



THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR

SCHOOL FEEDING GUIDELINES FOR PRE-PRIMARY, PRIMARY AND SECONDARY SCHOOLS IN ZANZIBAR



PREFACE

School Feeding has been an integral part of the Zanzibar Development Vision 2050, Zanzibar Development Plan 2021-2026, the HGSFP Strategy 2022 as well as the Zanzibar Health and Nutrition Strategy 2022.

Pre-Primary, Primary and Secondary Schools are important settings where primary and secondary school children develop behavioural skills for physical, emotional and social well-being. Every day thousands of Pre-primary, Primary and Secondary school children in Zanzibar go to school and spend a considerable amount of time interacting with their peers and teachers gaining knowledge, building attitudes and skills, and developing behaviors.

To operationalize the Revolutionary Government of Zanzibar's school feeding program the Ministry of Education and Vocational Training has taken a distinctive step to address the need for comprehensive School Feeding Guidelines. The School Feeding Guidelines provide a framework to facilitate quality school meals and other complementary school health interventions in Unguja and Pemba.

The school feeding guidelines are also proving to provide an overview of the comprehensive HGSFP strategy, guidance on school meals, school meal procurement, food management, school meal preparation and serving, kitchen infrastructure, monitoring and reporting, and school feeding management at school, district and Shehia levels. The school feeding guidelines are as well facilitate the increased commitment of primary schools, communities and supervisors to cover Pre-Primary, Primary and Secondary school Children in both Unguja and Pemba with appropriate and cost-effective school feeding and nutrition interventions. These guidelines are aimed at accelerating better health and nutrition outcomes and sustainable development in the Isles.

The Ministry of Education and Vocational Training would like to thank the World Food Programme and other Development Partners for their support in advancing a high-quality school feeding programme in Zanzibar through technical and financial support.

I, therefore, urge all schools in Unguja and Pemba to use these School Feeding Guidelines in their schools and wish them the very best in their endeavours.

.....
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ACKNOWLEDGEMENTS

The Ministry of Education and Vocational Training would like to thank the RGoZ's main partner in school feeding, the World Food Programme, for technical and financial support in advancing a high-quality school feeding programme in Zanzibar and particularly in the development, review and validation process of the School Feeding Guidelines.

Additionally, the Ministry of Education and Vocational Training would like to appreciate the support and contribution of all members of the School Feeding Technical Working Group who have also contributed to the development of the School Feeding Guidelines in addition to those who support school feeding programmes and the education sector in Unguja and Pemba.

I would like to acknowledge the overall guidance provided by the consultant Mr Kimwaga Muhiddin Ali in reviewing, analyzing, developing and facilitating the School Feeding Guideline for Pre-Primary, Primary and Secondary Schools in Zanzibar.

I am hopeful that the policymakers and other health, nutrition and education stakeholders across different departments and different levels of implementation will find the developed School feeding guidelines for Pre-Primary, Primary and Secondary Schools as a resource for effective implementation of the school feeding programmes in Unguja and Pemba.

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ACRONYMS

BEM	Boundary Element Method
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CRP	Community Rehabilitation Program
CDOs	Community development officers
CSOs	Civil Society Organizations
DEOs	District Education Officers
FAO	Food and Agriculture Organization
FBOs	Faith-based Organizations
FBDG	Food-based Dietary Guidelines
FRESH	Focusing Resources on Effective School Health
HBS	Households Budget Survey
HGSFP	Home-Grown School Feeding Program
IFAD	International Fund for Agricultural Development
LMICs	Low- and Middle-Income Countries
M&E	Monitoring and Evaluation
MoA	Ministry of Agriculture
MoU	Memorandum of Understanding
MoEVT	Ministry of Education and Vocational Training
MoH	Ministry of Health
MKUZA III	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Zanzibar
NGOs	Non-governmental Organizations
OCGS	Office of Chief Government Statistician,
POFP	President's Office Finance and Planning
PCD	Partnership for Child Development
PPP	Public Private Partnership
RGoZ	Revolutionary Government of Zanzibar
SDGs	Sustainable Development Goals
SFG	School Feeding Guidelines
SHN	School Health and Nutrition
TBD	To be Determined
ToR	Terms of Reference
TWG	Technical Working Group
TFT	Food and Nutrition Board
TPHC	Tanzania Population and Housing Census (2012,
TNNS	Tanzania National Nutrition Survey,
TDHS	Tanzania Demographic Health Survey
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
WASH	Water Sanitation and Hygiene
WASH	Water Sanitation and Hygiene
WHO	World Health Organization
WFP	World Food Programme,
ZADEP	Zanzibar Development Plan
ZFDA	Zanzibar Food and Drugs Agency

DEFINITION OF KEY TERMS

Table 1: Definition of Key Terms

Food	Any safe substance consumed to provide nutritional support which is culturally acceptable
Nutrition	The process whereby the body obtains nutrients from the food that are necessary for health Balanced diet: A diet composed of a variety of five food groups with sufficient nutrients required in the human body
A balanced diet	A diet composed of a variety of six food groups with sufficient nutrients required in the human body
School	An institution designed to provide compulsory educational services to pupils (inclusive of pre-primary and primary schools)
School feeding program	A social food safety programme that targets primary school children in chronically food-insecure areas to protect them against the worst consequences of household food insecurity, thereby contributing to better learning and planned educational outcomes in Zanzibar
School Nutrition	Refers to the provision of not just meals but a balanced diet to all learners during their stay in primary school for growth and health maintenance. This includes the provision of nutritious breakfast like porridge, and lunch, with fruits and safe drinking water
School Health Education	It is a continuum of learning which enables primary school children to voluntarily make decisions, modify behaviours, and change social conditions in ways that enhance health and nutrition.
Malnutrition	Under nutrition, over-nutrition and micronutrients deficiency resulting from unhealthy eating or diseases
The healthy and safe school environment	A healthy and safe school environment implies a positive and welcoming primary school climate for all learners. Such an environment includes both the physical and social dimensions and enables the promotion of safety, inclusiveness, academic support, healthy interpersonal relationships, and freedom from discrimination and abuse.
Children with special needs	These are children with a variety of, physical, mental, social, and emotional, disabilities that require special intervention, services, or support
Water, Sanitation and Hygiene - WASH	Interventions aimed at ensuring safe and adequate water supply as well as proper sanitation and hygiene promotion for realizing a healthy and hygienic school environment for primary school Children.
Fortification	It is the practice of deliberately increasing the content of an essential micronutrient, i.e. vitamins and minerals (including trace elements) in food, to improve the nutritional quality of the food supply and provide a public health benefit with minimal health risk.
Routine Monitoring	This is a stage where the progress of the implementation of School Feeding Guidelines is monitored. Monitoring is an integral part of a results-based management approach.
	It is the episodic assessment of progress towards the achievement of the

Evaluation of School Feeding Guidelines	stated goals and objectives of the School Feeding Guidelines. It aims to understand the progress that has been made towards the achievement of an outcome at a specific point in time.
Performance Review of School Feeding Guidelines	It is an assessment of the performance or progress of the implementation of the School Feeding Guidelines periodically or on an ad hoc basis. Reviews tend to emphasize operational aspects and are therefore closely linked to the monitoring functions.
Stakeholders	Individuals or organizations that partner and collaborate in School Feeding-related interventions for primary school children.
Community	Refers to school and local communities.

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CHAPTER ONE

BACKGROUND INFORMATION, POPULATION PROFILE, LITERATURE REVIEW AND CONTEXT OF ZANZIBAR

1.1 Background Information

1.2 Zanzibar's Profile

Zanzibar Islands lies in the Indian Ocean off the coast of Eastern Africa. It has an area of about 2,654 square kilometers; of which 1,666 square kilometers are for Unguja island and 988 square kilometers are for Pemba. There are also several habitats and un-habitat islets. Zanzibar like other developing countries is implementing Sustainable Development Goals (SDGs).

The results of the 2022 Tanzania Population and Housing Census (2022 TPHC) revealed that Zanzibar has a population of 1,889,773 (915,492 Males: 974,281 Females) with a growth rate of 3.7 from 2012. Females account for 51.56% and males for 48.44% of the total population.

Besides, the 2012 Tanzania Population and Housing Census (2012, TPHC) revealed that, Zanzibar had 1,303,569; growing at a rate of 2.8 percent per annum. The sex ratio of the population was 95, meaning that for every 100 females there are only 95 males. The population density has increased from 530 person/sq.km in 2012 to 603 person/sq.km in 2019, whereby Unguja and Pemba have 669 person/sq.km and 503 person/sq.km, respectively.,

The Revolutionary Government of Zanzibar (RGoZ) is implementing its Zanzibar Development Vision 2050, which outlines a well-detailed and coherent view and approach to the development of Zanzibar's economy and society, and it has an aspiration of attaining Upper-Middle Income Status by 2050. The RGoZ has also formulated the Zanzibar Development Plan (ZADEP) 2021-2026, which is mainly concentrated on "Blue Economy for Inclusive Growth and Sustainable Development". The ZADEP focuses on enhancing value addition in key growth opportunities (blue economy, agriculture, tourism, human capital, social development and governance) which has the highest potential to generate employment in the Zanzibaris and bring positive multiplier effects on other sectors. The Zanzibar Development Plan considers issues addressed in the President's pledge and speeches, Unfinished businesses (interventions, programs and projects) from the predecessor Strategy, as well as aligned with Sustainable Development Goals 2030, African Agenda 2063 for Africa and other international Agreements and Agendas.

1.3 Literature Review

According to the BEM Briefing Paper (2022), about 388 million world's school children receive food at school which is an increase from 353 million in 2013. The paper has also reported that in Zanzibar approximately 77,452 pre-primary and primary children were benefiting from the two-school feeding programmes by October 2022.

The Zanzibar Vision (2020) has insisted that the Revolutionary Government of Zanzibar (RGoZ) adopted and implemented the free basic education policy since 1964 and it has been the basis of building human capital development through the provision of quality education in Unguja and Pemba. The School Feeding Programme and in particular the Home-Grown School Feeding Programme (HGSFP) has been implemented since 2014. The strategy that encourages a wider coverage of

schools that implement the school feeding programme including public pre-primary schools in Zanzibar is in place and it has been operationalized in Unguja and Pemba.

The School Feeding Programme is implemented in all preprimary schools and involves the provision of porridge to all pre-primary pupils at break time. Furthermore, the Home-Grown School Feeding Programme was designed to benefit primary school pupils from poor communities characterized by low nutrition and health status, pupil attendance, and poor academic performance. School feeding programs often function as nutritional safety nets for particularly vulnerable households and their children (S. Devereaux (2002). One such initiative, the Home-Grown School Feeding Program (HGSFP) was developed to create a synergized and comprehensive approach to improving the lives of smallholder farmers and their families while also addressing childhood food insecurity through school feeding programs.

The provision of school feeding programmes is aimed at enhancing students' enrolment, attendance and attention in classes, as well as the general school-academic performance. The implementation of the anticipated School Feeding Guidelines will enable pupils to successfully contribute to the achievements of national, regional and international agendas and plans. There have been various efforts to improve school feeding programmes to sustain the School Health and Nutrition status, which is associated with education benefits across all levels (national, regional and international levels). The paper also revealed that the total number of pupils benefiting from the Pre-Primary School Feeding Program was 59,048 while only 18,404 pupils benefited from Home-Grown School Feeding Programme.

Table 2: Number of Schools benefiting from the HGSFP by Phase and Region by October 2022

Phase	Unguja	Pemba	Total
Phase 1- 2014/2015	5	4	9
Phase II - 2016-2018	16	11	27
Phase III- FY 2020- to date 2022	16	11	27
RGoZ funding 2022/23	5	4	9
Total No. of Beneficiaries Schools			36

Source: MoEVT, 2022

The National School Health and Nutrition Survey among Students in Primary and Secondary Schools in Zanzibar, 2022 has indicated that low physical activity was observed low in Boys (1.5%) and Girls (1.1); moderate physical activity among Boys (66%) and Girls (82.6%); High physical activity among Boys (32.3%) and Girls (16.3%); urban 1.6% and rural 1%. The analysis of this survey revealed that only 22% of the school visited reported having school feeding programmes.

Table 3: Status of Malnutrition among School-aged Children in Zanzibar, 2022

Malnutrition in school-age children (5–9 years)	Malnutrition in school-age children (10–14 years)	Malnutrition in adolescents (15–19 years)
• 13% of school-age children were stunted (HAZ <-2 SD)	• 21.9% of school-age children were stunted (HAZ	• 17% of school-age children were stunted (HAZ <-2 SD)

<ul style="list-style-type: none"> • 12.6% of school-age children were underweight (WAZ <-2 SD) • 9.1% of school-age children were thin (BMI-for-age <-2 SD) • 2.7% of school-age children were overweight or obese (BMI-for-age >+1 SD) 	<ul style="list-style-type: none"> • <-2 SD) • 10.9% of school-age children were thin (BMI-for-age <-2 SD) • 10.4% of school-age children were overweight (BMI-for-age >+1 SD) 	<ul style="list-style-type: none"> • 7.5% of school-age children were thin (BMI-for-age <-2 SD) • 10.3% of school-age children were overweight (BMI-for-age >+1 SD)
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Source: The National School Health and Nutrition Survey among Students in Primary and Secondary Schools in Zanzibar, 2022

The School Feeding Guideline for Zanzibar is part of the implementation of the WFP and FAO 2018 - 2020 Action Plan on the provision of food and nutrition services in schools as well as the Zanzibar Development Plan (2021-2026); by focusing on home-grown food crops. The implementation of the plan will stimulate food production at the household and school levels. The outcome of this plan will lead to the elimination of short-term hunger; improvement of the health and nutrition status of students, and increased access to quality education and completion rate in the areas where the plan is implemented.

1.4 Rationale and Potential Benefits of School Feeding Programmes

Like in Tanzania's mainland, the WFP has expanded its support to Zanzibar through the Ministry of Education and Vocational Training (MoEVT). The main purpose of this support is to develop School Feeding Guidelines to provide a framework for School Feeding in Zanzibar.

The RGoZ has decided to prioritize investments in School Feeding Programmes because the school feeding programme supports the RGoZ's goal of education for all. The two (TFT) in collaboration with the Partnership for Child Development (PCD), WFP and the Ministry of Education and Vocational Training have successfully implemented a school meals programme targeting the most food-insecure districts in Unguja and Pemba which included all primary schools in Zanzibar. The analysis revealed that only 22% of the school visited reported having school feeding programmes

The school feeding programme improves education outcomes and reduction of child poverty in Zanzibar as a strategic policy response towards reducing regional variations and improving the percentage of children below the basic needs and food poverty line in Zanzibar. The School feeding programmes help address undernutrition, which is still rampant among children aged 5-9 years, 10–14 years and 15–19 years. The School Feeding Programmes help limit the obesity epidemic that often accompanies economic growth; and can help address the “hidden hunger” of micronutrient deficiency, by adding micronutrient supplements to food, carefully balancing diet menus, or providing bio-fortified foods. The school feeding programmes promote social Protection and Gender Equality.

1.5 General Objectives

The general objective is to develop School feeding guidelines that provide a framework to facilitate quality school meals and other complementary school health interventions in Zanzibar.

1.6 Methodology

1.6.1 Initial Consultation

The consultant has been engaged in initial consultations with the Technical Working Group, staff or management of the Ministries of Education and Vocational Training (MoEVT). He also facilitated a workshop with the main stakeholders (Technical Working Group- TWG) to present the inception, draft and final version of the School Feeding Guideline and its M&E Plan. Both qualitative and quantitative data collection methods can be implemented.

1.6.2 Desk Review to Capture the Secondary Data

The consultant has been working closely with the Technical Working Group and other School Feeding Programmes' stakeholders in ascertaining, collecting and reviewing information needed to carry out all activities within the scope of the technical assignment. He has been requested and provided with the list of internal documents for desk review, and the MoEVT and WFP. The consultant then gathered all relevant information including but limited to the TOR. The desk review was guided by the application of the FRESH Approach, African Union Guidelines for the Design and Implementation of Home-Grown School Feeding Programmes in Africa and Regional school meals guidelines for SADC Member States.

1.6.3 The use of the Technical Working Group and Zanzibar Institute of Education

The development of School Feeding Guidelines has been guided by technical advice from the established Technical Working Group and the Zanzibar Institute of Education. The teams have provided technical inputs and oversight of the development process of the School Feeding Guideline in Zanzibar

1.6.4 Sample Size of 52 Respondents and Detailed Field Work

Before data collection, some procedures were followed including meeting and informing local leaders about the assignment. All of the enumerators have been selected and trained and all necessary administrative and ethical issues for conducting collection have been respected. Data collection tools have been organized; respondents involved in the data collection were identified and informed through the MoEVT. Every participant has been assured that the information they give would be confidential and used only for the development of the School Feeding Guideline for Zanzibar. It should be noted that confidentiality has been considered throughout the data collection, analysis and interpretation process.

1.6.5 Primary Data for the Development of School Feeding Guidelines

- i. In-depth interviews: A total of 36 stakeholders who implement School Feeding Programmes have been involved in in-depth interviews (36 in Unguja). Headteachers, School feeding programme coordinators and implementers, pupils and Sheha. The selection of respondents will be characterized by their involvement in the implementation of School Feeding Programmes and technical know-how in this discipline
- ii. Key Informants Interviews: The 16 respondents have been involved in KIIs. They will be conducted to the professional staff at the MoEVT/MoH/ Ministry responsible for Agriculture, WFP and other DPs as well as stakeholders who implement School Feeding Programmes in Unguja and Pemba. A total of 10 KIIs will be done in Unguja and 6 of those in Pemba.
- iii. Consultations and Group Discussions: Given that the assignment is highly participatory, and it requires consultations with key stakeholders the consultant has been engaged in a total of three -

extensive consultations with the Technical Working Group, Directors from the MoEVT and other key actors who implement School Feeding programmes in Unguja and Pemba. He has also been working jointly with the Technical Team that oversees and guides the development of the School Feeding Guidelines. The rationale for stakeholders' participation in the development of the School Feeding Guidelines includes ensuring that the guideline is relevant and demand-driven, giving MoEVT / MoH a sense of ownership of these School Feeding Guidelines.

1.7 Confidentiality and Copyright

The assignment has assured full confidentiality to all sensitive materials connected to the assignment and the contract in general. As an attempt to facilitate this matter, all deliverables completed by the Consultant have been regarded as the property of the MoEVT and will only be used or distributed by the MoEVT.

1.8 Users and Beneficiaries of the School Feeding Guidelines

1.8.1 Users

The users of this guideline include MoEVT, community and political leaders Government officials at Ministerial, Departmental and Shehia levels, Government institutions, regions, districts, NGOs, the private sector, media, WFP and other Development Partners. Other targeted users include pre-primary and primary school children in all private and government school's pre-primary to primary schools in Unguja and Pemba; School Feeding Programme planners, school teachers, community health nurses, school committees/boards, parents/guardians, nutritional and agricultural extension development officers, community development officers (CDOs), District Education Officers (DEOs) and CSOs.

1.8.2 Beneficiaries

The targeted beneficiaries are Basic Education Students including pre-primary and primary pupils in both Government and Non-Government schools in Unguja and Pemba

1.9 How to use the School Feeding Guidelines

All implementers including planners, School teachers and primary school children, researchers and M&E officers, community health nurses, nutritional and agricultural extension development officers, community development officers (CDOs), District Education Officers (DEOs) and Civil Society Organizations (CSOs) will use the School Feeding Guidelines for: -

- i. Planning, developing and designing their support for the School Feeding programmes in Unguja and Pemba,
- ii. Standardizing the implementation, monitoring and evaluation of School Feeding-related interventions that target pre-primary and primary school children at all levels
- iii. Conducting resource mobilization and coordination with other Development Partners who support the implementation of School Feeding Guidelines at all levels.
- iv. Creating inclusive, sustainable cost-effective School Feeding programmes in Unguja and Pemba,
- v. Supporting accountability and sustainability of the implementation of School Feeding Guidelines for primary school children in Unguja and Pemba.
- vi. Providing practical guidance for carrying out School Feeding activities to the implementers of School Feeding Guidelines at the community level.

CHAPTER TWO

INTRODUCTION TO THE SCHOOL FEEDING GUIDELINES IN ZANZIBAR

2.1 Introduction to School Feeding Programmes in Zanzibar

According to the home-grown school feeding programme (HGSFP) Strategy (2022) Zanzibar has been implementing the Home-grown School Feeding Programme since 2014, and a total of 36 public primary schools (15 in Pemba Island and 21 in Unguja Island) with approximately 18,404 pupils have been supported. It has also been documented that, a total of approximately 250 smallholder farmers' groups have continued to supply food to the targeted schools. The supplied foods include sorghum, cowpeas and orange-fleshed sweet potatoes, sugar, cooking oil and salt for pupils' meals. The home-grown school feeding programme (HGSFP) Strategy (2022) has also revealed that the school feeding stakeholders have been trained on the proper implementation of the programme, followed by the community advocacy campaigns to promote parents' participation in the programme, as well as family nutritional feeding practices, the participation of pupils, parents and the community in agricultural activities in the school setting.

The availability of school feeding programmes to children while at school helps to improve children's health; increases attendance and attention in classes; academic performance; and reduces truancy, Maijo (2019); Lukindo (2018); and WFP (2013). In addition, the Zanzibar Food Security and Nutrition Policy, 2018 and the MoEVT, 2020 have also documented the reduced absenteeism rates in beneficiary schools like Kinowe and Makangale Primary Schools in Pemba; improved performance of pupils due to increased concentration for example Kinowe primary school registered two pupils passing grade six before the intervention, and the number increased to 15 pupils during the project period; active participation in Pre-Primary School classes; improved retention of pupils as a result of pupils' motivation to remain in school, as well as the improved living standards for smallholder farmers and food who supplied food to the schools; and improved coordination between government key ministries including MoEVT, Ministry of Agriculture and Health (MoH).

The triangulation of information from the literature review including the Shabani Maijo (2018), MoEVT (2020) and from the primary data collection process in Unguja and Pemba indicated that, despite all documented benefits, highlighted the implementation challenges including the following: -

- 2.1.1 Scrapping off the porridge budget line upon the end of the decentralization programme lead to a lack of an explicit budget line program for school feeding.
- 2.1.2 Limited diversification of nutritious foods in times of shortages, for example, inadequate availability of nutritious foods like sweet potatoes left porridge as the only option for many schools.
- 2.1.3 Inadequate land to enable the establishment of school gardens in some facilities.
- 2.1.4 Inadequate water supply and morale from some parents and communities to continually cook for the pupils without any form of motivation.
- 2.1.5 Even though there is an MoU between the schools and communities around the schools to provide meals, there is a problem with the implementation of the SF programme as per the MoU, as there is resistance from the procurement unit to pay local farmers that have provided food to the schools.
- 2.1.6 Kitchen and infrastructure including storage facilities of perishable and non – perishables/fruits and vegetables.

- 2.1.7 A limited number of professional people who can deal with mental health at each school, as well as unclear coordination and collaboration among the stakeholders and the programme.
- 2.1.8 The position of parent or guardian in this programme and the role of private schools are not clear and should be indicated in this guideline,
- 2.1.9 Many schools have expressed interest in the HGSFP, but the current funding is inadequate to cover all the schools,
- 2.1.10 Comprehensive Physical Activity, as well as School Employee Wellness Programs, are not clearly explained in the previous strategy.
- 2.1.11 Inadequate integration of school feeding programmes that address the primary nutrition and health problems of the school-age population, and
- 2.1.12 The transfer of pupils from the neighboring schools to schools that are implementing the HGSFP still exists.

2.2 Prevailing Policy, Strategies and Legal Context.

The Revolutionary Government of Zanzibar has been committed to attaining Upper-Middle Income Status by 2050 and meet significant improvements in the quality of life and the well-being of the people of Zanzibar. To achieve this milestone different policies, strategies legal environments in the education, agriculture and health sectors, as well as the community health strategies, the education and health acts have been operationalized in Unguja and Pemba, as summarized below.

Zanzibar Food Security and Nutrition Act No.5 of 2011: This Act creates a National Food Security and Nutrition Council, a Food Security and Nutrition Unit, a Steering Committee, a District Management Committee and the Zanzibar Food Reserve.

- 2.2.1 The Zanzibar Food Security and Nutrition Policy (2008): The Policy is aimed at reducing the prevalence of micronutrient deficiencies, improving nutrition in schools and other institutions specifically aiming at addressing institutional feeding and collection of gender-responsive data and cross-sectoral data analysis on food and nutrition.
- 2.2.2 Zanzibar Health Sector Policy (2011) recognizes that good health is a pillar and an important resource that contributes to the development of individuals, families and the nation, especially in improving the quality of life and reducing poverty.
- 2.2.3 Zanzibar Education Policy (2006) is in place and functional. The Education Policy 2006 stipulates the means to achieve increased enrolment of children (girls, boys and children with disabilities) at all levels of education, including pre-primary, primary, secondary, tertiary, non-formal, technical and vocational education.
- 2.2.4 Zanzibar Vocational Education and Training Policy (2005): The overall objective of this policy is to provide a framework for learning opportunities for the youth to create employment opportunities and foster entrepreneurship values and skills. In this way, the policy links with food security and nutrition in the promotion of household food accessibility and resource levels through improving human resource capabilities in both Unguja and Pemba.
- 2.2.5 Zanzibar Policy for People with Disability (2018). It is aimed at improving the accessibility of public infrastructures for people with disability which include public and private buildings, airports, harbours, roads, markets and playgrounds that need to be user-friendly for them to access and enjoy services.
- 2.2.6 Zanzibar Public-Private Policy (2014). This policy framework provides the foundation for public-private partnerships that supports the competitive and efficient delivery of services and creates a more conducive environment for PPP projects in Zanzibar.

2.2.7 Zanzibar Private Sector Development Policy, 2020. This policy explores the participation of the private sector as an engine for growth. The implementation of SDGs requires the strong engagement of the private sector in fostering economic growth. This policy emphasizes the commitment of the RGoZ to strengthening public Private Partnerships (PPP) that will enhance trade competitiveness and enable to delivery of quality goods and services for both local and foreign markets.

2.3 Health and Nutrition Services

The Zanzibar School Health Nutrition (SHN) Survey, (2022) indicated that data on School Health and Nutrition programmes in Zanzibar have revealed that girls aged 15-19 had a high prevalence of nutrition problems. The Tanzania Demographic Health Survey (TDHS) of 2010 and 2015 documented that, between 2010 and 2015, the prevalence of anaemia and overweight/obesity among adolescent girls aged 15-19 years have increased from 42% to 47% and from 9% to 11% respectively, while the prevalence of undernutrition has remained unchanged at 18%.

The Tanzania National Nutrition Survey (TNNS), 2018 and TDHS (2015) have also reported that Zanzibar has a high prevalence of malnutrition among children under the age of 5, where 21.5% are stunted and 14% are underweight and 64.5% are anaemic. It has also been documented by the African Union (2013), malnutrition during childhood has a significant impact on a child's future ability to learn.

The cost of hunger in Africa study conducted by the African Union Commission (2013) indicated that between 1 to 18% of all school, repetitions are associated with stunting; stunted children achieve 0.2 to 3.6 years less in school education.

Given its importance, the Zanzibar Education Development Plan (2021/2022) has prioritized the development and implementation of School Health and Nutrition policies and programs for improving the quality of education in Zanzibar.

The HGSFP Strategy (2022) highlighted the multiple safety net effects in the pre-primary and primary schools that implement the HGSFP. This includes a direct economic benefit to the households that have benefited from the HGSF Programme. The direct economic benefit to the households that have benefited from the Programme is such as transferring income to families; allowing parents to leave their children in school during school hours as well as freeing up time to expand other income-earning activities and strengthening meaningful community participation in the effective implementation of school feeding programmes for Pre-primary, Primary and Secondary Schools in Zanzibar.

2.4 Food Management, Storage, Safety and Hygiene

It has been found that the stakeholders in primary data collection have a concern about the Food management practices, storage and the quality and safety of food for pupils' consumption. The issues of food losses have also been highlighted and recommended that this problem should be minimized as much as possible during offloading, handling and stacking of food, as well as the inadequate capacity of food store supervisors to maintain and protect stored food from damage and ensure minimal losses, as well as the compliance with established local regulations that guide on the disposal of unhealthy food.

2.5 Food Stock Records, Control and Inspection of Food stock

The assessment has revealed that Standard store management documents that help to monitor and regulate stock balances and movements in and out of the store are not properly placed, and efforts are needed to update store records daily to reflect the exact physical balance and account for the food utilized in all schools that implement school feeding programmes. The collaboration between the MoEVT and the Ministry of Health which the Zanzibar Food and Drugs Agency is under, must be enhanced to enable ZFDA to carry out regular check-ups of food stocks to ensure the safety and quality of food reserves in all schools that implement school feeding programmes.

2.6 Procurement Procedures

The findings revealed that, even though there is an MoU between the schools and communities around the schools to provide meals, there is a problem with the implementation of the SF programme as per the MoU, as there is resistance from the procurement unit to pay local farmers that have provided food to the schools. Therefore, it has been recommended that the RGoZ procurement procedures must be effectively adhered to in sourcing various items related to HGSFP implementation in schools that implement HGSFP.

2.6.1 Sources of Food Contribution

The pre-primary, primary and secondary school children are eating different types of foods, which could be obtained from different sources including the Government, public and private school owners, parents/guardians, stakeholders in the education, health and agricultural sector; food vendors, the Development Partners; the private sector; and Schools' production projects like farming, poultry and beekeeping, aquaculture, animal husbandry and gardening.

2.6.2 Types of Food Contributions and Modalities

There are different types of contributions the school could access while providing school feeding programmes. These include food commodities; labour force; infrastructure and related equipment facilitations (technical capacity building); and financial contributions.

Schools in Zanzibar have been using different modalities for contributions. These include the fact that,

- The school management ensures the establishment of parents/guardians' committee responsible for overseeing food items contributions; Shehia / Village authorities supervise the process of establishing parents/guardians' food committee during parents and guardians meeting.
- The parents/guardian's food committee in both Unguja and Pemba is entitled to oversee all matters related to the provision of food and nutrition services in the schools
- School Committees are also responsible for the supervision and monitoring of the availability and delivery of school feeding services in schools.
- Support from other actors such as Civil Society Organizations (NGOs, FBOs, CBOs), Development Partners, Private Sector and celebrities could be used to provide the schools with food as per the guidelines agreements with MoEVT.

2.7 Food Fortification

According to Horton et al (2008), food fortification is defined as the practice of adding vitamins and minerals to commonly consumed foods during processing to increase their nutritional value. they have also emphasized that food fortification has been a proven, safe and cost-effective strategy for improving diets and for the prevention and control of micronutrient deficiencies. In addition, food fortification has

become increasingly popular in LMICs due to rapid urbanization and increased household purchasing power, leading to a greater proportion of the population relying on processed foods [Spohrer et al (2013) and Ahn et al (2015)]. Food fortification has been a cost-effective and potential strategy to control and prevent micronutrient deficiencies among vulnerable populations, especially school children.

The cross-sectional, two-stage, cluster household fortification assessment coverage tool survey (2015), which was aimed at assessing the coverage and potential contribution of fortified foods to the micronutrient intake of the population in Tanzania mainland and Zanzibar revealed that, the pattern of consumption of consumption of fortifiable maize flour was significantly lower (36.6% nationally) because much of the maize flour consumed is not industrially produced. The survey has also indicated that the proportion of households consuming fortified food was 53.6% for oil, 33.1% for wheat flour, 2.5% for maize flour, and 69.6% for salt.

In conclusion, the potential for fortified foods to contribute significantly to nutrient intakes is high for those foods where a large proportion of the Zanzibar population consumes fortifiable food. It has also been found that the main advantages of food fortification are to enhance the immune status, reduce the mortality of women and children, improve the learning capacity, and work performance, and preventable disabilities in the population of Zanzibar.

Further efforts are therefore needed to improve quality and enforcement to better address under and over-fortification to maximize impact; and like other LMICs, which have been rerecommended to consider multidimensional partnerships in addressing the many challenges of food fortification strategies in the LMICs, the RGoZ through its MoEVT, Ministry of Agriculture and Ministry of Health must invest in providing cost-effective technology and industry, strengthening the knowledge and awareness information regarding food fortification among mother/Child Caretakers in urban and rural areas of Unguja and Pemba; as well as Developing, adopting, implementing and monitoring the national food fortification action plan for Zanzibar.

CHAPTER THREE

THE SCHOOL FEEDING GUIDELINES

3.1 School Feeding Guidelines

The school feeding guidelines will be used to provide a framework that facilitates quality school meals and other complementary school health interventions. The school feeding guidelines are addressed to all schools and other stakeholders including pre-primary, primary and secondary school pupils, teachers, parents, guardians, programme planners, development partners and key implementers at the National, District and Shehia levels.

The goal of school feeding guidelines includes promoting healthy behaviours among the pre-primary, primary and secondary school pupils that they will emphasize for life by consuming healthy foods with the most nutritional value.

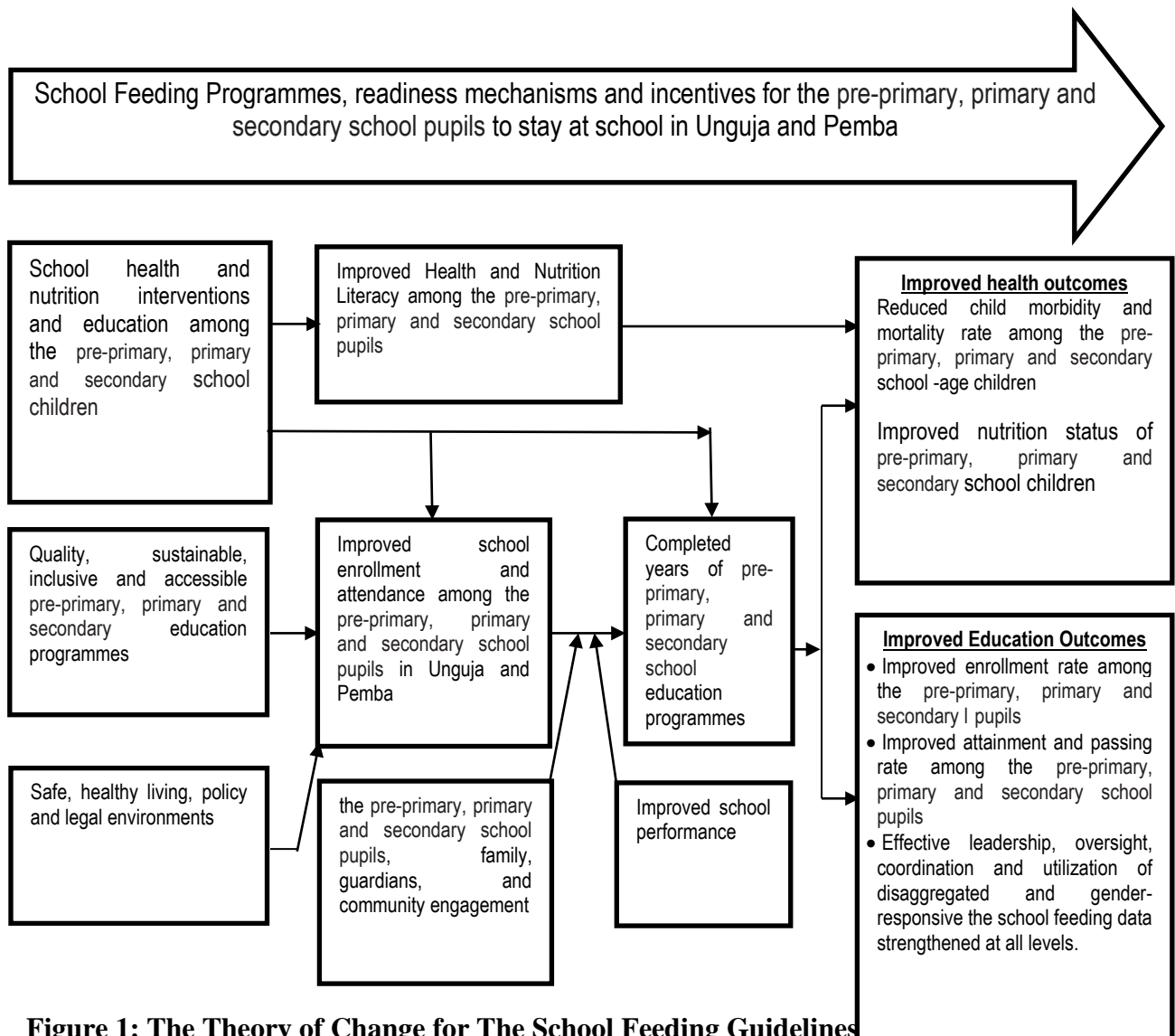


Figure 1: The Theory of Change for The School Feeding Guidelines

3.2 The Strategic Outcomes of the Implementation of School Feeding Guidelines

The School Feeding Guidelines will be implemented in Unguja and Pemba, and it is aimed at achieving the following outcomes

- 3.2.1 Improved attainment and passing rate among the pre-primary, primary and secondary school pupils
- 3.2.2 Reduced child morbidity and mortality rate among pre-primary, primary and secondary school-age children
- 3.2.3 Improved nutrition status of pre-primary, primary and secondary school children
- 3.2.4 Improved enrollment rate among the pre-primary, primary and secondary school pupils
- 3.2.5 Effective leadership, oversight, coordination and utilization of gender-responsive-school feeding data strengthened at all levels.

3.3 Guiding Principles for The School Feeding Guidelines

- 3.3.1 Patriotism and teamwork: The involvement of different actors in the implementation of School Feeding Guidelines for the pre-primary, primary and secondary school-aged children in Unguja and Pemba.
- 3.3.2 Respect for human rights: Every pre-primary, primary and secondary school-aged child has a right to quality education. Access to education will continue to be facilitated for vulnerable groups (i.e., girls, orphans, children with disabilities and special needs).
- 3.3.3 Gender responsiveness: Planning and implementation of School Feeding Programmes for pre-primary, primary and secondary School-Aged Children shall be sensitive to the different needs of boys and girls.
- 3.3.4 Effective Inclusiveness of all pre-primary, primary and secondary school-Aged Children has a right to quality health and nutrition services. Access to health and nutrition services including school feeding programmes shall be arranged especially for poor and vulnerable children in both rural and urban areas of Unguja and Pemba.
- 3.3.5 Effective leadership and law enforcement: Both the Ministry of Education and Vocational Training and the Ministry of Health, are the primary bodies responsible for providing School Feeding interventions for pre-primary, primary and secondary school-aged children and thus, will provide leadership, and law enforcement and establish the policy framework for the planning, coordination, implementation, monitoring and evaluation of School Feeding interventions in Unguja and Pemba.
- 3.3.6 Integrity, accountability and transparency: All school members of school management, school feeding, health and nutrition stakeholders shall commit to act in an honest, accountable and transparent manner in all their programme undertakings.
- 3.3.7 Adherence to autonomy (privacy, voluntariness, self-mastery, Free choice, choosing one's moral position, accepting responsibility for one's own choices.) and Confidentiality: Every pre-primary, primary and secondary school-aged child has the right to privacy and confidentiality regarding their health. A pre-primary, primary and secondary school Children's health status and medical condition shall not be disclosed to other children without the consent of the child (or the consent of the child's legal guardian acting in the best interest of the child).
- 3.3.8 Results-oriented: All organizations, schools and an individual who will implement the school feeding Guidelines must focus on outcomes rather than the process used to deliver the School feeding services at all levels.

3.4 School Feeding Guidelines for Pre-Primary, Primary and Secondary School-Aged Children

This section presents the salient areas in the implementation of the school feeding guideline for the pre-primary, primary and secondary school-aged pupils in Unguja and Pemba.

3.4.1 School Feeding Guideline 1: School Feeding Policy and Legal Context

The RGoZ must continue to comply with pre-primary, primary and secondary School Feeding – related policies and strategies including the Zanzibar Education Policy (2006), the Zanzibar Food Security Act (2011), the Zanzibar strategy for HGSFP of 2022 and the Zanzibar Food Security and Nutrition Policy, (2008)

The design of pre-primary, primary and secondary school meals policy should be guided by the human rights-based approach. In fact, according to international human rights law, access to food at school is part of the fulfilment of school children's right to food, regardless of the modality through which a program is established and implemented.

The pre-primary, primary and secondary school meals policy must generally emphasize purchasing food from smallholder farmers, transitioning to a home-grown school feeding program in Unguja and Pemba, as well as outlining the roles and responsibilities of the community together with feedback mechanisms for the community to hold the government accountable.

3.4.2 School Feeding Guideline 2: Skilled-Based Health Education, Information and Communication Campaigns

3.4.2.1 The RGoZ would implement Health Education that Provides pre-primary, primary and secondary school pupils with the Knowledge, Attitudes, Skills, and Experiences Needed for Lifelong Healthy Eating and Physical Activity

3.4.2.2 Health education is integral to the mission of pre-primary, primary and secondary schools, providing pre-primary and primary school pupils with the knowledge and skills they need to become successful learners and healthy adults.

3.4.2.3 Implement a planned and sequential health education curriculum that is culturally and developmentally appropriate, addresses a clear set of behavioural outcomes that promote healthy eating and physical activity, and is based on school feeding standards.

3.4.2.4 Use curricula that are consistent with scientific evidence of effectiveness in helping pre-primary and primary school pupils improve healthy eating and physical activity behaviours.

3.4.2.5 Use classroom instructional methods and strategies that are interactive, engage all pre-primary, primary and secondary school pupils, and are relevant to their daily lives and experiences.

3.4.3 School Feeding Guideline 3: Healthy and Safe School Environments

3.4.2.6 The school environment should encourage all pre-primary, primary and secondary school pupils to make healthy eating choices and be physically active throughout the school day.

3.4.2.7 The RGoZ is entitled to provide access to healthy foods and physical activity opportunities and safe spaces, facilities, and equipment for healthy eating and physical activity.

3.4.2.8 Establish a climate that encourages and does not stigmatize healthy eating and physical activity among pre-primary, primary and secondary school pupils.

3.4.2.9 Create a school environment that encourages a healthy body image, shape, and size among the pre-primary and primary school pupils and staff members, is accepting of diverse abilities, and does not tolerate weight-based teasing in their schools.

3.5 School Feeding Guideline 4: School-Based Delivery of Quality School Meal Program

3.5.1 The pre-primary, primary and secondary schools in Unguja and Pemba should model and reinforce healthy dietary behaviours by ensuring that only nutritious and appealing foods and beverages are provided in all food venues in schools.

- 3.5.2 Enhance the promotion of access to and participation in pre-primary, primary and secondary school meals.
- 3.5.3 Provide nutritious and appealing pre-primary, primary and secondary school meals that comply with the food-based dietary guidelines (FBDG) in Zanzibar.
- 3.5.4 Ensure that all foods and beverages sold or served outside of pre-primary, primary and secondary school meal programs are nutritious and appealing.

3.6 School Feeding Guideline 5: Planning, Budgeting and Procurement of Food Produced In The Community

- 3.6.1 Planning and Budgeting: The pre-primary, primary and secondary school meal programs should have a budget line allocated to the programs that are disbursed regularly and timely.
- 3.6.2 Procurement of food produced in the community: Even though there is an MoU between the schools and communities around the schools to provide meals, there is a problem with the implementation of the SF programme as per the MoU, as there is resistance from the procurement unit to pay local farmers that have provided food to the schools. Therefore, the RGoZ must continue to directly purchase food from smallholder farmers as this will gradually reduce the import of food from outside Zanzibar as well as strengthen local economies and boost agricultural production.
- 3.6.3 RGoZ would explore the possibility of allocating a certain percentage of food procurement to smallholders and create an enabling policy environment to ensure purchasing food from local farmers is integrated into public procurement guidelines.
- 3.6.4 The MoEVT needs to provide more support and training to smallholder farmers to improve their knowledge and skills on agricultural innovations, post-harvest storage, handling and food processing so that they can meet the demand.
- 3.6.5 The MoEVT should review the HGSFP procurement strategy to allow centralized procurement of nutritious foods (including from mainland Tanzania) when the required foods are off-season in Zanzibar.

3.7 School Feeding Guideline 6: Comprehensive Physical Activity Program

- 3.7.1 Establish and implement a comprehensive physical activity program with quality physical education as the cornerstone
- 3.7.2 Pre-primary, primary and secondary school pupils and staff members should participate in 20-30 minutes of physical activity every day, including aerobic exercises example running, jumping, and skipping.
- 3.7.3 A substantial percentage of pre-primary, primary and secondary school children and staff members' physical activity can be provided through a comprehensive, school-based physical activity program that includes these components: physical education, recess, classroom-based physical activity, walking and bicycle to school, and out-of-school time activities; school competition, sports, example football, rede/nage.
- 3.7.4 Require pre-primary, primary and secondary school children to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are consistent with standards for physical education.
- 3.7.5 Use instructional strategies in physical education that enhance pre-primary and primary school pupils' behavioural skills, confidence in their abilities, and desire to adopt and maintain a physically active lifestyle.

- 3.7.6 Provide ample opportunities for all pre-primary, primary and secondary school children to engage in physical activity outside of physical education class.
- 3.7.7 Ensure that physical education and other physical activity programs meet the needs and interests of all pre-primary, primary and secondary school children and staff members.



Figure 2: Picture of Students while exercising

The advantages of physical activities include improving brain health, helping manage weight, reducing the risk of disease, strengthening bones and muscles, and improving the ability to do everyday activities, while the disadvantages of physical activity are such as sustaining injuries, feeling weak, tired and dehydrated.

3.8 School Feeding Guideline 7: Healthy Eating

- 3.8.1 The MoEVT in collaboration with its stakeholders must coordinate healthy eating policies and practices through school health committees and school health coordinators.
- 3.8.2 They have to assess healthy eating policies and practices.
- 3.8.3 Use a systematic approach to develop, implement, and monitor healthy eating policies.

3.9 School Feeding Guideline 8: Food Management and Kitchen Infrastructure

- 3.9.1 Food Storage: Each pre-primary, primary and secondary school in Unguja and Pemba must have a food storeroom and affordable kitchen infrastructure with adequate space and not be located near a toilet. It must be secured, easy to clean, well-ventilated, dry, well-lit, pest free and accessible by a vehicle.
- 3.9.2 Perishable and non-perishable food: The pre-primary children, primary and secondary children, teachers, parents and guardians must be trained on how to store perishable and non-perishable food.
- 3.9.3 Perishable foods (meats, poultry, fish, dairy and even cooked leftovers) are those that spoil or “go bad” quickly if they're not stored at certain temperatures. Perishable foods must be stored in the refrigerator at 40 °F or below or in the freeze at 0 °F or below.
- 3.9.4 Non-perishable foods (Dried and canned beans, Nuts and seeds, rice, canned fruit and vegetables, crackers, and jarred pasta sauce) have longer shelf lives and can be stored at room temperature such as in a pantry or cabinet.
- 3.9.5 Maintenance: Schools must conduct regular cleaning and maintenance to ensure maximum food quality and safety. The primary Schools must record all food coming in and going out of the storeroom using the food management sheet. Food must be stacked well and schools must record weekly stock accounts.
- 3.9.6 Kitchen Requirements: They include sufficient space for an adequate number of stoves, safe cooking space for cooks, maintaining a clean and well-ventilated space free of insects, pests and other animals, Use of fuel-efficient stoves and adequate cooking utensils.

3.9.7 School Kitchens: Schools must have a kitchen situated in a safe location away from any potential sources of infection.

3.10 School Feeding Guideline 9: School Meal Preparation, Appropriate Nutritional Requirements and Serving

3.10.1 Cooks should undergo health checkups after every six months. The appropriate food handlers test must be supervised by a doctor.

3.10.2 Pre-primary, primary, and secondary school children should be emphasized to drink plenty of clean and safe water. For example:-

Table 4: Recommended amount of clean and safe water to drink

Age of Pre-primary, primary and secondary school children	The recommended amount of clean and safe water
6 months -1 year	0.8 – 0.9 litre
Girls and Boys 1-3 years	1 litre (4 cups)
4-8 years	1.2 L (5 cups)
Boys 9-13 years	1.6 litres
Girls 9-13 years	1.4 litres



3.10.3 School cooks: Each pre-primary, primary and secondary school must have a minimum of 2 cooks, regardless of the number of school children. School Feeding Committees must work with the primary school's management to determine the number of required cooks and how they should be paid.

3.10.4 Food Basket: All of the pre-primary, primary and secondary schools must prepare foods based on the school feeding menu. The recommended food composition for one meal per child is as shown below:

Table 5: The recommended food composition for one meal per child.

Foods	Quantity (g) for Pre-primary Children	Quantity (g) for primary students	Quantity (g) for secondary students
Dried fortified maize meal	50	100	130
Cooked fortified maize meal	150	300	390
Fortified / Vegetable Oil	5	10	15
Avocado	80	80	80
Green Vegetables/leaf amaranth	100	100	100
Dry beans	20	40	40
Cooked beans	50	100	100
Iodized salt	3	3	3
Milk	60	60	60
Total food and milk	285+60	390+60	425+60

Table 6: Micronutrient Requirements for Adolescent Boys and Girls

Adolescent Girls 14-15 years	Adolescent Boys 14-15 years																
<ul style="list-style-type: none"> • Very high iron requirements • High micronutrient density requirements 	<ul style="list-style-type: none"> • Very high energy requirements • High micronutrient requirements 																
<table border="1"> <thead> <tr> <th>Total</th> <th>Relative</th> </tr> </thead> <tbody> <tr> <td>2,449kcal</td> <td>1,000 kcal</td> </tr> <tr> <td>3.1 mg iron</td> <td>1.3 mg iron</td> </tr> <tr> <td>2.3 mg Zinc</td> <td>3.0 mg Zinc</td> </tr> </tbody> </table>	Total	Relative	2,449kcal	1,000 kcal	3.1 mg iron	1.3 mg iron	2.3 mg Zinc	3.0 mg Zinc	<table border="1"> <thead> <tr> <th>Total</th> <th>Relative</th> </tr> </thead> <tbody> <tr> <td>2,990 kcal</td> <td>1,000 kcal</td> </tr> <tr> <td>1.5 mg iron</td> <td>0.4 mg iron</td> </tr> <tr> <td>8.6 mg Zinc</td> <td>2.9 mg Zinc</td> </tr> </tbody> </table>	Total	Relative	2,990 kcal	1,000 kcal	1.5 mg iron	0.4 mg iron	8.6 mg Zinc	2.9 mg Zinc
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<p><u>Requires a lot of micronutrient-dense foods to meet her needs</u></p> <p style="text-align: center;"></p> <p><u>High-Cost needs,</u> <u>More fresh, nutritious food or supplementation</u></p>	<p><u>Requires a lot of energy to meet his needs</u></p> <p style="text-align: center;"></p> <p><u>Low-Cost needs,</u> <u>Larger portions</u></p>																

3.10.5 To procure perishable foods sold in markets near the pre-primary, primary and secondary schools, the School Tender Committee will use direct shopping to purchase foods between a value of TZS 250,000 and TZS 1,500,000 depending on the size and type of school (day and boarding schools).

Table 7: The Limits of money expenditure for Schools to do Direct Shopping.

NUMBER OF STUDENTS	THRESHOLDS Based on Zanzibar Scale	
	DAY SCHOOLS	BOARDING SCHOOLS
Less than 500	250,000	500,000
500-1000	500,000	1,000,000
1000-1500	750,000	1,500,000

*Note: schools which have more than 1500 students should request special consideration from the Ministry of Health – Nutrition Unit, Zanzibar.

3.10.6 Food Requirements per Day: The pre-primary, primary and secondary schools must make use of food commodity requirements and allocation per school to calculate the food requirement per day. Therefore, the food requirement per day = Total enrolment * ration per child per day x number of school days in that term. The daily school cooking requirement is calculated by the number of primary school pupils who are present on a particular day = Attendance * Food item Quantity per child per day/1000gms.

3.10.7 Food Handling Requirements: Cooks must follow several safe food handling practices to ensure that meals are safe to consume. These practices include maintaining clean preparation and cooking space, separate raw and cooked food, cooking food thoroughly, keeping food at a safe temperature, using clean/safe water to prepare raw materials, cooking, and washing.

- 3.10.8 Hygiene of Cooks and food vendors: Cooks and food vendors must practice safe hygiene practices at all times including wearing clean aprons and head- coverings and thoroughly washing their hands with clean water and soap, with clean and running water.
- 3.10.9 Pre-primary, primary and secondary schools and municipal councils must ensure safe hygiene practices are followed including handwashing before eating and after using the toilet. The primary schools must also establish a standing eating sequence by starting with the pre-primary, primary and secondary school children.
- 3.10.10 Water, Sanitation, and Hygiene (WASH): Pre-primary, primary and secondary Schools must have clean water safe for consumption and adequate washing, toilet and sanitation facilities.
- 3.10.11 Serving Utensils and Dishes: The pre-primary, primary and secondary Schools should have sufficient numbers of plates, cups and spoons to ensure that each student has at least one plate, one cup, and one spoon—the cup will be used, if e.g., a cup of milk is served during some of the meals, or when children want to drink some water.
- 3.10.12 Meal Supervision: Teachers must supervise the serving of meals to ensure adequate portions are given to each primary school pupil. Head Teachers should make supervision calendars for other teachers.
- 3.10.13 A coordinator must be appointed among teachers.

3.11 School Feeding Guideline 10: Parents' Contributions and Financial Payment Modality

- 3.11.1 Parent Contributions: The parents are required to contribute to the pupil per meal via cash and/ or in-kind contributions.
- 3.10.14 A parent's in-kind contribution should have the same value as the cash contribution and must align with the total contribution amount as identified by the school feeding committee which is based on the total cost of a nutritious meal minus the government subsidy.
- 3.10.15 To ensure accurate procurement planning by the pre-primary, primary and secondary school's management, parents should communicate to the pre-primary, primary and secondary primary school management their intent to contribute in kind, before the beginning of each term.
- 3.10.16 The pre-primary, primary and secondary Schools must establish a mechanism for recording and tracking all in-kind parent contributions and be prepared for any audit, should it be required by any competent authority.
- 3.10.17 The President's Office Finance and Planning should provide explicit financing codes to the School Feeding Programmes to enable tracking of allocations and expenditures of the MoEVT. It should also support the MoEVT to equitably expand the school feeding guidelines by targeting the poorest districts.
- 3.10.18 The unit cost per head should be revised to cater for the minimum nutritional needs of learners.

3.12 School Feeding Guideline 11: Professional Persons in Health, Mental Health and Other Social Services

- 3.12.1 Provide pre-primary, primary and secondary school pupils with health, mental health, and social services to address healthy eating, physical activity, and related chronic and emerging disease prevention.
- 3.12.2 Pre-primary, primary and secondary schools are responsible for pre-primary, primary and secondary school pupils' physical health, mental health, and safety during the school day.

- 3.12.3 Pre-primary, primary and secondary school pupils should ensure resources are available for identification, follow-up, and treatment of health and mental health conditions related to diet, physical activity, and weight status.
- 3.12.4 Assess pre-primary, primary and secondary school pupils' needs related to physical activity, and nutrition issues, and provide counselling and other services to meet those needs.
- 3.12.5 Ensure pre-primary, primary and secondary school children have access to needed health, mental health, and social services.
- 3.12.6 Provide leadership in advocacy and coordination of effective pre-primary, primary and secondary school physical activity and nutrition policies and practices.

3.13 School Feeding Guideline 12: Private Sectors, Civil Society Organizations and Community Participation / Partner With Families And Community Members

- 3.13.1 The pre-primary, primary and secondary school pupils must partner with private sectors, civil society organizations and community, Development Partners, families and Community Members in the Development and Implementation of Healthy Eating and Physical Activity Policies, Practices, and Programs.
- 3.13.2 Partnerships among pre-primary and primary schools, private sectors, civil society organizations and community, Development Partners, families and community members can enhance primary school learning, promote consistent messaging about health behaviours, increase resources, and engage, guide, and motivate pre-primary, primary and secondary school pupils to eat healthily and be active.
- 3.13.2 Encourage communication among pre-primary, primary and secondary school pupils, private sectors, civil society organizations and community, Development Partners, families and Community Members to promote adopting healthy eating and physical activity behaviours among pre-primary and primary school pupils.
- 3.13.3 Involve families and community members on the school health committees.
- 3.13.3 Develop and implement strategies for motivating private sectors, civil society organizations and community, Development Partners, families and Community Members to participate in school-feeding programs and activities that promote healthy eating and physical activity.
- 3.13.4 Access community resources to help provide healthy eating and physical activity opportunities for pre-primary, primary and secondary school pupils.
- 3.13.5 Demonstrate cultural awareness in healthy eating and physical activity practices throughout the pre-primary, primary and secondary school pupils.

3.14 School Feeding Guideline 13: The Pre-Primary, Primary and Secondary School Employee Wellness Program

- 3.14.1 Provide a pre-primary, primary and secondary school employee wellness program that includes healthy eating and physical activity services for all the pre-primary and primary school staff members.
- 3.14.2 The pre-primary, primary and secondary school employee wellness programs can improve staff productivity, decrease employee absenteeism, and decrease employee healthcare costs.
- 3.14.3 Gather gender-responsive data and information to determine the nutrition and physical activity needs of the pre-primary, primary and secondary school staff members and assess the availability of existing pre-primary, primary and secondary school employee wellness activities and resources.

- 3.14.4 Encourage administrative support for and staff involvement in existing pre-primary, primary and secondary school employee wellness.
- 3.14.5 Develop, implement, and evaluate healthy eating and physical activity programs for all existing pre-primary, primary and secondary school employees.

3.15 School Feeding Guideline 14: Certified And Qualified Human Resources And Staff Workload

- 3.15.1 Employ adequate and qualified people, and provide professional development opportunities for physical education, health education, nutrition services, and health, mental health, and social services staff members, as well as staff members who supervise recess, cafeteria time, and out-of-school-time programs.
- 3.15.1 Institute task shifting to ease the workload among teachers.
- 3.15.2 Providing certified and qualified staff with regular professional development opportunities enables them to improve current skills and acquire new ones.
- 3.15.3 Require the hiring of physical education teachers, health education teachers, and nutrition and school feeding services staff members who are certified and appropriately prepared to deliver quality instruction, programs and practices.
- 3.15.4 Provide existing pre-primary, primary and secondary school staff with annual professional development opportunities to deliver quality physical education, health education, school feeding and nutrition services.
- 3.15.5 Provide annual professional development opportunities for existing pre-primary, primary and secondary school health, mental health, and social services staff members, and staff members who lead or supervise out-of-school time programs, recess and cafeteria time.

3.16 School Feeding Guideline 15: Coordination and Integration of School Feeding Programmes with other Interventions that Address the Primary Nutrition and Health Problems of the School-Age Population

- 3.15.1 The existing pre-primary, primary and secondary Education Department at MoEVT in collaboration with other stakeholders and the Development Partners shall support the convening and promoting inter-ministerial dialogue, information sharing, sectoral planning and budgetary issues in line with the priorities outlined in the School Feeding Guidelines' strategies.
- 3.15.2 The Pre and Primary Education Department at MoEVT in collaboration with other MDAs shall implement the Zanzibar School Feeding Guidelines.

3.17 School Feeding Guideline 16: Micronutrients and Food Fortification Programmes

- 3.17.1 Food micronutrients and fortification programmes should be guided by national standards, with quality assurance and quality-control systems to ensure quality fortification.
- 3.17.1 Setting standards, such as technical specifications, that specify the micronutrients required, their form and bioavailability and minimum and maximum level.
- 3.17.2 Develop and implement social behaviour change communication to educate both professionals in the health sector and consumers about the benefits of fortified foods to ensure their adequate preparation and consumption.
- 3.17.3 Put in place continuous programme monitoring to ensure high-quality implementation.

- 3.17.4 Conduct monitoring of consumption patterns and evaluation of micronutrient status in the population of school children can inform adjustment of fortification levels over time.
- 3.17.5 Food Fortification must involve several actors and partners, from governments to non-governmental organizations, advocacy groups and the private sector to improve a healthy and nutritious diet by adding much-needed micronutrients to diets and achieve zero hunger among school children.

3.18 School Feeding Guideline 17: Monitoring And Evaluation Of School Feeding Guidelines

- 3.18.1 All primary schools in Unguja and Pemba must have a functional M&E system to track the implementation of school feeding programmes.
- 3.18.2 The right indicators should be aligned with the stated objectives of the school feeding programs.
- 3.18.3 Procurement Records: The pre-primary, primary and secondary schools must keep records of all food procurement processes for audit purposes by districts and other relevant authorities. Records should include all of the following: contract, purchase order, payments, food management sheet, etc.
- 3.18.4 School Inspections–Compliance with the school feeding Guidelines: The MoEVT in collaboration with other stakeholders must inspect schools regularly to ensure compliance with the school feeding guidelines.
- 3.18.5 School Feeding Data: Pre-primary, primary and secondary Schools must enter school feeding data in the School Data Management System.

3.19 Roles and Responsibilities of Stakeholders

Every stakeholder who implements the school feeding guidelines has a role and responsibility to play. To ensure ownership and effective implementation and supervision of the school feeding guidelines, other key players including community-based groups such as Sheha Committees, the pre-primary, primary and secondary School Management Committees, parents and guardians, as well as the pre-primary and primary school pupils shall be involved as well.

3.19.1 The Ministry of Education and Vocational Training

At the national level, the MoEVT

- Chair National School Feeding Steering Committee
- Coordination and implementation of the School Feeding Programmes
- Planning, monitoring and evaluation of the school feeding Programme
- Collaboration and networking, reporting and giving feedback
- Conducting advocacy and resources mobilization campaigns
- Liaison with relevant Government Ministries and partners
- Assess the implementation of school feeding guidelines-related activities every quarter
- Develop guidelines, manuals and related materials concerning school feeding guidelines-related activities
- Train and implement capacity strengthening programmes on school feeding programmes
- Manage food tendering processes

At the district level, the MoEVT shall

- Coordinate small-scale farmers on implementation of the school feeding guidelines at the district level

- The link between the districts (field) and Headquarters
- Organize and register small-scale farmers as potential suppliers to schools
- Provide oversight on farmers' contracts
- Provide technical guidance
- Provide support to pre-primary, primary and secondary schools
- Provide information on prevailing market prices
- Find solutions to issues and problems that might arise in the district and at the pre-primary, primary and secondary schools.

3.19.2 Ministry of Health

At the national level, the Ministry responsible for Health shall,

- Participate in programme planning, monitoring, evaluation and reporting
- Conducting advocacy and resource mobilization campaigns.
- Train and implement capacity strengthening programmes on school feeding programmes
- At the national level assess nutritional status of the students through school programs,

At the district level, the Ministry responsible for Health shall

- Link the districts (field) and ministry headquarters
- Provision of technical guidance and support to schools
- Find solutions to issues and problems that might arise in the district and at the schools
- Monitoring of the programme especially food quality, kitchen and store standards.
- Conduct nutritional assessments periodically for school children in Zanzibar.

3.19.3 Ministry Responsible for Agriculture

At the national level, the Ministry responsible for Agriculture shall,

- Participate in programme planning, monitoring, evaluation and reporting of school feeding interventions,
- Conducting advocacy and resource mobilization campaigns.
- Train and implement capacity strengthening programmes on school feeding programmes
- At the national level assess nutritional status of the students through school programs,

At the district level, the Ministry responsible for Agriculture shall

- Link the districts (field) and ministry headquarters
- Provision of technical guidance and support to schools
- Find solutions to issues and problems that might arise in the district and at the schools
- Monitoring of the programme especially food quality, kitchen and store standards.
- Conduct food security and nutritional assessments periodically for school children in Zanzibar.

3.19.4 Ministry of State President's Office, Finance and Planning

- Conducting resources mobilization campaigns at national, regional and international levels
- Allocating the funds to MoEVT according to the budget

3.19.5 Shehia Committee (Food Security and Nutrition Committee)

- Ensure smooth implementation of the school feeding guidelines

- Mobilize community members to support the school feeding guidelines (kitchen, food stores, firewood, availability of water, cooking services etc.)
- Sensitize students to support and value the school feeding guidelines
- Inspect food supplied to pre-primary, primary and secondary schools
- Oversee the implementation of school feeding programmes following by-laws,
- Mobilize parents/guardians and community members to provide food and nutrition services in primary schools
- Collaborate with pre-primary, primary and secondary school management to ensure accountability on the food contributions from parents/ guardians and the community.

3.19.6 School Management Committee

- Receive food supplied to the pre-primary, primary and secondary school
- Monitor the quality of food prepared
- Ensure smooth implementation of the School Feeding Guidelines
- Participate in monitoring and evaluation
- Mobilize parents' participation in School feeding Guidelines (kitchen, food stores, firewood, availability of water, cooking services etc.)
- Engage in financial and resources mobilization and management

3.19.7 School Management and Teachers

- Develop cooking style guideline
- Overall supervision of School Feeding Guidelines in the school
- Ensure that pupils are given food regularly as planned
- Ensure food is stored according to storage standards
- Ensure the kitchens are safe and hygienic
- Participate in monitoring and evaluation
- Mobilize parents' participation in the School Feeding Guidelines
- Engage in financial management and resources mobilization
- Keep records and reports based on the School Feeding Guidelines
- Receive food supplied to the school
- Initiate vegetable and fruits gardens around the school
- Observe students' behaviour on food patterns
- Observe the cooking methods of food to maintain the nutrients of served food

3.19.8 Parents /Guardians and Community

- Participate in parents/guardians' meetings to deliberate on suitable modalities in implementing the provision of food and nutrition services in a pre-primary, primary and secondary schools,
- Collaborate with Shehia authorities and school management to establish parents/guardians' food committee
- Contribute food and other related items necessary for the provision of food and nutrition services in a pre-primary, primary and secondary school based on their agreements.
- Contribute their labour force to the construction of enabling infrastructure such as food stores, kitchens, stoves, dining spaces, and toilets to support the provision of school feeding services in primary schools.

3.19.9 Private Sectors

- Sensitize the community to participate effectively in the implementation of school feeding and nutrition services in pre-primary, primary and secondary schools
- Contribute to the availability of School Feeding services in schools
- Provide technical and professional advice on the implementation of school feeding programmes as per the national guidelines.
- Participate in the construction of enabling infrastructure for the provision of School Feeding and nutrition services in primary schools

3.19.10 Media

- Participate in awareness creation on the importance and benefits of school feeding programmes in Unguja and Pemba
- Participate in advocating and sensitizing programs that aim at influencing the active engagement of communities and stakeholders in contributing to school feeding programmes among primary school pupils.
- Media using jingles - using the Swahili language

3.19.11 Research Institutions

- Conduct research related to school feeding Programmes in Zanzibar
- Disseminate the research findings on school feeding Programmes in local, regional and international forums.

3.5.12 The WFP and other Development Partners

- Provide technical support and guidance on relevant issues in the management and implementation of School Feeding Guidelines at all levels in a coordinated and harmonized manner.
- Design and facilitate implementation of school feeding programs and projects.
- Promote coordinated policy dialogue in School Feeding Guidelines with the government, the private sector and civil societies.
- Undertake advocacy for resource mobilization.
- Provide funds to supplement government support.
- Undertake joint monitoring of programme outcomes and evaluation of their impact on the government.
- Support the documentation of the program's best practices and lessons learnt.

CHAPTER FOUR

MONITORING AND EVALUATION OF SCHOOL FEEDING GUIDELINES

4.1 Routine Monitoring of School Feeding Guidelines

The M&E of the School Feeding Guidelines will be conducted at pre-primary, primary and secondary school levels, using standardized methods that are connected to the Zanzibar Ministry of Education and Vocational Training and the M&E framework for Zanzibar Development Plan 2021-2026.

A standard monitoring tool should be developed and used to measure the performance of School Feeding Guidelines. However, a pre-primary, primary and secondary school can develop a monitoring tool that can be harmonized with the national tools. The District Committees such as the food security and nutrition committee will help to carry out an assessment annually.

The information collected from monitoring and evaluation should help them in planning and reviewing the pre-primary, primary and secondary school activities other than just forwarding the information to higher levels. The pre-primary, primary and secondary schools could conduct routine monitoring of the School Feeding Guidelines every month, while the district health/education committees/officers can conduct routine monitoring every quarter, and the Ministries of Education and Health could as well conduct routine monitoring of an annual basis.

4.2 Data Verification and Reporting Systems for the School Feeding Guidelines

4.2.1 Data quality assurance

It is a crucial aspect of realizing real progress. The monitoring and Evaluation section at all pre-primary, primary and secondary schools that will implement School Feeding Guidelines shall periodically conduct quality assurance including supportive supervision visits of the data collected from stakeholders reporting the implementation of the School Feeding Guidelines for their pre-primary, primary and secondary schools.

4.2.2 Reporting Format and Information Flow

All pre-primary, primary and secondary schools that implement School Feeding Guidelines in Unguja and Pemba shall use a standard reporting format to compile gender-responsive School Feeding data for onward transmission to the national level through districts and Shehia level as required. Therefore, reporting flow will involve the following.

- i. All implementers who execute the school feeding guidelines – related interventions are supposed to complete an output monitoring form every quarter and ‘an outcome monitoring form on an annual basis.
- ii. The M&E officers / M&E focal person should compile, analyse and submit the forms to the head of the organization/head of schools/district school health and nutrition/food security and nutrition committee and then the head of the organization electronically submit them to M&E division/unit at the MoEVT.
- iii. On a quarterly and annual basis, the M&E division/unit at the MoEVT will combine, analyze, and interpret the gender-responsive school feeding programs’ data that it receives from different stakeholders who implement the school feeding guidelines.
- iv. The M&E division/unit at the MoEVT will then compile quarterly and annual reports, which document output-level indicators as well as outcome-level indicators and submit them to the management committee at the MoEVT for review and approval.

The figure below presents a data flow for implementers who report on the implementation of School Feeding Guidelines in Unguja and Pemba.

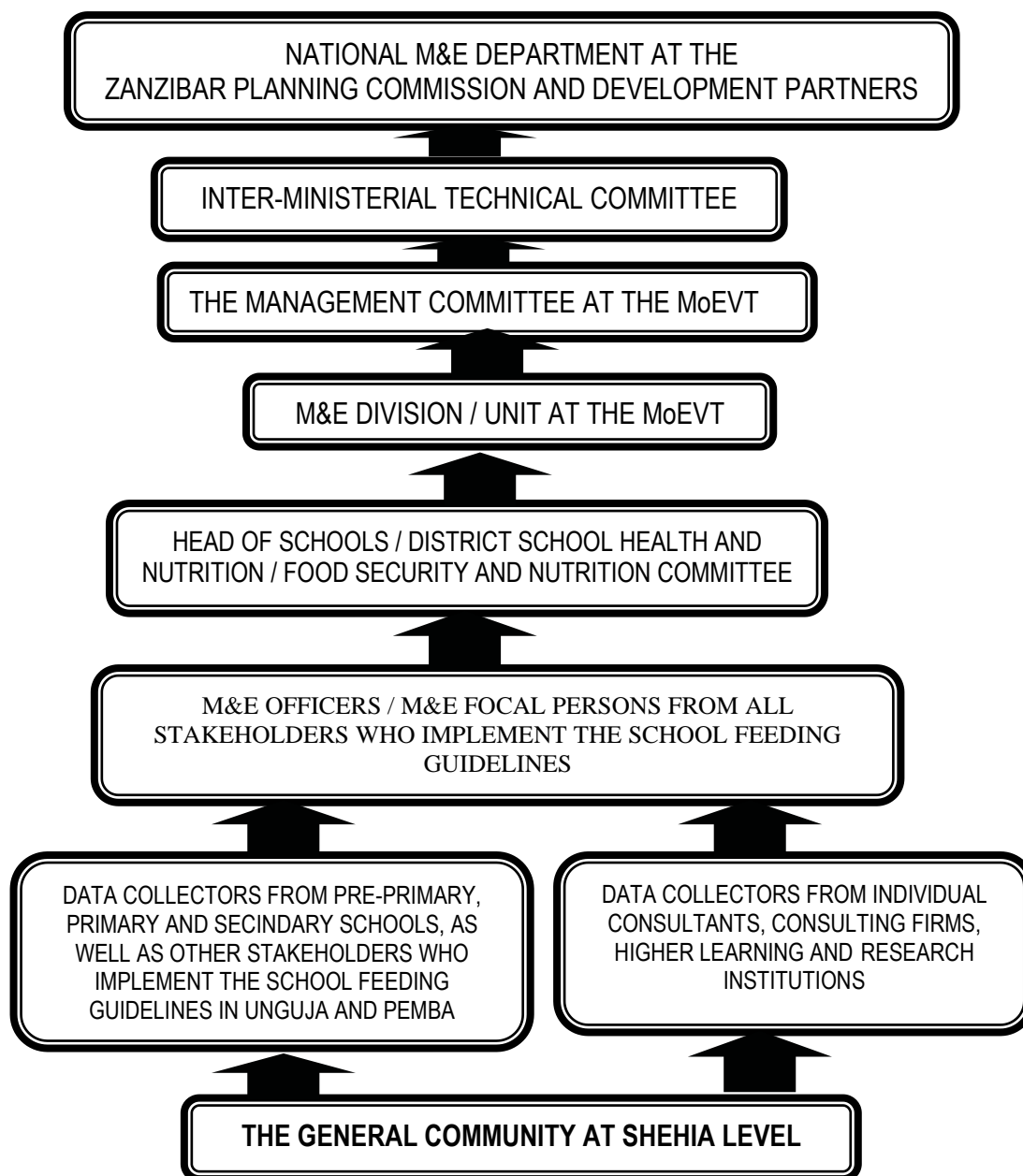


Figure 3: Data flow for implementers who report on the implementation of School Feeding Guidelines in Unguja and Pemba

4.3 Data Dissemination and Use

The disaggregated and gender-responsive pre-primary, primary and secondary School Feeding data will be packaged and disseminated in formats that are determined by the primary school's management at various levels. The timing of information dissemination should fit in the planning cycles and needs of the users through M&E reports, Policy briefs, Data dashboards, websites, bulletins, and case studies, among others, which will collectively inform decision-making and forecasting purposes.

The Ministry of Education and Vocational Training shall provide feedback to the reporting stakeholders about the quality of School Feeding data and reports (completeness, accuracy, and timeliness). Where

there are issues for clarification, stakeholders shall respond to the feedback according to the agreed timeline. The pre-primary, primary and secondary school M&E sections will periodically disseminate information on the performance of the implementation of School Feeding Guidelines as collated from its stakeholders.

4.4 Evaluation and Review of the School Feeding Guidelines

The pre-primary, primary and secondary schools as well as stakeholders will undertake an evaluation and review of the overall implementation of School Feeding Guidelines at all levels in Zanzibar. The evaluation of all School Feeding Guidelines will be conducted by external evaluators to ensure independence and avoid conflict of interest. The mid-term and End-of-term evaluations will inform the review of the implementation of School Feeding Guidelines in Zanzibar.

4.5 The School Feeding Guidelines Action Plan

All pre-primary, primary and secondary schools in Unguja and Pemba will be required to produce School Feeding Action Plan jointly with other stakeholders including the primary school teachers, staff, and the community. The Action Plan will address what, who, how, when, and where. It will also address short and long-term objectives of the School Feeding Guidelines to be achieved.

4.6. M&E Roles and Responsibilities

- Conduct a baseline indicator survey to capture baseline data at the start of every new School Feeding Programme and intervention for the pre-primary, primary and secondary School-Aged Children
- Conduct routine monitoring to track the implementation of School Feeding Guidelines at all levels
- Assess the status of School Feeding-related activities for pre-primary, primary and secondary School-Aged Children using the developed data collection tools
- Conduct data analysis, interpretation, and data quality assurance of the generated School Feeding – related data for the pre-primary, primary and secondary School-Aged Children in Zanzibar
- Conduct stakeholder meetings to share findings of the generated data and reports
- Conduct M&E TWG meetings to discuss and approve the generated M&E reports on the implementation of the School Feeding Guidelines for the pre-primary, primary and secondary School-Aged pupils in Unguja and Pemba
- Establish a functional referral system (related to results of M&E) between the pre-primary, primary and secondary school and its nearest technical support facility, such as health, agriculture, water, gender, local government, and education.

The M&E framework is attached as Annex 1.

4.7 Resource Mobilization for the School Feeding Guidelines

The domestic (Internal), as well as external resources, can be sourced through the existing system and procedures. A pre-primary, primary and secondary school may also wish to use the leadership from various organizations (domestic and external) to mobilize resources.

Resources so raised should be accounted for the particular school feeding activities. Therefore, accountability, transparency, and other financial controls need to be developed to safeguard the sourced funds. Therefore, funds and resources will be audited as per the financial regulations in Zanzibar.

4.8 Accreditation

All pre-primary, primary and secondary schools in Unguja and Pemba shall be accredited according to the health and nutrition-promoting school criteria set at school, Shehia, District, and National levels. Each level of the education system will formulate its incentive for awarding the best performance based on the implementation of School Feeding Guidelines.

CHAPTER FIVE

SUSTAINABILITY OF THE IMPLEMENTATION OF SCHOOL FEEDING GUIDELINES

5.1 Introduction

Success in the provision of school feeding interventions in pre-primary, primary and secondary schools in Zanzibar depends on the sustainability of the school feeding programs as well as the meaningful participation of the stakeholders. Therefore, every responsible person is entitled to play and fulfil his/her roles to achieve the intended goal.

The Provision of sustainable school feeding programmes in primary schools is an important aspect that requires a well-organized process of mobilizing resources through participation and sensitization of parents/guardians, the entire community as well as stakeholders to contribute food service in schools; effective capacity building of stakeholders at various levels; as well as effective coordination of the contributions from the private sector and stakeholders; to prepare a work plan for the implementation of the school feeding programmes; transparency and accountability; and monitoring and evaluation of the service.

For sustainability of school feeding interventions at the pre-prim, primary and secondary schools, the following should be observed:

- 5.1.1 Cost-effective Capacity Building Programmes at Various Levels: To develop and operationalize capacity building to implementers of the school feeding Guideline and nutrition service, and conduct monitoring and evaluation of the training conducted.
- 5.1.2 Financing the implementation of School Feeding Guidelines: Resource Mobilization of all these stakeholders is therefore mandatory and it should not be done as a one-time activity. Resource Mobilization can be done by involving experts, RGoZ and political leaders, the private sector, media personnel and celebrities, NGOs, Religious leaders and faith-based organizations.
- 5.1.3 Coordination of Private Sector Contributions: There should be a Plan to motivate and coordinate contributions and programs conducted by stakeholders including the private sector and NGOs in improving the provision of school feeding programmes among the pre-primary, primary and secondary school pupils in Unguja and Pemba.
- 5.1.4 Preparation of Implementable Work Plan There should be a work plan indicating estimates of actual needs in implementing the school feeding programmes. The work plan can include various production activities such as farming, aquaculture, poultry and livestock keeping, and horticulture.
- 5.1.5 Transparency and Accountability: Strengthening transparency and accountability is crucial for the effective overseeing and implementation of school feeding programmes. Transparency and accountability involve sharing updated information with parents/guardians and communities about progress on food availability, challenges and strategies to mitigate those challenges. Proper supportive supervision also contributes to the sustainable and quality delivery of school feeding services in Zanzibar.
- 5.1.6 Monitoring and Evaluation: Monitoring and evaluation of school feeding programmes is an important aspect. Monitoring and Evaluation reports will help to identify challenges and find ways to mitigate them to make school feeding programmes implementable and sustainable

- 5.1.7 Food safety: The school management in collaboration with other stakeholders must ensure the hygiene of Cooks and food vendors, this must include conducting medical checkups of food vendors periodically, practicing safe hygiene practices at all times including wearing clean aprons and head- coverings and thoroughly washing their hands with clean water and soap.
- 5.1.8 Linkages and collaborations with the Energy Department of the Ministry of Water, Energy and Minerals to benefit from solar energy initiatives: The MoEVT should prioritize enhanced linkages and collaborations with the Energy Department of the Ministry of Water, Energy and Minerals to benefit from solar energy initiatives and other sources including gas and electricity as a way of reducing reliance on charcoal, and time involved in the collection of firewood by both pupils and communities.
- 5.1.9 Facilitating farmers to produce more foods at all times should be indicated as a means of sustainability of the school feeding programmes.
- 5.1.10 Food quality: the Meals given to pre-primary, primary and secondary school learners should incorporate various food groups such as cereals/roots/tubers/and green banana; Pulses, legumes and animal sources of foods; vegetables; fruits, oils and sugar and honey.
- 5.1.11 Culturally Acceptable Food: Food cooked and served to primary school pupils should be culturally acceptable in that particular community, and all pre-primary, primary and secondary school learners are emphasized to use local foods, or foods available in specific seasons. This will reduce the cost of implementing a school feeding program for sustainability.

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ANNEXES

Annex 1: M&E Framework

Table 8: M&E Framework

Impact Level Indicators	Baseline 2023	Target (2027)	Data sources	Frequency	Responsible Institution
Percentage of schools implementing school feeding programmes in accordance with Government policies, circular, and guidelines.	TBD	TBD	Student survey/observation	Every 5 years	MoEVT, , MoA , MoH, OCGS, POFP, Public and Private sectors, CSOs, Development Partners
Net enrolment rate of primary school pupils disaggregated by location and sex	TBD	TBD	Student survey/observation	Every 5 years	MoEVT, MoH, , MoA , OCGS, POFP, Public and Private sectors, CSOs, Development Partners
Net attendance rate of primary school pupils disaggregated by location and sex	TBD	TBD	Student survey/observation	Every 5 years	MoEVT, MoH, , MoA , OCGS, POFP, Public and Private sectors, CSOs, Development Partners
Pass rate of primary school pupils, disaggregated by location and sex	TBD	TBD	Student survey/observation	Every 5 years	MoEVT, , MoA , MoH, OCGS, POFP, Public and Private sectors, CSOs, Development Partners
Literacy rate of primary school pupils, disaggregated by sex and Area	TBD	TBD	Student survey/observation	Every 5 years	MoEVT, , MoA , MoH, OCGS, POFP, Public and Private sectors, CSOs, Development Partners
The proportion of primary schools with access to electricity, computer, basic drinking water, sanitation services, and Internet (SDGs)	TBD	TBD	Student Survey	2 years	MoEVT, MoH, OCGS, POFP, Public and Private sectors, CSOs, Development Partners
Prevalence of malnutrition among primary school-Aged Children, disaggregated by sex, location, stunting, wasting, and underweight	TBD	TBD	Student Survey	2 years	MoEVT, , MoA , MoH, OCGS, POFP, Public and Private sectors, CSOs, Development Partners
The Percentage of primary school pupils missing school (5) or more days in a school year due to illness or injury	TBD	TBD	Student Survey	2years	MoEVT, , MoA , MoH, OCGS, POFP, Public and Private sectors, CSOs, Development Partners
The ratio of girls to boys in primary school attendance	TBD	TBD	Student Survey	Annually	MoEVT, , MoA , MoH, OCGS, POFP, Public

(access to education)					and Private sectors, CSOs, Development Partners
The proportion of primary school-Aged Children measured their Height and Weight once a year	TBD	TBD	Student Survey	2years	MoEVT, , MoA , MoH, OCGS, POFP, Public and Private sectors, CSOs, Development Partners
The proportion of primary school-Aged Children with Anaemia	TBD	TBD	Student Survey	2years	MoEVT, , MoA , MoH, OCGS, POFP, Public and Private sectors, CSOs, Development Partners
The proportion of primary school-Aged Children with Vitamin A deficiency	TBD	TBD	Student Survey	2years	MoEVT, MoA, MoH, Public and Private sectors, CSOs, Development Partners
The percentage of schools with good food storage facilities	TBD	TBD	Student Survey	2years	MoEVT, , MoA, MoH, Public and Private sectors, CSOs, Development Partners
The percentage of schools with kitchen and cooking facilities	TBD	TBD	Student Survey	2years	MoEVT, , MoA , MoH, Public and Private sectors, CSOs, Development Partners
The percentage of schools with cafeteria/dining space	TBD	TBD	Student Survey	2years	MoEVT, , MoA, MoH, Public and Private sectors, CSOs, Development Partners
The percentage of schools with parents/guardians' food committee	TBD	TBD	Student Survey	2years	MoEVT, , MoA , MoH, Public and Private sectors, CSOs, Development Partners
The percentage of schools implementing school feeding and nutrition services	TBD	TBD	Student Survey	2years	MoEVT, , MoA , MoH, Public and Private sectors, CSOs, Development Partners
The percentage of schools providing at least four food groups in a meal.	TBD	TBD	Student Survey	2years	MoEVT, , MoA , MoH, Public and Private sectors, CSOs, Development Partners
The number of primary School pupils who received micronutrient supplementation as per guidelines,	TBD	TBD	Routine monitoring	Quarterly	MoEVT and MoH Management Information System
The number of primary School Children enrolled for studies	TBD	TBD	Routine monitoring	Quarterly	MoEVT Management Information System
The number of teachers trained in School feeding guidelines	TBD	TBD	Routine monitoring	Quarterly	MoEVT Management Information System
The number of primary school buildings that are clean and safe	TBD	TBD	Routine Monitoring		MoEVT and MoH Management Information System
The number of primary schools that have a fully supplied School First Aid kit.	TBD	TBD	Routine monitoring	Quarterly	MoEVT and MoH Management Information System

The number of primary schools with School feeding committees that meet in 3 months	TBD	TBD	Routine monitoring	Quarterly	MoEVT Management Information System
The number of teachers trained in life skill-based and behaviour-centred Health and Nutrition Education	TBD	TBD	Routine monitoring	Quarterly	MoEVT and MoH Management Information System
The number of primary schools with horticultural gardens	TBD	TBD	Routine monitoring	Quarterly	MoEVT Management Information System
The number of special needs children supported by the primary school	TBD	TBD	Routine monitoring	Quarterly	MoEVT Management Information System
The Number of private sectors engaged in providing school feeding and nutrition service	TBD	TBD	Routine monitoring	Quarterly	MoEVT Management Information System
The number of primary schools with a functional water point at or near the school provides a sufficient quantity of water for the needs of the school and is safe for drinking and accessible to children with disabilities.	TBD	TBD	Routine monitoring	Quarterly	MoEVT and ZAWA Management Information System
The number of schools with functional toilets and urinals for girls, boys, and teachers that meet national standards and are accessible to children with disabilities.	TBD	TBD	Routine monitoring	Quarterly	MoEVT, , MoA and MoH Management Information System, Public and private sectors
The number of schools with adequate sanitary facilities (disaggregate by pre-primary, primary and secondary schools)	TBD	TBD	Routine monitoring	Quarterly	MoEVT, , MoA and MoH Management Information System, Public and private sectors
The number of schools that have toilets with hand-washing facilities (disaggregate by pre-primary, primary and secondary schools)	TBD	TBD	Routine monitoring	Quarterly	MoEVT, MoA and MoH Management Information System, Public and private sectors
The proportion of school children per toilet facility (disaggregate by sex, type of school -pre-primary, primary and secondary schools)	TBD	TBD	Student Survey	Annually	
The Number of sensitization meetings conducted	TBD	TBD	Routine monitoring	Quarterly	MoEVT, MoA and MoH Management Information System, Public and private sectors
The Number of small-scale farmers who increased production	TBD	TBD	Routine monitoring	Quarterly	MoEVT, , MoA and MoH Management Information System, Public and private sectors