitize the communities on production activities such as farming, poultry and bee keeping, aquaculture, animal husbandry and horticulture (vegetables and fruits);
- viii. To collaborate with education stakeholders to conduct capacity building training to implementers and provide consultation service to Local Government Authorities on provision of food and nutrition service in schools;
- ix. To conduct monitoring and evaluation of school feeding and nutrition service delivery within the council;
- x. To document and report on school feeding and nutrition service status to regional authorities; and



- xi. To collect data on school feeding and nutrition service from schools and submit to PO-RALG through the existing information management systems.

3.2.2.3 Ward Level

- i. To receive proposals on food and nutrition service from schools and villages/mitaa, and integrate them in the ward development plans;
- ii. To oversee the availability of food and nutrition service to schools within the ward;
- iii. To collaborate with village/mitaa leaders in mobilizing parents/guardians and communities to contribute on the food and nutrition service in schools;
- iv. To collaborate with experts in conducting training and consultative service on food and nutrition service in schools;
- v. To collaborate with the village/mitaa leaders and schools in ensuring that students' challenges concerning food, health and nutrition are being addressed and reported to the council for action;
- vi. To conduct regular monitoring and evaluation on availability, storage and consumption of food in schools and submit quarterly reports to the council; and
- vii. To oversee the implementation of school feeding and nutrition service in accordance to by-laws.



3.2.2.4 Village/Mtaa Level

- i. To prepare village/mtaa development plans that incorporate school feeding and nutrition service;
- ii. To design strategies for ensuring sustainable provision of school feeding and nutrition service;
- iii. To oversee the implementation of school feeding and nutrition service in accordance to by-laws;
- iv. To mobilize parents/guardians and communities to provide food and nutrition service in schools;
- v. To collaborate with school management in ensuring the availability of clean and safe water;
- vi. To ensure availability of enabling infrastructure (food store, kitchen, stove, dining space, toilets) to support the provision of food and nutrition service in schools;
- vii. To ensure there is a record book for food items and equipment contributions from parents/guardians and community; and
- viii. To collaborate with school management to ensure accountability on the food contributions from parents/guardians and community.



3.2.3 School Level

- i. To collaborate with parents/guardians and community to design and implement strategies for ensuring sustainable provision of school feeding and nutrition service;
- ii. To collaborate with parents/guardians food committee to report on collections and consumptions/spending of their contributions to the village/ mtaa councils and ward for further action;
- iii. To ensure reports on food contributions and consumptions are shared transparently by displaying on village/mtaa and school noticeboards;
- iv. To ensure availability of a store keeper who is appointed by parents/guardians food committee for proper storage of foods items and equipment;
- v. To ensure there is proper storage of food to avoid nutrient loss, contamination and spoilage;
- vi. To ensure the involvement of students' representatives to the food committee who present concerns on provision of food and nutrition service raised by their fellow students; and
- vii. To ensure that meals prepared and served to students comply with the Minimum Acceptable Diet (MAD), at least any four out of five food groups.



3.2.4 Parents/Guardians and Community

- i. To participate in parents/guardians' meetings to deliberate on suitable modalities in implementing the provision of food and nutrition service in a school;
- ii. To collaborate with village/mtaa authorities and school management to establish parents/guardians food committee;
- iii. To contribute food and other related items necessary for the provision of food and nutrition service in a school based on their agreements;
- iv. To contribute their labor force in the construction of enabling infrastructure such as food store, kitchen, stove, dining space, and toilets to support provision of food and nutrition service in schools; and
- v. To contribute in production of bio-fortified crops, vegetables, fruits and animal source foods.

3.2.5 Other Sector Ministries

The sector ministries involved in the provision of food and nutrition service in schools include: Prime Minister's Office, Ministry of Finance and Planning; Ministry of Health, Community Development, Gender, Elderly and Children; Ministry of Energy; Ministry of Minerals; Ministry of Water; Ministry of Natural Resources and Tourism; Ministry of Agriculture; and Ministry of Livestock and Fisheries. These ministries will execute their



roles and responsibilities in collaboration with MoEST and PO-RALG. Some of those roles and responsibilities include:

- i. To provide professional advice and capacity building to implementers of this Guideline;
- ii. To mobilize additional resources for the implementation of school feeding and nutrition service;
- iii. To participate in supportive supervision, monitoring and evaluation of school feeding and nutrition service delivery; and
- iv. To participate in various local and international platforms on school feeding and nutrition service.

3.2.6 Education Stakeholders and Development Partners

- i. To complement Government and communities efforts on school feeding and nutrition service by contributing resources as described in section 2.3.2;
- ii. To design and facilitate implementation of school feeding and nutrition programs and projects;
- iii. To participate in supportive supervision, monitoring and evaluation of school feeding and nutrition service delivery;
- iv. To participate in various local and international platforms on school feeding and nutrition service; and



- v. To provide professional advice and capacity building to implementers of this Guideline.

3.2.7 Private Sector

- i. To sensitize community to participate effectively in the implementation of school feeding and nutrition service;
- ii. To contribute to the availability of food and nutrition service in schools;
- iii. To provide technical and professional advice on the implementation of school feeding and nutrition service as per the national guidelines;
- iv. To participate in food fortification, including production of bio-fortified food crops; and
- v. To participate in the construction of enabling infrastructure for provision of food and nutrition service in schools.

3.2.8 Research Institutions

- i. To conduct research related to school feeding and nutrition service; and
- ii. To disseminate the research findings on school feeding and nutrition service in local and international forums.



3.2.9 Media

- i. To participate in awareness creation on the importance and benefits of school feeding and nutrition service;
- ii. To participate in advocating and sensitizing programs that aim at influencing active engagement of communities and stakeholders in contributing on school feeding and nutrition service.

3.2.10 Parents/Guardian's Food Committee

- i. To collect food items, equipment and financial contributions from parents/guardians and communities;
- ii. To prepare and keep food items, equipment, financial contributions, and expenditure records;
- iii. To prepare reports on food contributions and consumptions and share with parents/guardians;
- iv. To collaborate with school management in storing the contributed food items, equipment, and managing financial resources;
- v. To ensure availability of a cook based on health care practices; and
- vi. To ensure the availability of funds for service provider's remunerations.



SECTION FOUR

SUSTAINABILITY OF SCHOOL FEEDING AND NUTRITION SERVICE

4.1 Introduction

Success in the provision of school feeding and nutrition service depends on the sustainability of the program. Sustainability means the reliable availability of school feeding and nutrition service throughout. This section provides guidance on how to ensure sustainability of school feeding and nutrition service throughout. In this case, it is expected that every responsible person will fulfill his/her roles in order to achieve the intended goal.

The accomplishment of this task relies on some strategies that will make this service sustainable as described in Appendix No. 2. However, these strategies are not exhaustive as there is always a room for improvement by key actors of the Guideline to suit their actual environments and settings.

4.2 Sustainability of School Feeding and Nutrition Service

Provision of sustainable school feeding and nutrition service is an important aspect that requires a well organized process of mobilizing resources through participation and sensitization of parents/guardians, entire community as well as stakeholders to contribute food service in schools; capacity building of



stakeholders at various levels; coordination of the contributions from the private sector and stakeholders; to prepare workplan for the implementation of the service; transparency and accountability; and monitoring and evaluation of the service. For sustainability of this service, the following should be observed:

4.2.1 Capacity building at Various Levels

To provide capacity building to implementers of the Guideline on school feeding and nutrition service; and conduct monitoring and evaluation of the training.

4.2.2 Stakeholders Involvement and Mobilization

Public and private boarding schools are obliged to provide food and nutrition service to the students. The provision of school feeding and nutrition service in public day schools is the responsibility of parents/guardians in collaboration with education stakeholders or development partners. Mobilisation of all these stakeholders is therefore mandatory and it should not be a one time activity. Mobilisation can be done by involving experts, Government and political leaders, private sector, media personnel and celebrities.

4.2.3 Coordination of Private Sector Contributions

There should be a National Plan to coordinate contributions and programs conducted by stakeholders including private sector and NGOs in improving the provision of school feeding and nutrition service.



4.2.4 Preparation of Implementation Work Plan

There should be a work plan indicating estimates of actual needs in implementing the school feeding and nutrition service. The work plan can include various production activities such as farming, aquaculture, poultry and livestock keeping, and horticulture.

4.2.5 Transparency and Accountability

Strengthening of transparency and accountability is crucial for effective overseeing and implementation of food and nutrition service in schools. Transparency and accountability involves sharing of updated information with parents/guardians and communities about progresses on food availability, revenues and expenditures. Proper supervision also contributes to sustainable and quality delivery of the service.

4.2.6 Monitoring and Evaluation

Monitoring and evaluation of school feeding and nutrition service is an important aspect. Monitoring and Evaluation reports will help to identify challenges and find ways to rectify them in order to make school feeding and nutrition service sustainable.



SECTION FIVE

MONITORING AND EVALUATION OF SCHOOL FEEDING AND NUTRITION SERVICE

5.1 Introduction

This section describes how the implementation of this Guideline will be monitored and evaluated at different levels. These levels include school, village/mtaa, ward, council, regional and national. The monitoring and evaluation will be conducted based on the indicators as they are identified in this Guideline. The indicators for specific objectives are identified in order to provide the status of the implementation of the Guideline. Also, these indicators will be incorporated in the existing sector information systems.

5.2 Implementation Indicators for School Feeding and Nutrition Service

Indicators used to measure the implementation of the provision of school feeding and nutrition service are derived from the main and specific objectives of this Guideline.

5.2.1 Indicators for Specific objective (i): “To guide key actors on sustainable provision of food and nutrition service in schools”

- i. Percentage of schools with Government policy, circular and guidelines relating to school feeding and nutrition service; and



- ii. Percentage of schools implementing school feeding and nutrition service in accordance with Government policies, circular, and guidelines.

5.2.2 Indicators for specific objective (ii): “To guide on standard procedures and requirements for effective operationalization and enabling food availability in schools”

- i. Percentage of schools with good food storage facilities;
- ii. Percentage of schools with kitchen and cooking facilities;
- iii. Percentage of schools with cafeteria/dining space;
- iv. Percentage of schools with parents/guardians food committee;
- v. Percentage of schools implementing school feeding and nutrition service; and
- vi. Percentage of schools providing at least four food groups in a meal.

5.2.3 Indicators for specific objective (iii): “To guide key actors on how to widen the scope of contributors on the school feeding and nutrition service”

- i. Percentage of schools providing food and nutrition service by the support of development partners;
- ii. Number of organizations in a region (stakeholders) complementing government/community efforts in providing school feeding and nutrition service;



- iii. Number of private sectors engaged in providing school feeding and nutrition service.

5.2.4 Indicators for specific objective (iv): “To provide key actors with types and unit standards for the food and nutrition service for students”

- i. Percentage of schools with a weekly timetable indicating days when meals are served;
- ii. Percentage of day schools providing food service in five days a week;
- iii. Percentage of schools with proper food storage facilities that comply with required national standards; and
- iv. Percentage of schools adhering to quality standards of food served.

5.2.5 Indicators for specific objective (v): “To guide on how to plan and implement sustainable strategies for school feeding and nutrition service”

- i. Number of parents meetings to mobilise contributions for the provision of school feeding and nutrition service;
- ii. Percentage of schools reporting on the contribution for feeding and nutrition service;
- iii. The percentage of school committees in the council that were sensitized;



- iv. Number of radio and TV programs or news articles that mobilised communities to provide school feeding and nutrition service; and
- v. Number of social and behavioral change communication materials (printed and audio-visual materials) on school feeding and nutrition service found in schools.

5.2.6 Indicators for specific objective (vi): “To provide guidance on supervision, monitoring and evaluation of service delivery performance.”

- i. Percentage of schools with project proposals on the contribution for school feeding and nutrition service;
- ii. Percentage of schools with farms to produce crops that contribute in feeding and nutrition service;
- iii. Percentage of schools with gardens to produce vegetables and fruits to improve the provision of school feeding and nutrition service.

5.3 Report Writing and Presentation

This section presents the explanations on the recommended format for preparation and sharing of reports on school feeding and nutrition service in schools as follows:

- i. The existing information collection structures such as Basic Education Statistics in Tanzania (BEST) and Health Management Information System (HMIS) will



- be used to share information about school feeding and nutrition service;
- ii. Reports on school feeding and nutrition service will be processed at school level through the service registers for school feeding and nutrition service;
 - iii. Reports on school feeding and nutrition service shall be verified and approved by the school committee or school board before sending to the ward and councils;
 - iv. Reports on school feeding and nutrition service from the council shall be verified and approved by Education, Health and Water Committee before submitted to regional level;
 - v. The councils will provide feedback to the respective school so as to work on the recommendations that will be provided for the sake of improving the provision of school feeding and nutrition service;
 - vi. Reports on school feeding and nutrition service from the regional level shall be verified and approved by Education Department before sending to PO-RALG;
 - vii. The regions will provide feedback to the councils so as to work on the recommendations that will be provided for the sake of improving the provision of school feeding and nutrition service; and



- viii. Reports on school feeding and nutrition services from PO-RALG shall be verified and approved by Education Administration Department before submitted to the MoEST.

5.4 Monitoring and Supportive Supervision

For successful implementation of this Guideline there should be proper monitoring and supportive supervision at all levels. This will help to realise the achievements and challenges by doing the following:

- i. A team of experts from the national level representing multi-sectors will conduct monitoring and provide supportive supervision once per year;
- ii. Monitoring and supportive supervision at regional, council, ward, and village levels will be conducted quarterly at the respective school;
- iii. After conducting supportive supervision, a team of experts shall provide feedback to the respective school and provide recommendations for further improvements of school feeding and nutrition service; and
- iv. The schools will prepare their work plans for the implementation of the recommendations provided by the team of experts, and the outcomes of the implementations will be submitted to another team of expert that will be coming for the next round of supportive supervision.



5.5 Stakeholders' Meetings

Stakeholders' meetings are important for discussing and reviewing the progress on the provision of school feeding and nutrition service in various levels. They can also recommend on how to improve the school feeding and nutrition service to Basic Education students.

The following are the procedures for the stakeholders' meetings:

- i. Meetings to discuss progress of the provision of school feeding and nutrition service will be convened as highlighted in this Guideline by involving inclusive nutrition committees at the village/mtaa, ward, council, regional and national levels;
- ii. Inclusive committee members on nutrition will receive reports from the officers responsible for school feeding and nutrition service as per this Guideline;
- iii. Inclusive committee members on nutrition at village/mtaa and ward will meet monthly to discuss the progress of school feeding and nutrition service in their respective areas;
- iv. Inclusive committee members on nutrition at council and regional levels will be meeting quarterly to discuss progress of school feeding and nutrition service in their respective councils and regions; and
- v. Inclusive committee members on nutrition at the national level will be meeting bi-annually to discuss the progress of school feeding and nutrition service in the country.



APPENDICES

Appendix 1: Requirements and Standards for School Feeding

In order to meet nutritional requirements for students, the following should be observed when providing food and nutrition service at school;

i. Time spent by students at school

Table 1: Number of hours per day a student spends while at School

Time	Food requirement
7am - 12 noon (half day)	Food served should meet 30 - 45 percent of the daily recommended body nutritional requirements.
Day school	Food served should meet 60 - 75 percent of the daily recommended body nutritional requirements.
Boarding School	Food served should meet 100 percent of the daily recommended body nutritional requirements.

ii. Food quality

- Meals given to students should incorporate various food groups such as; i) cereals/roots/tubers/and green banana; ii) Pulses, legumes and animal source foods; iii) vegetables; iv) fruits; and v) oils and sugar and honey;
- It is recommended that schools should include at least any four out of five food groups mentioned above in each meal;



- Schools are insisted to design and change menu at least once per week (avoid food monotonous) for school children to be able to access diversified diets;
- Whenever possible, it is recommended to use fortified foods in students' meals; for instance, cooking oil fortified with vitamin A, maize flour fortified with iron and zink, iodized salt, and bio-fortified crops such as beans, maize, and orange fleshed sweet potatoes; and
- Food preparation and cooking should consider moderate use of oil/fats, salt and sugar to prevent health consequences to the consumers.

iii. **Food Safety**

- Hygiene and food safety measures should be observed during food preparation, serving and while eating;
- Students should be emphasized to drink plenty clean and safe water; and
- Cooks should undergo health checkup after every six months.

iv. **Culturally Acceptable Food**

- Food cooked and served to students should be culturally acceptable in that particular community; and
- Schools are emphasized to use local foods, or foods available in specific seasons. This will reduce cost of implementing school feeding program for sustainability.



v. Appropriate Nutritional Requirement by Age and Food Groups

- Food and meals served at schools should meet minimum daily nutritional requirements for students as described in the following table:

Table 2: Estimates of food requirements for a single meal estimates in a meal per child per day

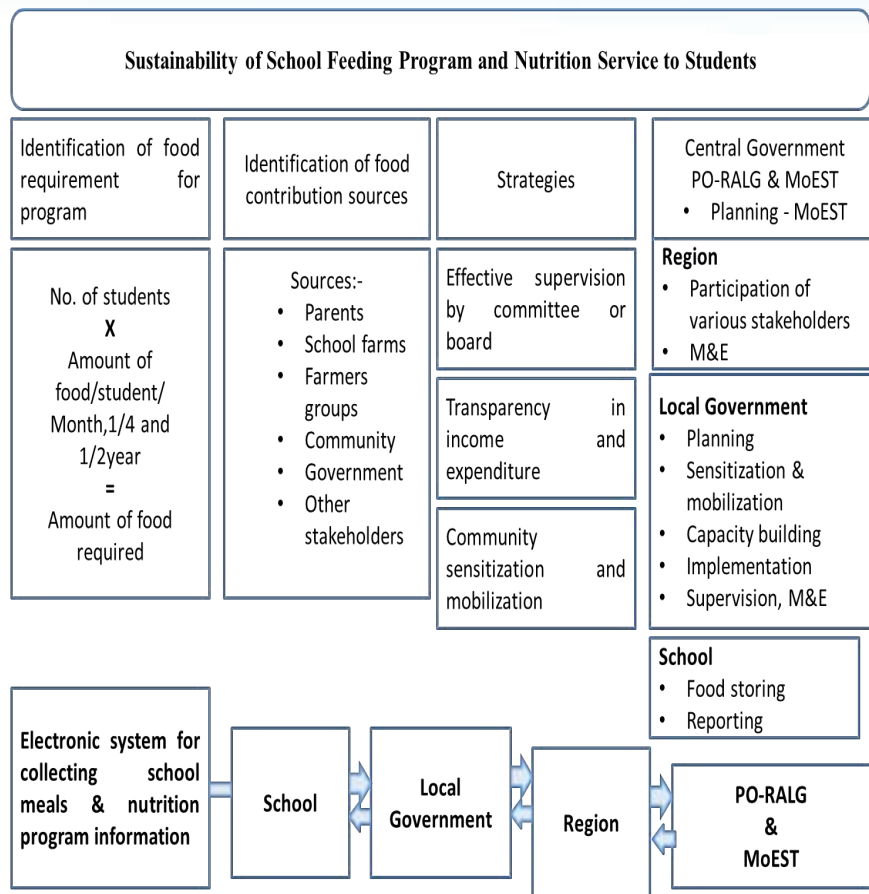
Type of food ^a	(3 - 10 years) ^b	(11-18 years) ^b
Cereal (eg. maize, rice)	40 - 60 g	60 - 70 g
Roots and banana (eg. cassava, yams)	100 - 150 g	150 - 200 g
Legumes (eg. beans, cowpea, peas)	20 - 25 g	40 - 45 g
Meat (eg. fish, beef, chicken)	50 - 80 g	80 - 125 g
Milk (eg. Fresh milk and yoghurt)	150 - 200 g	200 - 250 g
Vegetables	40 - 60 g	80 g
Fruits	75 -100 g	100 - 150 g
Fats/oils	5 g	5 g
Sugar	10 – 12 g	15 – 20 g
Salt	2.5 – 3 g	2.5 – 3 g

^aUncooked food stuff

^bEstimated to meet at least one third of energy requirement and considering food group diversity in a meal.



Appendix 2: The summary of sustainable provision of school feeding and nutrition service.



REFERENCES

1. African Day for School Feeding, (2018). “Report on Final recommendations of the 3rd African Day of School Feeding Commemoration in Harare Zimbabwe”. Addis Ababa, Ethiopia.
2. FAO, (2019). “Nutrition Guidelines and standards for school meals. A report from 33 low and middle income countries”. Rome, Italy.
3. FAO & WFP, (2018). “Home-Grown School Feeding. Resource Framework. Technical Document”. Rome.
4. Galloway R., (2010). “Developing Rations for Home Grown School Feeding. The partnership for child development”.
5. Jesse J., (2018). “Contribution of School Feeding Programs (SFPs) in Enhancing Pupils’ Schooling in Primary Schools in Monduli District, Tanzania”. European Journal of Education Studies.
6. Maijo S., (2018). “Impact of School Feeding Programme on Learners, Academic Performance in Mlunduzi Ward, Tanzania”. International Journal Education Studies.
7. Ministry of Education Science and Technology, (2019). “National School Feeding Guideline Needs Assessment Report”. Dodoma, Tanzania.



8. TFNC (1992). “Sera ya Chakula na Lishe”. Dar es Salaam, Tanzania.
9. WyE (1975). “Mafunzo ya Mpango wa Chakula katika shule za msingi Tanzania”. Kamati ya Chakula cha Mchana katika shule za msingi.
10. WFP (2013). “The state of school feeding worldwide”. Rome.
11. WHO (2006). “Food and nutrition policy for schools. A tool for the development of school nutrition programmes in the European Region”. Copenhagen, Programme for Nutrition and Food Security, WHO Regional Office for Europe.
12. Wizara ya Elimu na Mafunzo ya Ufundi (2014). ‘Sera ya Elimu na Mafunzo.



List of Names participated in developing this Guide

No.	Names	Ministry/Institution
1.	Grace Shilingo	MoEST, Coordinator
2.	Dr. Rehema Mzimiri	TFNC
3.	Benedict Raymond Mangulu	MoEST
4.	Joel Mwamasangula	MoEST
5.	Dr. Mollel Meigaru	MoEST
6.	Fundikira Ekerege	MoEST
7.	Dr. Emmanuel Gibai	PO - RALG
8.	Dr. Laurent Mselle	TFNC
9.	Tufingene R. Malambugi	MoHCDGEC
10.	Nyamizi Bundala	SUA
11.	Zahra S. Majili	SUA
12.	Bakari A. Sagini	PO-RALG
13.	Domina Kambarangwe	WFP
14.	Dr. Sylvester Nandi	NI
15.	Godfrey Matumu	PCI
16.	Ambokile Mwangoka	PCI
17.	Adam Malundo	PCI



